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PSYX 565.01: Advanced Cognition

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PSYX 565 – Advanced Cognition

Spring, 2018

Course Location and Time

SB 303
Monday 3:00 – 5:50 pm

Instructor Information

Instructor: Yoonhee Jang, Ph.D.
Email: yoonhee.jang@umontana.edu
Office: SB 205
Office hours: Tuesday, Thursday 2:30 – 3:30pm or by appointment

Textbook

Eysenck, M. W. (2012). Fundamentals of Cognition (2nd Ed.). Taylor & Francis Group. ISBN 978-1-84872-071-8
Journal articles will be copied by students.

Course Description

This course is an advanced introduction to core topics in cognitive psychology and other areas of psychology, which are related to cognitive processes, such as neurocognitive science and affective processes. Specifically, the course is designed to serve students to receive the process of learning specialized knowledge about cognition (discipline-specific), and advanced and integrative knowledge about how cognitive psychology relates to affective and neurocognitive bases of behavior (integrative). Students are expected to pay attention to identifying important general principles of how the mind functions, the evidence for those principles, and the applicability of the theories and findings to issues of cognitive processes.

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Grading

90%=< A
80-89% B
70-79% C
60-69% D
=<59% F

Final Grades will be based on the following:

- **Exams (30%)**

  Quizzes (10%): There will be four short quizzes to evaluate whether students read the assigned articles before a presenter provides summary and leads discussion.
  Final exam (20%): The final exam will be an open-book test, which will cover the entire materials discussed during the semester.

- **Presentation: reading articles and research proposal (30%)**

  Reading article presentation (10%): Each student will lead presentation of background material or recent research during four class meetings. Presenters should use computer projector (e.g., power point slides) to provide an overview of the readings for 20 min. It is not expected that the presenters will understand every aspect of the readings, but rather enough to lead class discussion. Towards that end, thoroughly prepare discussion questions.
  Research proposal (20%): The last four classes (before the exam) will be devoted to 25 min student presentations of research proposal. The proposal can address any one (or a combination) of the main topic areas covered in the course. The proposal must include the following sections: title page, introduction (research goals and hypotheses), method (participants, design, materials, and procedure), expected results (from appropriate analyses), discussion, and references. The proposed research must make a contribution to the existing research literature: you must propose a study that has not already been conducted. Also, the proposed research must be experimental or quasi-experimental (not correlational) studies. You should provide your presentation through computer projector.

- **Debates (30%)**

  There will be three debates, and each student will be a member of one team for two debates: you will participate in two different debates as a team member. The students assigned to each debate will be divided into two teams and are required to advocate a position and support their argument with theory and/or data. For each debate, the affirmative side presents their argument (20 min), followed by the negative side (20 min). After a brief break (10-15 min), the affirmative side presents its rebuttal of the negative side's argument (5-10 min), and then the negative side presents its rebuttal (5-10 min). Content in the rebuttal will reflect only those points presented by the other side: it cannot be used to introduce new arguments for the presenting side. Debate participants should make arrangements to cooperate on the development and presentation of the argument. Power point slides to highlight the main points of the argument are recommended but not required. Members of each team can share aspects of the presentation and rebuttal. Each member should make an equal contribution to the team presentation and rebuttal. For the remaining debate (one of the three), students will serve as evaluators for the particular debate.

- **Class attendance, participation, and discussion (10%)**

  If you must miss a class meeting for some emergency, you should contact the instructor via email **BEFORE** the class begins. The document (e.g., doctor's note: only hard copies accepted) should fully provide the information about the absence and be handed in by the next class meeting.

  I expect to hear at least one question (to presenters) or comment from each of you at every presentation. Note that participation points will reflect the quality of discussion, rather than the quantity; and that it is not just checking class attendance.

Course Schedule

Subject to changes by instructor

Date	Topic	Materials	Presenters / Debate teams (TBA)
1/22, 1/24	Introduction	Ch1	
1/29	Perception	Ch2	
2/5, 2/12	Attention & Consciousness	Ch3	
2/5	Presentation 1 (quiz 1)	3 articles	
2/26	Debate 1		
2/26	STM and WM	Ch4	
3/5	Learning & LTM	Ch5	
3/12, 3/19	Everyday Memory; General Knowledge	Ch6;7	
3/12	Presentation 2 (quiz 2)	3 articles	
3/19	Debate 2		
4/2	Presentation 3 (quiz 3)	2 articles	
4/2, 4/9	Judgments; Cognition & Emotion	Ch11;12	
4/9	Presentation 4 (quiz 4)	2 articles	
4/16	Debate 3		
4/23, 4/30	Research presentation		
5/7	Final exam		

Reading List

Subject to changes by instructor

Presentation 1

Mitroff, S. R., Simons, D. J., & Levin, D. T. (2004). Nothing compares 2 views: Change blindness can occur despite preserved access to the changed information. *Perception & Psychophysics, 66*, 1268-1281.

Johansson, P., Hall, L., Sikström, S., & Olsson, A. (2005). Failure to detect mismatches between intention and outcome in a simple decision task. *Science, 310*, 116-119.

Winkielman, P., & Berridge, K. C., Wilbarger, J. L. (2005). Unconscious affective reactions to masked happy versus angry faces influence consumption behavior and judgments of value. *Personality and Social Psychology Bulletin, 31*, 121-135.

Presentation 2

Beilock, S. L., & Carr, T. H. (2005). When high-powered people fail: Working memory and "choking under pressure" in math. *Psychological Science, 16*, 101-105.

Pashler, H., Cepeda, N. J., Wixted, J. T., & Rohrer, D. (2005). When does feedback facilitate learning of words? *Journal of Experimental Psychology: Learning, Memory, and Cognition, 31*, 3–8.

Roediger, H. L., III, & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 31*, 1155–1159.

Presentation 3

Kennedy, M. R. T., & Yorkston, K. M. (2000). Accuracy of metamemory after traumatic brain injury: Predictions during verbal learning. *Journal of Speech, Language, and Hearing Research, 43,* 1072–1086.

Rhodes, M. G., & Castel, A. D. (2009). Metacognitive illusions for auditory information: Effects on monitoring and control. *Psychonomic Bulletin & Review, 16*, 550-554.

Presentation 4

Joormann, J., Levens, S. M., & Gotlib, I. H. (2011). Sticky thoughts: Depression and rumination are associated with difficulties manipulating emotional material in working memory. *Psychological Science, 22*, 979-983.

Wood, J., Moffoot, A. P. R., & O'Carroll, R. E. (1998). "Depressive realism" revisited: Depressed patients are realistic when they are wrong but are unrealistic when they are right. *Cognitive Neuropsychiatry, 3*, 119-126.