

PSY 452: Cognitive Psychology Lecture

Spring 20?? Section 001 Credits: 3

Instructor: Haley McCoy, M.S. **Office:** Behavioral Sciences Building (BSB) 290

Instructor contact: haley.mccoy@colostate.edu (please do NOT use Canvas messages)

Correspondence; All emails will be responded to within 48 business hours (2 days). If you haven't heard from me within those 2 days, please do reach out again (nicely). In your subject, please list the course number (PSY 452) and section (001). In your email, please sign off with your full name (first and last) so I know who you are. Also note that often emails from student personal email addresses go straight to junk mail (CSU policies...). Please email me from your **official CSU email** so I receive the email promptly! Also, Canvas messaging is much harder to keep track of, it is much more likely I will miss your message if you send it there.

Course meetings: Tuesday/Thursday 9:30 AM – 10:15 AM, in BSB 357

Course drop-in office hours: Monday 10:30 AM – 11:30 AM (in my office BSB 290)

you are welcome to email me to create an appointment outside of these office hours

Course summary

Cognitive psychology is the study of perception, attention, memory, learning, metacognition, problem solving, and decision making. This course will teach you fundamental information about a such topics. We will discuss the history of the field, compare theories, evaluate evidence for those theories, and look at various important experiments and studies.

There are several learning goals in taking this course, including:

1. Mastery and comprehension of key knowledge related to different sub-fields of cognitive psychology
2. Basic understanding of common methods used to test theories in cognitive psychology
3. Ability to differentiate between different theories/perspectives within cognitive psychology and critically evaluate contrasting evidence to inform some decision (e.g., picking a side of a debate)
4. Ability to use knowledge acquired in class to relate to your own life or career and enhance any future learning

Success in this class

Success in this class is dependent on your commitment to this class. The lecturer has put together thoughtful lectures with the above goals in mind and thus expects you to:

- 1. Show up to class meetings:** much of the learning in this class will occur during the class meetings, with lectures and in-class activities providing fundamental information relevant to the course. Additionally, attending class meetings allows you to ask important questions and hear differing understandings/perspectives of the information. **Active engagement in the class** will influence your learning positively. And, there will be several in-class extra credit opportunities throughout the semester, to encourage you to attend class. All lecture slides will be available to you before each class period in various forms (ppt, pdf, and the ppt notes option). Class sessions will not be recorded. Any in-class activities may be mentioned in the slides but will not be explained in the slides, so if you don't show up to class you may have a difficult time following along.
- 2. Reach out with questions/concerns:** it is important for your learning that you **ask questions early and often!** I ask that you to attempt to figure out a problem on your own (e.g., searching through the slides or referencing the syllabus) before emailing with questions. For example, if you happen to be reading the syllabus right now, you've reached an extra credit opportunity. If you email me and let me know what your favorite musician/band/singer is, I will grant you two extra credit points. However, you must do this within the first two weeks of the semester. Please don't give away this opportunity to other students, to encourage them to read the syllabus too. Anyways, I also would always prefer you ask questions or reach out with concerns before it becomes too stressful or last minute, **I'm always here to help** and point you in the direction of various resources. Your classmates may also be excellent resources – I encourage you to make a friend (or just an acquaintance) and exchange contact information. That way, you can share notes you may have missed or study together. If the class wants to make a group chat that's fine, but any sharing of answers, plagiarism, or other cheating is strictly prohibited.
- 3. Read before class:** The textbook and additional readings provide important additional information/context that may not be given in the lecture. Additionally, **learning information from different perspectives** will allow you to understand the material more robustly. Occasionally, you will be asked to show some basic understanding of the material through quizzes, discussions, or other assignments before the lecture begins. Those assignments will also serve as a way to assess your understanding of the material and may occasionally dictate the pace of the lecture.

- 4. Engage in helpful study habits:** there is a lot of research behind how to appropriately study/engage with educational material (check out this book: <https://www.amazon.com/Guide-Effective-Studying-Learning-Strategies/dp/0190214473>). Some great techniques might include quizzing yourself (I will provide exam study guides with questions you can answer) or trying to teach a friend the material. Some techniques that may not help your learning as much include re-reading your notes, re-reading slides, or cramming. I encourage you to revisit the information from this course in more frequent shorter sessions rather than one long study session right before the exam. Spacing your studying can really improve your learning and (hopefully?) reduce any exam/quiz related stress. A subset of cognitive psychology is learning and memory, so **throughout this course we will likely discuss some research on how to improve memory!**

Pre- / Co-requisites

PSY 100 (Introductory Psychology) is a pre-requisite for this course as it provides a basic overview of cognitive psychology as well as other important sub-fields of psychology.

PSY 250 (Research & Statistics I) is NOT a pre-requisite but may provide some helpful background information on the scientific method as it applies to psychology.

Requirements

Course requirements

Assignments

Your learning in this class will be evaluated through a variety of assignments

1. In-class reading checks
 - a. Occasional reading check assignments will gauge how many students have done the reading and how well the class grasps the concepts.
 - b. Unannounced :0
 - c. Short-answer or multiple-choice quizzes
 - d. We will discuss the reading briefly after each check and before each lecture
2. Weekly content quizzes
 - a. Evaluate your understanding of the most recent content as well as your memory for some older content, in preparation for the cumulative final
 - b. Presented in a mastery style, which means you may take the quiz until you answer all questions correctly. Your highest grade will be counted per each quiz

3. Exams (4)
 - a. Evaluate your understanding of the content and ability to apply the information to different problems.
 - b. Exam 1 will cover content from weeks 1 - 4
 - c. Exam 2 will cover content from weeks 5 - 8
 - d. Exam 3 will cover content from weeks 9 - 12
 - e. Exam 4 will be a cumulative final on all content from the semester
4. Weekly reflective/connection assignments
 - a. Reflect on the week's information and connect it to either:
 - i. Prior knowledge
 - ii. Your own life
 - iii. Previous information from the course
 - b. Written assignments, discussion posts, or quizzes

Submitting your own work/AI policy

Generative AI can be very helpful in many aspects. However, this course's aim is to evaluate **your** ability to learn and apply information related to cognitive psychology. I don't want to evaluate your ability to input a prompt into an AI assistant. Exams will be hand-written and closed-book, meaning you will have no access to AI to help you on those. Additionally, many in-class assignments will be hand-written, meaning you won't have access to AI then either. Therefore, using AI on any other assignment may put you at a greater disadvantage later, as you may come to rely too heavily on that assistant.

Additionally, using AI generated work and passing it as your own is plagiarism. I will take any suspected AI generated work very seriously.

DO NOT use AI to complete your assignments; think of it as a better Google, not as an external brain robot to do all your work for you!

Required materials

Textbook:

Cognitive Psychology: Connecting Mind, Research, and Everyday Experience

Bruce Goldstein

ISBN: 9781337408271

The course readings are based on the 4th edition of this textbook, though you are welcome to obtain a different version if that is easier – the readings (e.g., chapter numbers) may be a bit different but the content should remain mostly the same. Please come to your instructor (Haley McCoy) with questions on any differences in the readings as they arise!

Additional reading (e.g., scholarly articles) will be provided on the course website (see below) Are you still with me? If you're reading this, email me the title of your favorite movie and I will give you two extra credit points. However, you must do this within the first 2 weeks of the course. Please don't give away this extra credit opportunity to your classmates, to encourage them to visit the syllabus.

Course website: All course materials and activities will be available on the course website (Canvas). Assignments will be submitted through the course website as well. Log in here: <https://canvas.colostate.edu/> with your CSU netID and password. If you have any trouble accessing Canvas please visit <http://canvas.colostate.edu/support>

For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk here: <https://it.colostate.edu/help/>

You can also call IT: (970) 491-7276 or email them: help@colostate.edu

For info on using browsers, apps, and third-party tools with Canvas, see Student Support Canvas: <https://tilt.colostate.edu/Integrity/StudentResources>

Helpful resources:

Morgan Library Services Desk

The Morgan Library Services Desk provides both research (ph. 970-491-1841) and technical (ph. 970-491-7276) support. In addition, you can contact a librarian for assistance at [Ask Us!](#) or find a research guide at [Research Help](#). The library also often has computer chargers for loan, so if you ever forget yours, head there! They may also be able to loan you a laptop for a short period of time. The library also has study rooms for reservation if you need a quiet place to study or want to get together with a few classmates!

Grading

Points possible: 1000		
Letter Grade	Percentage	Point Range
A+	97% - 100%	970 – 1000
A	90% - 96 %	900 – 960
B+	87% - 89%	870 – 890
B	80% - 86%	800 – 860
C+	77% - 79%	770 – 790
C	70% - 76%	700 – 760
D+	67% - 69%	670 – 690
D	60% - 66%	600 – 660
F	< 60%	<600

Assignment grading scheme

1. Reading checks (110 points): 10 checks per semester at 11 points each
2. Content quizzes (240 points): 12 quizzes at 20 points each
3. Reflective/connection assignments (240 points): 12 assignments at 20 points each
4. Regular exams (300 points): at 100 points each (Exams 1, 2, and 3)
5. Final exam (120 points): cumulative

Late work/missed exams

1. Missed **reading checks** cannot be made up; your lowest grade will be dropped (i.e., we will have 11 checks but only 10 will count toward your grade)
2. Missed **content quizzes or reflective/connection** assignments may be turned in up to 5 days late, with a 10% deduction per day late. After 5 days, you receive a 0.
3. If you anticipate missing an **exam**, you must reach out at least 24 hours BEFORE the scheduled exam. If you miss an exam for an unforeseen circumstance (e.g., illness), please do your best to contact me BEFORE the exam, otherwise email me as soon as possible. I reserve the right to ask for documentation showing your absence as legitimate (e.g., university sanctioned event, religious holiday, or other documented problems) before approving a make-up. We will begin each exam promptly, at the beginning of class. You should plan to arrive 5-10 minutes prior to the start of class to ask any questions and have as much time as possible to complete your exam. **Be aware that no one may begin the exam after the first person has turned in their exam.** Exams are closed-note and closed-book: you may not use any notes or technology during your exam (outside of accommodations). Cell phones must be turned off during exams (if I hear it ring or vibrate I'll be mad). Exams will be handwritten. Please bring a pencil (or a pen if you think you won't make any mistakes). I will try to provide pencils and erasers, but I might run out!

Extra credit and grade changes

Extra credit will be offered throughout the semester, usually in-class to encourage your participation. Any extra credit requests beyond what is offered in class will not be granted.

If you believe there is some error in your grade on a given assignment, please contact me as soon as you can. I am happy to discuss any grade with you and provide any extra reasoning (beyond previously provided feedback) for why you received a grade.

I will not grant overall grade changes. If your grade is an 89.9 at the end of the semester, It will be registered as a B+, I won't round you up to a 90 for an A.

Attendance

Attendance will not be taken everyday, and you will not receive participation grades. However, class attendance is **very important** to your learning and highly encouraged. Occasionally, there will be reading-check assignments (described above) that cannot be made up outside of class. Additionally, you will be able to ask me questions as well as discuss important ideas with your classmates, leading to better learning.

University policies, etc.

Please visit <https://col.st/2FA2g> for policies and resources relevant to this course (and your other CSU courses).

Copyright

Please do not share material from this course online, through print, or through other media. Course material is the property of the instructor who developed the course (Haley McCoy). Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including online sites that post materials to sell to other students, could face disciplinary or legal action.

Universal Design for Learning/Accommodation of Needs

CSU (and your instructor) is committed to the principle of universal learning. Our classroom and interactions should be inclusive. Mutual respect and civility are crucial to universal learning.

Students who need accommodations must go through the SDC:

<https://disabilitycenter.colostate.edu/>

Academic honor code

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code (see:

<https://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/>).

Academic integrity is a vital part of your education as it shows you can produce original work that showcases your understanding of various concepts. In this course, academic integrity includes submitting your own work (not another classmate's, not Google's, and not AI's) that showcases the best of your ability to apply the information in this class to different problems.

Course Schedule

Week/dates	Topic	Reading(s)	Reflection due	Quiz due
1/20 & 1/22	Course information, introduction, history	Ch 1	Sunday 11:59 PM	Sunday 11:59 PM
1/27 & 1/29	Perception	Ch 3	Sunday 11:59 PM	Sunday 11:59 PM
2/3 & 2/5	Attention	Ch 4	Sunday 11:59 PM	Sunday 11:59 PM
2/10 & 2/12	Review/catch up + Exam 1			
2/17 & 2/19	Short-term & working memory	Ch 5	Sunday 11:59 PM	Sunday 11:59 PM
2/24 & 2/26	Long-term memory I	Ch 6	Sunday 11:59 PM	Sunday 11:59 PM
3/3 & 3/5	Long-term memory II	Ch 7	Sunday 11:59 PM	Sunday 11:59 PM
3/10 & 3/12	Review/catch up + Exam 2			
3/17 & 3/19	SPRING.BREAK.NO.CLASS			
3/24 & 3/26	Memory errors	Ch 8	Sunday 11:59 PM	Sunday 11:59 PM
3/31 & 4/2	Knowledge	Ch 9	Sunday 11:59 PM	Sunday 11:59 PM
4/7 & 4/9	Language	Ch 11	Sunday 11:59 PM	Sunday 11:59 PM
4/14 & 4/16	Review/catch up + Exam 3			
4/21 & 4/23	Problem Solving	Ch 12	Sunday 11:59 PM	Sunday 11:59 PM
4/28 & 4/30	Decision Making	Ch 13	Sunday 11:59 PM	Sunday 11:59 PM
5/5 & 5/7	Imagery + final prep	Ch 10	Sunday 11:59 PM	Sunday 11:59 PM
5/12 & 5/14	FINAL EXAM: Wednesday, 5/13, 6:20 PM-8:20 PM! Normal classroom			

*Schedule subject to change based on instructor's determination

**Exams will only be re-scheduled in the case of university closures (e.g., snow days)

***So depressing that the final is so late in the day, but we persevere

Caveat

****I reserve the right to amend/adjust the syllabus to better suit the needs of the class at any time during the semester****