

PSYCH394 – W2012 – Section 002 - Course Schedule

The schedule is subject to change if necessary. Changes will be announced on LEARN as far in advance as possible.

Class #	Date	Topic	Notes/Readings
1	Jan. 4	Introduction History - Part I	- Overview of syllabus
2a	Jan. 9	History - Part II	- <i>Tim Ireland @ 9h45</i>
2b	Jan. 11	Psychophysics - Signal Detection Theory - Weber's Law - JND method	* Mathews, M.V., Meyer, D.V., & Sternberg, S. (1975) Exploring the speed of mental processes. <i>Bell Laboratories Record</i> , 53, 148-156. Available on Sternberg's website: http://www.psych.upenn.edu/~saul/ (* group work/discussion)
3a <i>Quiz #1</i>	Jan. 16	Theories of Pattern Recognition + Filter Models of Attention + Capacity Models of Attention	* Broadbent, D. E. (1957). A mechanical model for human attention and immediate memory. <i>Psychological Review</i> , 64(3), 205-215. doi:10.1037/h0047313
3b	Jan. 18 PAS 1237	E-Prime Lab#1 (“How to set up an E-Prime experiment”)	- Watch Video (link will be provided on handout). - Individual E-Prime assignment Extra reference: Richard, L., & Charbonneau, D. (2009). An introduction to E-Prime. <i>Tutorials in Quantitative Methods for Psychology</i> , 5(2). 68-76.
4a	Jan. 23	- Source of Dual-Task Interference	* Merikle, P.M., Smilek, D., & Eastwood, J.D. (2001). Perception without awareness: perspectives from cognitive psychology. <i>Cognition</i> , 79(1-2), 115-134. doi:10.1016/S0010-0277(00)00126-8 - Presentation expectations - Thought paper expectations
4b	Jan. 25 PAS 1237	E-Prime Lab#2 (“How to extract and merge data using E-DataAid”)	- Watch Video and complete end of assignment.
5a <i>Quiz #2</i>	Jan. 30	- Working Memory	Presentations a) Simons, D.J., & Levin, D.T. (1998). Failure to detect changes to people during a real-world interaction. <i>Psychonomic Bulletin & Review</i> , 5(4), 644-649. doi: 10.3758/BF03208840
5b	Feb. 1	- Memory and Learning - depth of processing	Presentations b) Strayer, D.L., & Johnston, W.A. (2001). Driven to Distraction: Dual-Task Studies of Simulated Driving and Conversing on a Cellular Telephone. <i>Psychological Science</i> , 12. 462-466. doi:10.1111/1467-9280.00386

			<p>c) Pacheco-Unguetti, A. P., Acosta, A., Callejas, A., & Lupiáñez, J. (2010). Attention and anxiety: Different attentional functioning under state and trait anxiety. <i>Psychological Science</i>, 21(2), 298-304. doi:10.1177/0956797609359624</p> <p>- Distribution of task to present to each student (see Feb.15th) & explanation of requirements/expectations.</p>
6a	Feb. 6	- False Memory	<p>Presentations</p> <p>d) McWilliam, L., Schepman, A., & Rodway, P. (2009). The linguistic status of text message abbreviations: An exploration using a Stroop task. <i>Computers in Human Behavior</i>. 25(4). 970-974. doi:10.1016/j.chb.2009.04.002</p> <p>e) Lakens, D., Schneider, I.K., Jostmann, N.B., and Schubert, T.W. (2011). Telling things apart: The distance between response keys influences categorization times. <i>Psychological Science</i>. 22(7). 887-890. doi: 10.1177/0956797611412391</p>
6b	Feb. 8	- Metacognition	<p>Presentations</p> <p>f) Memmert D., Simons D.J., & Grimme T. (2009). The relationship between visual attention and expertise in sports. <i>Psychology of Sport and Exercise</i>, 10(1), 146-151. doi:10.1016/j.psychsport.2008.06.002</p> <p>g) Roediger, H.L., & Karpicke, J.D. (2006b). Test-enhanced learning: Taking memory tests improves long-term retention. <i>Psychological Science</i>, 17, 249-255. doi: 10.1111/j.1467-9280.2006.01693.x</p>
7a Quiz #3	Feb. 13	- Analogical / Deductive / Inductive	<p>Presentations</p> <p>h) Gasper, K., & Clore, G.L. (2002). Attending to the Big Picture: Mood and Global Versus Local Processing of Visual Information. <i>Psychological Science</i>, 13(1), 34-40. doi: 10.1111/1467-9280.00406</p> <p>i) van de Ven, N., van Rijswijk, L. and Roy, M.M. (2011). The return trip effect: Why the return trip often seems to take less time. <i>Psychonomic Bulletin & Review</i>, 18(5), 827-832. doi: 10.3758/s13423-011-0150-5</p>
7b	Feb. 15	Individual Differences Day	- Each student presents one task. 5-8 minutes per task. Students send me their grid no later than 10am on February 14 th .
	Feb. 20	READING WEEK	
	Feb. 22	READING WEEK	
8a	Feb. 27	- Dual-Process theories of reasoning	* Evans, J,St,B,T, (2008). Dual-Processing Accounts of Reasoning, Judgment, and Social Cognition. <i>Annual Review of Psychology</i> , 59, 255–78. doi: 10.1146/annurev.psych.59.103006.093629
8b	Feb. 29	- Problem Solving - Expertise	* Oppenheimer, D. M. (2008). The secret life of fluency. <i>Trends in Cognitive Science</i> , 12(6). 237-241. doi:10.1016/j.tics.2008.02.014

			AND * Alter, A. L., & Oppenheimer, D. M. (2008). Effects of fluency on psychological distance and mental construal (or why New York is a large city, but New York is a civilized jungle). <i>Psychological Science</i> , 19, 161-167. doi: 10.1111/j.1467-9280.2008.02062.x
9a Quiz #4	March 5	- Decision Making - Prospect Theory - Natural Decision Making - Heuristics and Biases	* Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. <i>Science</i> , 211(4481). 453-458. doi: 10.1126/science.7455683
9b	March 7	Scientific Reasoning	* Wilson, M. (2002). Six views of embodied cognition. <i>Psychonomic Bulletin and Review</i> , 9, 625-636. doi: 10.3758/BF03196322
10a	March 12	No Lecture	Presentations a) Hertwig, R., Barron, G., Weber, E. U., & Erev, I. (2004). Decisions from experience and the effect of rare events in risky choice. <i>Psychological Science</i> , 15, 534-539. doi: 10.1111/j.0956-7976.2004.00715.x b) Fischhoff, B., Slovic, P., Lichtenstein, S. (1977). Knowing with certainty: The appropriateness of extreme confidence. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 3(4). 552-564. doi: 10.1037/0096-1523.3.4.552
10b	March 14	No Lecture	Presentations c) Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? <i>Journal of Personality and Social Psychology</i> , 79, 995-1006. doi: 10.1037/0022-3514.79.6.995 d) Oppenheimer, D. M. (2005). Consequences of erudite vernacular utilized irrespective of necessity: Problems with using long words needlessly. <i>Applied Cognitive Psychology</i> , 20(2). 139-156.
11a Quiz #5	March 19	No Lecture	Presentations e) Restle, F. (1970). Speed of adding and comparing numbers. <i>Journal of Experimental Psychology</i> , 83(2, Pt.1), 274-278. doi: 10.1037/h0028573
11b	March 21	No Lecture	Presentations f) Alter, A.L., Oppenheimer, D.M., Epley, N., Eyre, R.N. (2007). Overcoming intuition: Metacognitive difficulty activates analytic reasoning. <i>Journal of Experimental Psychology: General</i> , 136(4). 569-576. doi: 10.1037/0096-3445.136.4.569 g) Markman, A.B., & Brendl, M. (2005). Constraining Theories of Embodied Cognition. <i>Psychological Science</i> , 16(1). 6-10. doi: 10.1111/j.0956-7976.2005.00772.x
12a	March 26	No Lecture	Presentations

12a	March 26	No Lecture	<p>Presentations</p> <p>h) Vergauwe, E., Barrouillet, P., and Camos, V. (2010). Do Mental Processes Share a Domain-General Resource? <i>Psychological Science</i>, 21(3), 384-390. doi:10.1177/0956797610361340</p> <p>i) Coyle, T.R., Pillow, D.R., Snyder, A.C., & Kochunov, P. (2011). Processing Speed Mediates the Development of General Intelligence (g) in Adolescence. <i>Psychological Science</i>, 22(10), 1265-1269. doi:10.1177/0956797611418243</p>
12b <i>Quiz #6</i>	March 28	No Lecture	<p>Presentations</p> <p>j) Rabinowitz, M. and Hogan, T.M. (2008). Experience and problem representation in statistics. <i>American Journal of Psychology</i>, 121(3), 395-407.</p> <p>* Simmons, J.P., Nelson, L.D., & Simonsohn, U. (2011). False-Positive Psychology: Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant. <i>Psychological Science</i>, 22(11), 1359–1366. doi: 10.1177/0956797611417632</p>
13	April 2	Extra class – to be used only if necessary (e.g., someone was sick on the day of their presentation – given they have the appropriate documentation of course...) (*if	- Last day to hand in assignment, prior to 4pm. (1 mark per day late will be deducted).

Evaluation components

Quizzes	Best 5 out of 6	35%	No rewrites allowed.
Thought Papers	4 in the term - Two before reading week - Two after reading week	10%	One page single-spaced maximum: Summary + research extension - half a page each.
Weekly questions /comments (2-3 questions per paper)	Each set coded: 2- Good 1- Sufficient 0 - Insufficient	5%	One copy must be handed in at the beginning of class.
E-Prime assignment		5%	Completed during lab sessions.
Research Extension Paper		15%	Similar to the thought papers, except that it should be longer (4-5 pages – double-spaced). *1 mark deducted for each day late.
Presentations - Content - Clarity - Delivery - Discussion	A – Paper 1 (15-18 min) B – Paper 2 (20-25 min) C – Short: Method (5-7 min)	A- 5% B- 15% C- 5%	For the <u>Short</u> presentation, please include in a table - General description - Example - Advantage - Limitation - One article that uses this method (in APA format)
Participation		5%	In class discussions
TOTAL		100%	