

# Cognitive Psychology

PSYC 221— Winter 2020

Monday 1:00 pm – 2:30 pm  
Wednesday 11:30 am – 1:00 pm  
Chernoff Hall Auditorium

## Instructor:

Dr. Monica Castelhana [monica.castelhana@queensu.ca](mailto:monica.castelhana@queensu.ca)

Office Hours: Monday 3:00pm – 4:00pm (Humphrey Hall 346)

## Teaching Assistants:

Michelle Blumberg [mb272@queensu.ca](mailto:mb272@queensu.ca)

Office Hours: Thursday 10:00am-11:00am (Craine Hall 210)

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Office Hours: Wednesday 1:00pm-2:00pm (Craine Hall 202)

## Course Materials

Cognitive Psychology: Connecting Mind, Research and Everyday Experience

5<sup>th</sup> Edition\*

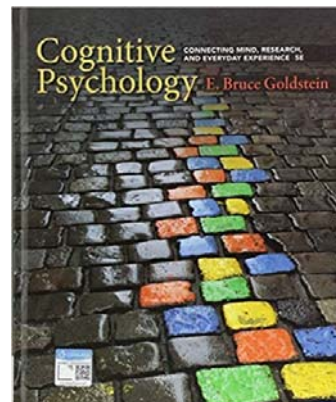
E. Bruce Goldstein

University of Pittsburgh and University of Arizona

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\*Earlier editions are missing too much material.  
Recommend that only the 5<sup>th</sup> edition is used.

**Please Note: Online textbook resources are NOT REQUIRED!**



## Learning Objectives

- Describe cognitive processes with respect to the brain, sensory, and perceptual mechanisms
- Evaluate the distinction of top-down and bottom-up processes to cognitive phenomena
- Describe the contribution of memory to cognition
- Describe higher order cognition processes and how lower level processes interact with higher order processes
- Connect cognitive processes to everyday activities and real-life applications
- Critically evaluate cognitive phenomenon as they are described in the media

## Course Description

This course is a survey of the topics in cognitive psychology. We will examine the basic processes involved in perception, attention, memory, representations, thinking, language and other topics. Cognition is far more complex than it appears. The simple act of answering a cell phone involves dozens of processes that you probably don't think about. Be prepared to read quite a bit and think in new ways about how we do things. I teach this course assuming that you have been introduced to this topic (this course does have a prerequisite PSYC100), so we will move through some topics quickly. All material (in the textbook and the lectures) is fair game for testing. Attendance is expected for all lectures (I do not provide my lecture notes, but slides will be available on onQ a couple of hours before each class). You are responsible for all materials presented in class.

## Workload

### Exams

There will be a total of 3 exams in this class (2 Midterms, not cumulative and a Final, cumulative). Each exam will cover the material listed in the course schedule (below) and will take place during the class period listed. The final covers the entire course.

**There will be NO make-up midterm exams.** If you miss an exam, you will need to submit an appropriate form (see below) and then you will be permitted to re-weight your exams. Please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/> to submit the appropriate academic consideration for your situation. See Class Schedule below for in-class exam dates.

### Podcast Reaction Papers

Throughout the semester, there will be 3 low-stakes writing assignments (3% each). You will be required to submit (via onQ) a Podcast Reaction Paper. Typically, it will be **anywhere between 250 to 500 words**. The podcasts will discuss real-life situations that are connected to the topic for that week. The reaction paper is meant to show me that you have read the material, listened to the podcast and that you have thought about them. I am interested in *your* ideas. **A summary or description of the podcast is not enough.**

You are encouraged to write about something you thought of while listening:

- a critique of coverage – what things fit with our reading of the concepts, what concepts were too simplified or, glossed over or perhaps exaggerated,
- consideration of how the main concept being discussed in class relates to real-life
- talk about the implications of something discussed in the podcast
- suggest a new experiment to explore a specific question raised in the podcast

**Grading of Podcast Papers** is based on Young’s I-C-E (Ideas, Concepts, and Extensions):

- **3/3** Comments and responses reveal a capacity to analyze, synthesize, and evaluate material and give evidence of *original thinking* and an extensive knowledge base. They demonstrate a careful, concise, critical analysis with a clear and well-argued hypothesis based on the material. They exhibit evidence of learning that is willing to explore beyond the initial learning situation.
- **2/3** Comments and responses reveal a good analysis and some critical reasoning. They demonstrate a reasonable understanding of relevant issues and familiarity with the material. They demonstrate a solid understanding of the relationship or connections among the basic concepts. They show a need to be more concise or precise in details and more carefulness in articulating arguments.
- **1/3** Comments and responses show an acceptable treatment of the subject matter. They demonstrate an understanding of the basic facts, vocabulary, details, and elemental concepts and show an ability to deal with simple issues arising out of the material. The student needs to engage the subject matter more fully and formulate ideas more clearly.

**Podcast Assignments are due at 5pm on Friday of the assigned week and are to be submitted via onQ.**

Podcast	Episode	Due Date
TED Radio Hour <a href="https://www.npr.org/programs/ted-radio-hour/614007696/attention-please">https://www.npr.org/programs/ted-radio-hour/614007696/attention-please</a>	<i>Attention Please</i>	Jan 24
Hidden Brain <a href="https://www.npr.org/2019/12/16/788422090/did-that-really-happen-how-our-memories-betray-us">https://www.npr.org/2019/12/16/788422090/did-that-really-happen-how-our-memories-betray-us</a>	<i>Did That Really Happen? How Our Memories Betray Us</i>	Feb 28
RadioLab <a href="https://www.wnycstudios.org/podcasts/radiolab/episodes/91725-words">https://www.wnycstudios.org/podcasts/radiolab/episodes/91725-words</a>	<i>Words</i>	Mar 20

## Evaluation

Podcast Reaction Papers	9%
Midterm Exam 1	25%
Midterm Exam 2	25%
Final Exam	41%
Bonus: Class & Experiment Participation	5%*

\*Bonus is conditional. See below for details.

## Grade Bonus

There is a chance to get a 5% bonus on your FINAL Grade. Please note, the bonus credits cannot be used to change a failing mark to a passing mark. There are two sources for the bonus.

**CLASS PARTICIPATION Bonus (3%):** Here is how it works – during each class there will be mini-pop quizzes that will ask you to enter in a response to a series of questions. The number of quizzes will vary from class-to-class. The percent earned will be equivalent to how many quizzes you have completed over the entire semester and will be calculated at the end of the term. So, to earn the full bonus marks, you will need to participate in ALL such quizzes. If you can't, don't worry as you are awarded whatever portion of the bonus that you do participate in.

This bonus is based on learning and memory research! It's called the Test-Retest effect: The best way to gain knowledge is through repeated quizzing and testing. That means, when you study – make some practice exam questions as you go (in a separate document or scrapbook). Then, as part of your material review, test yourself! Studies have shown that people who perform multiple tests (even with no grading or low stakes), do much better at LEARNING the information. Then lather, rinse and repeat! *Make up multiple sets of questions for each chapter and use it as part of your end of year review.*

Participation will require a device connected to the internet: phone, tablet or laptop. It will require that you sign-in to <https://kahoot.it/> with your NetID as your nickname (in order for us to allot the correct bonus for each student). Please check onQ for more detailed instructions.

**Please Note:** *This bonus is very much conditional on fair class participation.* If there is cheating or the system works poorly (for whatever reason), I reserve the right to revoke the bonus completely from all students. So play fair and we'll see how this goes.

**EXPERIMENT PARTICIPATION Bonus (2%):** The Psychology Department Participant Pool now includes students enrolled in this course. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. **If you are enrolled in more than one eligible course, you will have to select the course towards which your research participation will be credited when you sign up for a study.** This way you can complete studies toward each course. However, you cannot apply the same study credit to more than one course. Also, the penalty for missed experiments is the same as the one in PSYC 100. For more details, please see the information posted at the Psychology Participant Pool page on the Department website: <http://www.queensu.ca/psychology/undergraduate/participant-pool-information>.

As with PSYC 100, studies will be listed on SONA, and you will receive an email with the information you need to register your account on SONA after the end of the drop/add period. Expect the email around the middle of the third week of the semester. In addition, during the first week of the semester, you will be emailed a link to an online pre-screening questionnaire that will be due by the end of the drop/add period (second Friday of the term). If you complete the larger pre-screening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers will offer either a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. Researchers of the

particular study for which you wish to get credit will administer the alternative assignment (NOT course instructors -- course instructors are not involved in the crediting for studies or alternative assignments). You must contact the researcher of a particular study (see the study’s contact information on SONA) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, the alternative assignment will take less time (approximately 30 minutes), so you will earn 0.5% for each alternative assignment that you complete.

## Class Schedule

Below is a schedule of the lectures and assignments that will be given. Reading the chapters before the lecture will aid you in understanding the lecture, but **is not necessary**. I’ve designed the lectures so they can serve as an introduction to the chapter. Sometimes reading right after the lecture will serve to consolidate information more easily. Find a reading schedule that fits you and stick with it. Please note, for all podcast assignments, you will need to have done the readings for that week to be able to answer intelligently and thoughtfully, so plan ahead on how you are going to complete the readings and the assignments for those weeks.

The exams and assignments due dates are listed below. NOTE: **the schedule of topics is subject to change**.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>	<i>Assignment</i>
1	Jan 6, 8	Introduction	Chpts 1 & 2	
2	Jan 13, 15	Perception	Chpt 3	
3	Jan 20, 22	Attention	Chpt 4	Jan 24: Podcast Assignment #1 Due
4	Jan 27, 29	Short-term and Working Memory	Chpt 5	
5	Feb 3	<b>MIDTERM 1 Chapters 1-5 &amp; Lectures</b>		
	Feb 5	Long-term Memory: Structure	Chpt 6	
6	Feb 10	Long-term Memory: Structure	Chpts 6 & 7	
	Feb 12	Long-term Memory: Encoding & Retrieval	Chpt 7	
7	Feb 17, 19	<b>Reading Week</b>		
8	Feb 24	Long-term Memory: Encoding & Retrieval	Chpt 7	Feb 28: Podcast Assignment #2 Due
	Feb 26	Everyday Memory & Memory Errors	Chpt 8	
9	Mar 2, 5	Knowledge	Chpt 9	
10	Mar 9	<b>MIDTERM 2 Chapters 6-9 &amp; Lectures</b>		
	Mar 11	Visual Imagery	Chpt 10	
11	Mar 16,18	Language	Chpt 11	Mar 20: Podcast Assignment #3 Due
12	23, 25	Problem Solving & Creativity	Chpt 12	
13	Mar 31, Apr 1	Decision Making	Chpt 13	

## Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

### *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

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at [Integrity@Queen's University](mailto:Integrity@Queen's University), along with Faculty or School specific information. Departures from academic integrity include, but are not limited to,

plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

<http://www.queensu.ca/academicintegrity/students.html>

## Accommodation Statement

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 Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

**If you are in need of accommodations, please: (1) upload your supporting documents into Accommodations folder on onQ and (2) email TA Michelle Blumberg ([mb272@queensu.ca](mailto:mb272@queensu.ca)).**

## Academic Considerations for Students in Extenuating Circumstances

The [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

## Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office." The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

## Copyright Statement

Please note: I do not permit the recording in any part of the lectures. This material is copyrighted and is for the sole use of students registered in PSYC 221. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 221. Failure to abide by these conditions is a breach of copyright, and may constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.