



Psychology 207 - Cognitive Processes

Winter, 2007

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

Class Time: Tuesdays and Thursdays @ 8:30 – 9:50

Place: AL116

Instructor: Jonathan Fugelsang

Office: PAS 4055

Office hrs: Tuesday @ 10:00 – 12:00, and by appointment.

Phone: 888-4567 x37197

e-mail: jafugels@uwaterloo.ca

Course e-mail address: psych207@watarts.uwaterloo.ca

Required Text:

Galotti K. M.(2004). *Cognitive Psychology: In and Out of the Laboratory: Third Edition*. Belmont CA. Thomson Publishing.



Teaching Assistants:

<u>Name</u>	<u>e-mail</u>	<u>Office</u>	<u>Office Hours</u>
Roy Ferguson	ra2fergu@watarts.uwaterloo.ca	PAS 2248	Thurs. 10:00-12:00
Stephanie Solcz	ssolcz@artsmail.uwaterloo.ca	PAS 4048	Wed. 11:00-1:00
Lisa Meschino	lmeschi@artsmail.uwaterloo.ca	PAS 2257	Thurs 2:00-4:00

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 UW-Angel system: at

<https://uwangel.uwaterloo.ca/uwangel>. 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.** You will also see a link to the course email address. Because there are so many students in the class, we ask that you direct all material-related questions to the course email address, rather than to our personal addresses. This account will be checked daily. Directing material-related questions to this common account, rather than to our individual accounts, will help to ensure that all TAs and I know about important questions that you have. Please use the instructor's and the TA's personal email addresses only to get in touch with us for emergencies, and to schedule appointments.

Evaluations:

There will be four non-cumulative exams (**January 25th, February 15th, March 15th, and during the final exam period**), each worth 24% of your final grade (**Total = 96%**). The exams will be predominately made up of multiple-choice questions. All exams will be based on the material presented in the text and in lectures.

Research Participation or Assignments (4%):

Experiential learning is considered an integral part of the undergraduate program in Psychology.

Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Since experiential learning is highly valued in the Department of Psychology, students in Psych 207 can earn up to 4% of their final grade by participating in these experiments. Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics. Participation is worth .5 participation credits (percentage points) for each half hour session. Researchers will record student's participation and will advise the course instructor of the total points earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to earning the same number of points; this is explained below in "Alternative to participating 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 she/he participated.

Alternative to participating in research:

Students are not required to participate in research, and not all students may wish to do so. As an alternative to participation in research, students may opt to review articles relevant to Cognitive Psychology and write a short 1-page review. Each review article counts as one percentage point. The reviews must:

- Be submitted by April 3rd
- Be typed
- Include title, author, 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 text that are applicable.
- Clearly evaluate the application or treatment of those concepts in the article.

Students may complete any combination of (a) participation in research or (b) article review up to a total of 4% points.

Helpful suggestions to ensure your success in this (or any) class:

1. Read the chapter before coming to class.
2. Look over the lecture notes before coming to class.
3. Take additional notes to supplement the class notes that are provided (note: I often supplement the text and class note materials with examples that will only be provided during lectures).
4. If you have questions, please ask.
5. Be aware of the due dates.
6. After a chapter has been covered, see if you can answer, or at least find the answers to, the key terms and questions provided at the end of the text chapter.
7. Because the material in cognitive psychology tends to be abstract in nature (e.g., thinking about thinking), it is a good idea to re-read your notes, journal summaries, and text a couple of times prior to the exams.
8. Come by and visit me or the TA's during office hours.

Note 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.

NOTE: Please be aware of the following university policies

- All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance or consult "How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors" (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>). Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.
- Students who believe that they have been wrongfully or unjustly penalized have the right to grieve. Please refer to Policy #70 (Student Grievance) at <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Tentative* Lecture Schedule

Dates	Topic	Text Reading
1/4	Syllabus, Course Overview	
1/9, 1/11	Overview, Perception	Chpts. 1 & 2
1/16, 1/18	Pattern Recognition, Attention	Chpts. 2 & 3
1/23	Attention/Consciousness	Chpt. 3
*1/25	Exam #1 (lectures & Chpts. 1-3)	
1/30, 2/1	Modal Model, STM	Chpt. 4
2/6, 2/8	LTM	Chpt. 5
2/13	More LTM – special topics	Chpt. 6
2/15	Exam #2 (lectures & Chpts. 4 - 6)	
2/19 – 2/23	Reading Week	
2/27, 3/1	Concepts and Categorization	Chpt. 7
3/6	Visual Imagery	Chpt. 8
3/8	Reading/Comprehension	Chpt. 9
3/13	Class Cancelled for Campus Day	
3/15	Exam #3 (lectures & Chpts. 7 - 9)	
3/20, 3/22	Thinking & Problem Solving	Chpt. 10
3/27, 3/29	Reasoning & Decision Making	Chpts. 11 & 12
4/3	Individual/Gender Differences	Chapt. 14
Exam Period	Exam #4 (lectures & Chpts. 10, 11, 12, & 14)	

***Note that this is a tentative lecture schedule. We may be able to move a bit faster than what is scheduled, or we move a bit slower than what I have projected. Additionally, at some points I may wish to show a movie during class time, and that will require an adjustment to our lecture schedule. 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 EXAM.
