

Psychology 207 - Cognitive Processes - Fall 2013

Class Time: Mondays, Wednesdays and Fridays 11:30am – 12:20pm

Place: AL 116

Instructor: Nathaniel Barr

Office: PAS 4044

Office hours: Wednesday @ 1:30 – 3:30pm, and by appointment.

e-mail: nbarr@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 Hour</u>
Mike Klein	mdklein@uwaterloo.ca	PAS 4049	Monday 3-4pm
Syaheed Jabar	s2jabar@uwaterloo.ca	PAS 2261	Tuesday 12-1pm
Julia Isacescu	jisacesc@uwaterloo.ca	PAS 2245	Thursday 10:30-11:30am

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.

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.

Class structure and expectations

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! I do not require that you come to lectures. I do hope, however, that you choose to attend lectures and participate in your education. (Students who attend class regularly tend to do much better in the course than those who do not.)

Additionally, I ask that if you do come to class, please respect your fellow students (and me) by refraining from talking to your friends during class. We are a very large group, so even just a “little bit of whispering” adds up very quickly. Similarly, we only meet for 50 minutes each class, so we cannot afford to waste time settling in, particularly on test days. I ask that you show up a few minutes early for class to ensure we start promptly at 11:30am with minimal disruption.

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

There will be four non-cumulative exams each worth 25% of your final grade. All exams will be based on the material presented in the text and in lectures. I would like to highlight that it is important that you attend lectures and study the textbook. Although there will be some overlap between lectures and text, there will be material that does not overlap. You are responsible for all of the material covered in class and in the assigned readings, unless stated otherwise.

Tentative Lecture Schedule

Dates	Topic	Text Reading
Sept. 9	Syllabus, Course Overview	
Sept. 11, 13, 16	History	Chapter 1
Sept. 18, 20	The Brain	Chapter 2
Sept. 23, 25	Perception	Chapter 3
Sept. 27 (Friday)	Exam #1 (Lectures & Chapters 1 - 3)	
Sept. 30, Oct. 2, 4	Attention	Chapter 4
Oct. 7, 9, 11	Memory Structures	Chapter 5
Oct. 14 (Monday)	No class (Thanksgiving)	
Oct. 16 & 18	Memory Processes	Chapter 6
Oct. 21 (Monday)	Exam #2 (Lectures & Chapters 4 - 6)	
Oct. 23, 25, 28	Concepts and Categorization	Chapter 7
Oct. 30, Nov. 1, 4	Visual Imagery	Chapter 8
Nov. 6, 8	Language	Chapter 9
Nov. 11 (Monday)	Exam #3 (Lectures & Chapters 7 - 9)	
Nov. 13, 15, 18	Thinking & Problem Solving	Chapter 10
Nov. 20, 22	Decision Making	Chapter 11
Nov. 25, 27, 29	Individual Differences & Future Directions	Chapter 12
Dec. 2 (Monday)	Exam #4 (Lectures & Chapters 10 - 12)	

Policy regarding illness:

Students who are requesting accommodation for tests due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: <http://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

Given that tests are non-cumulative, all students are required to re-write all missed tests (rather than re-weight).

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 to 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. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes' contact information is as follows: Email: mafernan@uwaterloo.ca, Phone: 519-888-4567, x32142.

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 - 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 - 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 - 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/>