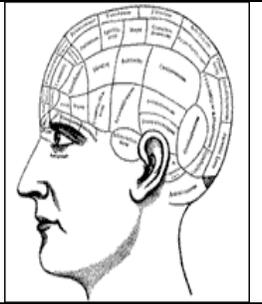


Psychology 207 - Cognitive Processes

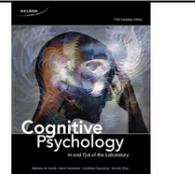
Winter, 2012



Class Time: Tuesdays and Thursdays @ 8:30 – 9:50
Place: AL116
Instructor: Jonathan Fugelsang
Office: PAS 4055
Office hours: Tuesday @ 10:00 – 12:00, and by appointment.
Phone: 519-888-4567 x37197
e-mail: jafugels@uwaterloo.ca

Required Text:

Galotti, K., Fernandes, M., Fugelsang, J., & Stolz, J. (2010). *Cognitive psychology: In and out of the laboratory. 1st Canadian edition.* Toronto, ON: Thomson Nelson Publishing.



Teaching Assistants:

<u>Name</u>	<u>e-mail</u>	<u>Office</u>	<u>Office Hours</u>
Jenna Dawson	j4dawson@uwaterloo.ca	PAS 3029	TBA
Adam Palancia	apalanic@uwaterloo.ca	PAS 2261	TBA
Punya Singh	p9singh@uwaterloo.ca	PAS 2237	TBA

Course Description:

The objectives of this course are to introduce you to important concepts, phenomena, experimental techniques, and theoretical issues in the field of cognitive psychology. As cognitive psychology is the study of how people come to know about their world, this course will cover how people attend, encode, represent, and understand that world, as well as solve problems, make decisions, and communicate their thoughts. The course will involve an assessment of current theoretical issues and experimental methodology, and whenever possible, links to real-life situations will be considered. Though we will only have a chance to touch on a few aspects of this vast research domain, the material will hopefully give you new insights into how your mind works. Because of the large number of students in the class, I will spend most of class time lecturing. However, I do encourage discussion and questions to clarify material. I think the class will be much better if you participate by asking, and answering, questions! As well, because cognitive psychology is a science, the course will focus on discussing original experimental research, providing a foundation for other psychology courses such as *Memory*, *Decision Making*, etc. I hope that you enjoy your *Introduction to Cognitive Processes* and go on to enjoy more specialized courses in the area of cognitive psychology.

Finding Course Materials on the Web:

The Psychology 207 course web page can be found in the LEARN system: at <https://learn.uwaterloo.ca/>. Here, you will find links to the syllabus, to my lecture slides, and to important announcements. I will try my best to have the lecture slides for the upcoming lecture up at least 24 hours in advance of class time.

Evaluations – (4x Exams = 100% + Research Participation = 4%):

There will be four non-cumulative exams (January 19th, February 9th, March 8th, and March 29th, each worth 25% of your final grade. The exams will be predominately made up of multiple-choice questions and a couple short answer concept questions. All exams will be based on the material presented in the text and in lectures.

Tentative* Lecture Schedule

Dates	Topic	Text Reading
1/3	Syllabus, Course Overview	
1/5	History	Chapter 1
1/10	The Brain	Chapter 2
1/12, 1/17	Perception	Chapter 3
1/19	Exam #1 (Lectures & Chapters 1 - 3)	
1/24, 1/26	Attention	Chapter. 4
1/31, 2/2	Memory Structures	Chapter. 5
2/7	Memory Processes	Chapter 6
2/9	Exam #2 (Lectures & Chapters 4 - 6)	
2/14, 2/16	Concepts and Categorization	Chapter 7
2/21, 2/23	No Classes, Reading Week	
2/28, 3/1	Visual Imagery	Chapter 8
3/6	Language	Chapter 9
3/8	Exam #3 (Lectures & Chapters 7 - 9)	
3/13, 3/15	Thinking & Problem Solving	Chapter 10
3/20, 3/22	Decision Making	Chapter 11
3/27	Individual Differences & Future Directions	Chapter 12
3/29	Exam #4 (Lectures & Chapters 10 - 12)	

***Note that this is a tentative lecture schedule. We may be able to move a bit faster than what is scheduled, or we may move a bit slower than what I have projected. Therefore, I cannot guarantee that these topics will be covered on exactly these days. I will keep you up to date as to what unit we are covering, what you should be reading, and, most importantly, what material you will be responsible for on your tests.**

Research Experience Marks - Information and Guidelines:

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research:

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research:

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

Study scheduling, participation and grade assignment is managed using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect,

identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.

- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

The Official Version of the Course Outline:

If there is a discrepancy between the hard copy outline and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage):

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows: Email: cellard@uwaterloo.ca, Phone: 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals:

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>