

PSYC 221. COGNITIVE PSYCHOLOGY

2015 WINTER SYLLABUS

Instructor:	Viara Mileva-Seitz (viara.mileva@gmail.com)
Office hours:	Thursday 10.15-11.15 @ Humphrey Hall room 235
Teaching Assistants:	Melissa Milanovic (melissa.milanovic@queensu.ca) Office hours: Monday 11.15-12.15, Humphrey Hall room 235 Mashal Haque (mashal.haque@queensu.ca) Office hours: Tuesday 11.30-12.30, Humphrey Hall room 235
Lectures:	Ellis Hall Auditorium (58 University Avenue) Tuesday 10.00 - 11.30 am Thursday 8.30 - 10.00 am

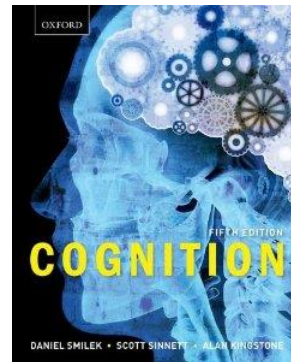
An introduction to human cognition, or the *science of how we think*. This includes the mental processes

COURSE SUMMARY

involved in acquiring knowledge and understanding, by thinking about, experiencing, and sensing the world. We'll cover topics including **perception, attention, memory, language, problem-solving, and creativity.**

Textbook: Cognition (5th edition)***
by Smilek, Sinnett, and Kingstone

***NOTE THIS BOOK COMES WITH A REGISTRATION CODE FOR THE LAB SOFTWARE YOU MUST USE TO COMPLETE THE LAB ASSIGNMENT



Web Site: <https://moodle.queensu.ca/> (look for PSY 221 W Cognitive Psychology)
NOTE: If you have never used Moodle before you can get online help:
<http://www.queensu.ca/its/moodle/studentfaqs.html>

LEARNING GOALS

- Does eating chocolate/running/[activity of choice] improve your memory?
- Can blind people 'see' their environment through other senses?

☐ *Who is the smartest person in the world?*

These are just a few of the questions that can be answered with the study of cognitive psychology. In some areas of cognitive psychology, we've made huge progress. In other areas, there is still a lot of unknown. In this course you'll learn the basics of cognitive psychology. It will soon become clear (I hope!) that this is a crucial sub-discipline in human psychology, for if we do not understand **the science of how humans think**, we cannot fully understand what causes humans to behave the way they do.

INTENDED STUDENT LEARNING OUTCOMES

At the completion of this course, students will have demonstrated their ability to:

- ☐ Understand basic principles of cognitive psychology
- ☐ Understand the scope of cognitive psychology and how it relates to both every day and research settings
- ☐ Explore experimental evidence and its applications in psychology
- ☐ Explore cognitive psychology in hands-on and creative ways by completing laboratory tasks and as assignment to supplement lecture materials

Including lectures, this course should require 4-8 hours per week of your time. (This is a rough guide only – the more time you put into it, the more you'll get back!)

I expect you to attend lectures. You'll learn much more attending class than trying to do it all by yourself in your own time. And you'll hear extra lecture material that you would otherwise miss. Having said that, I obviously understand that sometimes you will be ill or otherwise unable to make it. I encourage you to have a course buddy who can fill you in on the missed materials and even share notes with. (And studying with a buddy is much more fun anyway!)

Turn off your cell-phone, respect your classmates, and don't start packing to leave early. Don't be chatty in class. Call me by my first name ☺ And please, please ask questions! If there is such a thing as a stupid question, then I'm guilty of asking them on regular occasion.

MISSED MIDTERMS OR EXAMS

In the case of illness or other emergency that causes you to miss a test, you'll need a medical note or other document. There are no make-up midterms, so if you miss one the other two tests will be worth more. If you miss the final exam, there are central exam make-up days. Further information will be provided on our Moodle page.

CLASS CANCELLATIONS

In the rare event that class is cancelled, I will post this information on Moodle at least 30 minutes prior to the beginning of class. University closures (due to bad weather, for instance) obviously mean class is cancelled.

LECTURE SCHEDULE

DATE	TOPIC	READING	ASSIGNMENTS
Jan. 6, 8	Introduction	Ch. 1, 2	
Jan. 13, 15	Perception	Ch. 3	
Jan. 20, 22	Attention	Ch. 4	
Jan. 27, 29	Memory Part I	Ch. 5	
Feb. 3, 5	Memory Part II	Ch. 6	
Feb. 10	MIDTERM 1		
Feb. 12	Imagery	Ch. 7	
Feb. 17, 19	READING WEEK		
Feb. 24	Concepts	Ch. 8	Lab Due
Feb. 26	Language	Ch. 9	
Mar. 3, 5	Problem Solving	Ch. 10	
Mar. 10	MIDTERM 2		
Mar. 12	Reasoning, Judgment, and Choice	Ch. 11	
Mar. 17	Intelligence and Creativity	Ch. 12	
Mar. 19	Guest Lecture		
Mar. 24, 26	Personal Cognition	Ch. 13	Assignment Due
Mar. 31, Apr. 2	REVIEW		
TBA	FINAL EXAM (*CUMULATIVE*)		

***EXAM make-up: April 27, 2015 (in case you miss the exam)

Midterms & Final: The midterms and exam will be formatted similarly: the first half will be multiple-choice and the second half will be short/long answer questions. All test material will be from the textbook, lectures, and multimedia used in class (e.g. videos).

Laboratories: You will have one lab and one assignment to do for this course. *Stay tuned to the Moodle course page for more info.* The two assignments are due at the beginning of class (see red box above for due dates) and ***an identical copy must also be uploaded to Moodle***. Late assignments will receive a 10% deduction per day.

Lab: Due Feb 24
Assignment: Due March 24

Grade Evaluation:	Lab (Feb 24)	5%
	Midterm 1 (Feb. 10)	20%
	Midterm 2 (Mar. 10)	25%
	Assignment (March 24)	5%
	FINAL EXAM	45%

All components of the course will receive numerical percentage marks, and the final grade for the course will be derived by converting your numerical course average to a letter grade according to the table below:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

ACADEMIC INTEGRITY: Academic integrity is constituted by the five core fundamental values of **honesty, trust, fairness, respect and responsibility** (as articulated by the Centre for Academic Integrity, Duke University; see <http://www.academicintegrity.org/>) all of which are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see Report on Principles and Priorities) Queen's students, faculty, administrators and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity. (<http://www.queensu.ca/secretariat/policies/senateandtrustees/academicintegrity.html>)

IN SHORT: Please do not copy, plagiarise, or cheat in this or any other course.

Please do not believe it's worth it to take shortcuts and sacrifice your academic integrity: *it isn't*. The course TAs and I are there to help you, whether you are struggling with an assignment, trying to better understand course materials, what have you. We **strongly encourage** you to come to our office hours. This will help you (and save us from the boredom of sitting in an empty room for an hour each week)!

Special needs: If you have special needs please contact me as soon as you can and we can work out the working/learning strategy that suits you best.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may

need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>