College of Arts & Sciences
Department of Psychology
Oakland University

Cognitive Psychology (Psy 3160) – Fully Online, 4 credits, Winter 2018

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CRN/Section#: 14181/001
Online Class Meetings: TBD
Office Hrs: MW 2-3:30 or by appt.
Click here for appt. http://bit.ly/ 2BviobK

Course description: The discipline of cognitive psychology examines how humans perceive, encode, store, transform, retrieve, and use information. This includes processes such as pattern recognition, attention, memory storage and retrieval, and problem solving. In this course, we will consider what is known about these topics today, what kinds of mistakes were made along the way to acquiring that information, and the phenomena that we still do not fully understand. Because experimental method is the cornerstone of cognitive psychology, a major focus in this course is the methods and techniques used to investigate various cognitive phenomena.

Course goals: There are several goals for this course and your assigned readings and writing assignments are designed to fulfill these course goals. These goals include:
- Learning how theory is derived from data and how experiments are designed to test those theories.
- Understanding how cognitive psychology is relevant to your day-to-day functioning and activities
- Learning to tolerate ambiguity and to think about scientific information flexibly and creatively (rather than just memorizing the information and regurgitating it for a test)
- Having the opportunity to practice relevant and marketable job skills such as
    - applying scientific information in service of specific goals
    - writing about domain-specific/professional information
    - learning new technology
    - group collaboration and giving presentations

Course Prerequisites: PSY 100 and 250

This class satisfies the General Education requirements in the Writing Intensive in a major area.

General Education Requirement: At least one third (1/3) of the overall course grade is based on substantive written assignments. The student will demonstrate:
- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose

Cross-Cutting Capacities: Effective communication, critical thinking
Course Procedures: Lectures, multiple choice exams, writing assignments, class presentation, group work, use of various online/electronic learning tools. Details will be posted in Moodle.

Required Text(s) and Supporting Course Material:
- ***Textbook***
    - Galotti, K.M. (2018). Cognitive Psychology: In and Out of the Laboratory (6th Ed). Sage Publications. ISBN: 9781506351568. Additional readings will be provided to you in pdf format in Moodle
    - ***Technologies***: This class requires students to use technology to complete their assignments, interact with each other, and even attend lectures. The integration of these technologies into the course is deliberate. It allows you to experience multiple methods of consuming and delivering content. It allows you to explore and develop useful skills that you might have few opportunities to develop in traditional classes. Support documents, training, and mentoring for many of the technologies will be provided in class. Access to resources and training for the other technologies will also be provided (e.g., information about the resources at the student technology center)

- **Moodle**: Because this course utilizes Moodle, success in the course is determined in a large part by your ability to work within the Moodle environment. If you are not familiar with Moodle, prior to beginning the class, take the time to go through e-Learning's Online Student Orientation (http://www2.oakland.edu/elis/SO_index.cfm)
- **Second Life**: The virtual world of Second Life will be integrated into several aspects of this class. Doing so provides you with a unique opportunity to reflect on the cognitive processes operating while you learn about this new technology. It also allows for some non-traditional writing assignments involving observations you make in Second Life and tying them in with material you will be learning in class.
    - Registration for a Second Life account is free at http://secondlife.com/
    - You will be provided with training sessions to get you up to speed on this large, open-ended platform
    - Second Life information will be provided for you in Moodle.

Computer & Software Requirements:
- **Word Processing program**: Microsoft Word – 1997 or later is the preferred processing program for assignments submitted in this class. If you use a different word processing program, make sure to submit your work for evaluation as a Microsoft Word (.doc, .docx) or text (.rtf) file. If you submit your assignment in some other format I will not be able to open it to grade it and it is possible you will receive a 0 for the assignment.
- **Second Life**: Second Life is a graphics intensive virtual world requiring a fairly high bandwidth internet connection. Because not everyone has a computer that can run Second Life, there are several computer labs on campus that have Second Life installed on their computers so that you can complete the Second Life component of your assignments. These locations include the Information Commons computers in Kresge Library, and the Pryale Student Computer Lab.
- **Personal backup plan in case of computer failure**: Make sure you have some sort of backup plan in place in case you experience computer failure or lose access to a computer when you need to attend class, turn in an assignment or take an exam. Technology breaks! It usually breaks right before the deadline of an assignment! You are responsible for your own technology. Technology failures are not approved excuses for missing a deadline. Make a copy of everything you submit for a grade in the class on your own machine. Test out your computer in the situation in which you intend to use it to make sure everything works before the beginning of class.

Moodle: The Class Moodle page is an important resource for the class. In Moodle you will be able to access all of the information that you can access on the class web page. Your weekly Second Life reflection essay and your assignments will be submitted in Moodle. In addition, you will have access to a group project discussion forum that can serve as a workspace for you and your group members to collaborate on the group project.

Evaluation: The assignments reflect course goals. They do so by requiring you to apply your knowledge of cognitive psychology and/or write about scientific findings in the field. The assignments will also provide opportunities to learn new technologies, practice job skills including professional writing, and giving presentations.
- *Quizzes:* During the semester, you will receive weekly quizzes. These quizzes will be posted and completed on Moodle. The due date for each quiz is 11:55 PM on Monday. Each quiz will consist of 20 multiple choice questions and you will have the opportunity to take the quiz three times by the weekly deadline. Your highest exam score for the week will be the one that is counted towards your quiz grade that week. Note: The quiz application randomly chooses one of several items to display for each question. This means that there is no guarantee that you will receive the exact same question on subsequent attempts (though the question will be on the same material). Your quiz average will count for **25**% of your score in the class. Quizzes are not cumulative and the lowest quiz grade will be dropped at the end of the semester.
- *Writing Assignments:* During the semester you will be given two writing assignments. These writing assignments will require that you 1) read a journal article and other scientific information, 2) make observations related to that information in Second Life, and 3) describe your observations in an APA paper (minimum of 5 pages) making sure to critically evaluate the information and discuss how your observations correspond (or fail to correspond) to the particular phenomena discussed in your assigned reading. Your average score on the

writing assignments will count towards **30%** of your overall grade in the course. See Moodle for details about the writing assignments.

Attendance: Attendance in an online course involves being present in the course several hours a week. This presence includes watching/listening to online material, taking online exams and participation in the discussion forums. If this was a face-to-face class, you would be spending at least 4 hours each week simply sitting in the classroom listening to lecture and participating in classroom activities and discussions. You should put aside at least 4 hours each week for watching the lecture videos and/or attending class online and completing the discussion forums. You should expect to spend an additional 1.5 to 2 hours each week, reading the assigned readings, completing homework assignments and studying for/taking exams

- o During the semester, we will meet as a class in our Second Life classroom for lecture and classroom exercises. The lectures given in Second Life are ones that expand upon and explain either difficult concepts in the course or concepts that are not addressed in the textbook. All of us attending class together for these sessions will make it possible for us to ask and answer questions until we all understand the material. The dates for these sessions are posted on the syllabus. Attendance is **optional but strongly recommended**. You will receive **two extra credit points** for attending the full live session (within 10 minutes of the start time) and participating in the discussion.

- *Discussion Forums*: Discussions of the material and the implications and/or applications of the material are an important component of the course. In online courses such as this one, student participation in online discussion forums substitutes for the in-class interactions in a face-to-face course. The discussion forums are opportunities for students to exchange ideas. Postings to the discussion forums should be written in a readable format that has been checked for spelling and proofread before posting.

There will be **two types of discussion forums** each week: Class Content Discussion Forums and Second Life Weekly Reflection Forums. The due date for **posting** your content for the week to both discussion forums is **11:55 PM Friday**. If you do not meet this deadline, you will not receive a grade for your forum response that week.

You are also required to reply to two other students' posts. One response should be to someone in the Class Content discussion forum and the other to someone in the Second Life Reflection discussion forum (though feel free to respond to more than two). This is to encourage class discussion, critical thinking about your own and others work and for exposure to the different ways in which the questions can be answered. The due date for **responding** to your classmate's posts is **11:55 PM Sunday**.

A good answer or response to a discussion forum post will have some or all of the following features:

- There are virtually no errors in punctuation or spelling, grammar or usage.
- All parts of the question are completed/answered.
- The words chosen are clear, accurate, and precise.
- Use of supporting information is superior: the evidence clearly supports the positions and the evidence is sufficient and specific.
- The ideas reflect critical thinking and insight.
- There is some originality in the response.

Your discussion forum posts will be worth **30%** of your final grade (**15%** Second Life reflections, **15%** Essay Question(s))

- o *Class Content Discussion Forums*: For each week during the semester, two discussion forum questions will be posted on that week's content and you will choose **one** of the two questions to answer. These questions will be similar to an essay question on an exam. They may ask you to demonstrate your understanding of a topic, make comparisons between theories, or provide real world examples of the phenomenon in question. See Moodle for details about the types of questions asked in these forums and appropriate responses.

- o *Second Life Weekly Reflection Forums*: In ~500 words, you will be asked to comment on your experiences learning Second Life and how your experiences tie in directly with that week's lecture/textbook content. Your postings to the Second Life reflection forums will be graded using the following scale:
  - Outstanding (5 points) = Synthesis with the textbook readings/lecture. Also exhibits critical and/or original thinking about the topic.
  - Good quality (4 points) = Response ties in Second Life experiences with the week's textbook/lecture content. Response is thoughtful and explained clearly

- ▪ Average quality (3 points) = Response ties in Second Life experiences with the week's textbook/lecture content.
        - ▪ Poor quality (2 points) = Response ties in Second Life experiences with the week's textbook/lecture content but fails to refer to textbook/lecture content accurately or directly. Alternately, response ties in Second Life experiences with the week's textbook/lecture content but work was poor (unclear meaning, poor writing, disorganized etc.)
        - ▪ Disappointing (1 point) = Response failed to adequately tie Second Life experiences with the textbook/lecture content.
- • *Commercial Presentation*: You will be working on this assignment in small groups. Your task is to use cognitive psychology concepts and theories to create two videos: a short (< 5 minutes) commercial and a PowerPoint explanation of your commercial. Your group will post these videos to the class discussion forum on April 16th. Your score on this assignment constitutes **10%** of your score in the class. See Moodle for details about this assignment.

Grade Calculation: Your grade in the course will be generated by the following formula:
(.50*(avg. quiz)) + (.30*(avg. homework)) + (.10*(SL reflections)) + (.10*(commercial)) = course grade
For example: If you received a 85% average on your quizzes, 90% on the writing assignments, 87% on the SL reflections and a 97% commercial grade, your score in the course would be:

(.50 * 85) + (.30 * 90) + + (.10 * 87) + (.10 * 97) = 42.5 + 27 + 8.7 + 9.7 = **87.9%**

According to the following chart you would earn a GPA of **3.4** for the course.

Grading Scale:

4.0 = 100.00% - 98.60	2.9 = 79.59 – 78.60	1.9 = 69.59 – 68.60
3.9 = 98.59 – 96.60	2.8 = 78.59 – 77.60	1.8 = 68.59 – 67.60
3.8 = 96.59 – 94.60	2.7 = 77.59 – 76.60	1.7 = 67.59 – 66.60
3.7 = 94.59 – 92.60	2.6 = 76.59 – 75.60	1.6 = 66.59 – 65.60
3.6 = 92.59 – 89.60	2.5 = 75.59 – 74.60	1.5 = 65.59 – 64.60
3.5 = 89.59 – 88.60	2.4 = 74.59 – 73.60	1.4 = 64.59 – 63.60
3.4 = 88.59 – 86.60	2.3 = 73.59 – 72.60	1.3 = 63.59 – 62.60
3.3 = 86.59 – 84.60	2.2 = 72.59 – 71.60	1.2 = 62.59 – 61.60
3.2 = 84.59 – 82.60	2.1 = 71.59 – 70.60	1.1 = 61.59 – 60.60
3.1 = 82.59 – 80.60	2.0 = 70.59 – 69.60	1.0 = 60.59 – 59.60
3.0 = 80.59 – 79.60		

Universal Learning: I am committed to the principle of universal learning. This means that our classroom (Moodle for this class), our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.
Any student with particular needs should contact Disability Support Services (http://www.oakland.edu/dss) at the start of the semester. Their office will provide you with any documents for you to give to me that will help you and I work out the details of any accommodations needed for this course.

Policies:
   Course expectations: Students are expected to conduct themselves in a manner conducive to an environment of academic integrity and respect for the educational process and the safety and well-being of all members of the community. Adherence to the Student Code of Conduct is expected and will help provide a welcoming, engaging classroom learning environment. The Code of Academic and Student Conduct can be found at http://www.oakland.edu/studentcodeofconduct.
   Classroom/Discussion Forum Conduct: Active participation in the class and the free exchange of ideas is only possible in a friendly, welcoming environment. To provide such an environment, class members should follow the "golden rule" during classroom or online discussions. Specifically, treat others as you would like to be treated. Be prepared for discussion by completing the assigned readings and watching/listening to the lectures before you respond the discussion or respond to other student's contributions to the discussion. If you disagree with something someone is saying, counter the idea and make your point without attacking the individual. Refrain from ridicule (i.e., Say "I see your point, but there are a number of problems that may arise," rather than "That is a really stupid idea"). Compliment a good point or idea or part of an idea. This

allows everyone to learn what types of points are valuable to the discussions. Stay on topic. Participation in class discussions is a major component of your course grade. Thoughtful, informed, and respectful class participation from everyone enrolled in the course will substantially improve everyone's experience in the course. It will ensure that a variety of experiences and perspectives are brought to class discussions and that everyone will have the opportunity to gain from other's contributions to the class.

Professor's Classroom Responsibilities, Email and Office Hours Policy: As your professor for this course, my responsibilities to you will be to provide an online environment that fosters learning, critical thinking and the open exchange of ideas. I will maintain an active online presence by posting weekly announcements, participating and/or commenting on discussions, being available during office hours, sharing interesting elements related to the class and encouraging others to do so as well.

From Monday to Friday, 10 -8, I will try to answer any emails within 2-3 hours and certainly before the end of the day. I will attend office hours online at the specified times and will also be available to meet in person in my office. If you are not able to attend the posted office hours, we can make an appointment to meet at another time that is convenient for both of us.

Independent Work: All of the independent work you submit for a grade should be your own work. Plagiarism of any kind, (this includes plagiarizing information from the internet) dual submissions (turning in an assignment for this class you have already submitted for a grade in a different class), and cheating on exams will result in a failing grade for that assignment (depending on the seriousness of the infraction) and possible evaluation by the university academic misconduct committee. Note that it is *perfectly okay* to find information on the internet and in other places and use that information for your assignments. Plagiarism involves using that information without attribution and claiming the work as your own. If you use information from other sources, it should be paraphrased (not copied verbatim), adapted to the requirements of the assignment and information about where that information was obtained should be clearly cited/explained.

Examinations & Homework: It is assumed that quizzes will be open book. However, you will have a limited time period to complete the quizzes so you will need to be organized to effectively use resources while you take the quiz. Each quiz can be taken three times and the highest quiz score will be used. There is also a waiting period of 10 minutes between quiz attempts so that you have enough time to look up the items you answered incorrectly before your next quiz attempt. Missed quiz can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within three days of the missed quiz. This also applies to homework assignments. All other assignments need to be turned in before or on the day they are due.

Attendance Policy: Attendance in an online course involves being present in the course **several hours a week**. This presence includes watching/listening to online material, taking online quizzes and participating in the discussion forums. If this was a face-to-face class, you would be spending at least 4 hours each week simply sitting in the classroom listening to lecture and participating in classroom activities and discussions. You should put aside at least 4 hours each week for watching the lecture videos and/or attending class online and completing the discussion forums. You should expect to spend an additional three to four hours each week, reading the assigned readings, completing homework assignments and studying for/taking quizzes

Add/Drops & Incompletes: The University add/drop and incomplete grade policies will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course though those deadlines will be posted in Moodle and/or the syllabus.

SCHEDULE

DATE	SUBJECT	CHAPTER	PAGES
1/3 – 1/7	Orientation & History	1,2	2-14, 17-27, 32-43
1/5 5:30 PM	*Second Life training and discussion of class policies*		
1/8 – 1/14	Neural Network Models & Schemas	8	184-186, 195-198
1/9	*Second Life lecture on Neural network Models*		
1/15 – 1/24	Pattern Recognition	3	
1/17	*Last Day to Add Class/100% tuition refund*		
1/23	*Second Life lecture on Pattern Recognition Theories*		
1/24 – 2/4	Attention	4	
1/31	*Second Life lecture on Attention Theories*		
2/4	*Writing Assignment #1 Due*		
2/5 – 2/11	Working Memory	5	
2/12 – 2/18	LTM – Encoding and Retrieval	6	
2/14	*Second Life lecture on Memory Retrieval*		
2/19 – 2/25	**WINTER BREAK – NO CLASS**		
2/26 – 3/4	Reconstructive Memory	7	
	Knowledge Representation	8	177-184, 186-195, 198-203
2/28	*Second Life Lecture on Semantic Memory Models*		
3/4	*Revision of Writing Assignment #1 Due*		
3/5 – 3/11	Language	10	233-250, 256-269
3/12 – 3/18	Visual Imagery	9	
3/14	*Second Life Lecture on Mental Imagery*		
3/14	*Last Day to Withdraw with W*		
3/19 – 3/25	Reasoning	12	297-311
3/21	*Second Life Lecture on Reasoning*		
3/24	*Writing Assignment #2 Due*		
3/26 – 4/1	Decision Making	12	311-335
4/2 – 4/8	Problem Solving	11	
4/9 – 4/15	Creative Cognition		
4/11	*Second Life Lecture on Creative Cognition*		
4/16 - 4/17	**Commercial Presentations**		

4/23 – 4/29   Final Exam Week (Quiz #13)