

PSY270: Introduction to Cognitive Psychology Winter 2016

Lecture on Mondays 6-9
Medical Science Building (MS), Room 3154
1 King's College Circle

Instructor

Kristin Wilson
Instructor Office: Sidney Smith, room 4001
Office Hours: Mondays 2:00-3:00pm

Teaching Assistants

Zorry Belchev
Jordana Wynn
Jessica Hughes
TA Office Hours & Location: TBA (see Blackboard)

Course Email: psy270.wilson@gmail.com

Course Website

You should be able to see and login to the course website via portal (<http://portal.utoronto.ca>) using your UTORid and password. You should check the announcements section regularly.

Course-related Questions and Discussion Board

All course-related (lecture or textbook material) questions, comments, or cool cognitive psychology things you come across (e.g., links to articles, videos etc.) should all be posted on **Piazza**, our course discussion board. The system is designed to get you help fast and efficiently from classmates, the TA, and myself. If you have any problems with piazza, email team@piazza.com.

Find our class page at: <https://piazza.com/utoronto.ca/winter2016/psy270s1/home>

Textbook & CourseMate Resource

Hard Copy Text

Author: Goldstein

Title: Cognitive Psychology : Connecting Mind, Research and Everyday Experience, 4th edition with CourseMate PAC. ISBN: 9781285993744

(Text and CourseMate are packaged together at U of T Bookstore, or you can buy the CourseMate on it's own – see below)

Digital Alternate

Author: Goldstein

Title: CourseMate Instant Access for Goldstein's Cognitive Psychology 4th edition

To purchase CourseMate and/or Textbook online:

<http://www.nelsonbrain.com/shop/en/CA/storefront/canada?cmd=DisplayLandingPage&id=111021&cid=&entityNumber=111021>

CourseMate Activation Key (must first purchase CourseMate): CM-9781285769981-0000077

Prerequisite

PSY100H1 or COG250Y1 (formerly UNI250Y). It is your responsibility to ensure that you have the prerequisites for this course, as outlined in the Arts and Science Course Calendar. Students missing the prerequisites will be removed from the course, according to University Policy.

Course Description & Learning Objectives

What are the best ways to learn and memorize new information? Why are several small groups of numbers easier to remember than one larger group of numbers (e.g., 421 7886 vs. 4217886)? How does the brain 'remember' information and what leads to forgetting? How do we solve problems (and fail to solve problems)? How can we improve our cognitive abilities and achieve our potential? By the end of this course you will have some answers to these questions and hopefully a greater understanding of *your own mind*. Over the duration of this course you will be exposed to the concepts, theories, and empirical work that defines the exciting field of *Cognitive Psychology*. There are several learning objectives or goals I hope we will achieve along the way (listed below). If you feel that you are not achieving these **learning objectives** during this course, please come talk to me, or one of the TAs, so we can help you get the most out of this course. I hope you will come away from this course with:

- A general understanding of the major areas of research and key concepts in Cognitive Psychology and the theoretical debates that arise within them
- The ability to apply evidence-based knowledge, critically assess the methods and conclusions of research, and present an argument in writing
- Meet some other cognitive psychology researchers and participate in research
- Relate Cognitive Psychology research to real life experience, perhaps impacting one's own behaviour (e.g., optimize study strategies based on our understanding of attention, learning, and memory)
- Gain a deeper understanding of yourself and your Cognition

Guest Speakers

Throughout the term we will have guest speakers give presentations on the exciting and cutting edge research they are doing, related to the topic of the week. These will be valuable experiences, as these encounters enable you to meet researchers that are experts in, and passionate about, a particular area of cognition. Furthermore, most of these researchers are currently working at U of T, which means you may follow-up with them to participate in one of their experiments or perhaps volunteer in their lab.

Assessment: Quizzes, Exams and Assignments

Grade Distribution

Assessment Tool	Components	Due Dates	Grade Allocation
Chapter Quizzes	12 Short online quizzes, through CourseMate	All completed by April 11 th	<i>Each: 0.5%</i> Total: 6%
Exams	Midterm Final	<i>Mon, February 22nd</i> <i>During final exam period</i>	<i>Midterm: 30%</i> <i>Final: 38%</i> Total: 68%
‘Thinking Deeply’ Writing Assignments	Four short written assignments (max 500 words)	Thurs, Jan 28, midnight Thurs, Feb 11, midnight Thurs, Mar 3, midnight Thurs, Mar 24, midnight	<i>First, Second, & Third each: 5%</i> <i>Fourth: 10%</i> Total: 25%
Participation in a Cognitive Psychology Experiment	Sign-up and participate in an experiment	Completed by April 11 th	Total: 1%

Chapter Quizzes: There will be 12 short online quizzes for each chapter of the textbook (chapters 2-13), which you will find on CourseMate, under ‘**Pre-Lecture Quizzes**’ for each chapter. You can do these from home, in your own time, at your own pace. These will make up only a small portion of your mark and are a way for you to test your knowledge and practice answering test questions before the midterm and final exam. In order to get credit for these quizzes they need to be completed on week after the last lecture – **April 11, midnight**.

Exams: There will be one midterm (Monday, Feb 22 during the first 2-hrs of class) and one final exam (TBA). Each test is all multiple-choice and based on material in the textbook and lecture. The final exam is **cumulative**, meaning it will include questions spanning the entire course, including material prior to the midterm. There will, however, be more questions from the second half of the term (post-midterm).

- Midterm (30%) – February 22nd (during class time – location TBA)
- Final (35%) – During Exam Period (TBA)

Deep Thinking Assignments: These assignments provide the opportunity to write several short assignments that are each only worth a moderate percentage of your final grade (making them low stakes). The assignment topic for a given week will be given in class and be related to lecture material, thus it is important that you attend lecture, especially on assignment weeks (see lecture schedule for dates). There will be 4 short assignments (max 500 words) in total. More details on the assignments and marking rubric will be posted on Blackboard.

- First, Second, & Third assignment worth 5%
- Fourth assignment worth 10%

Why a writing assignment? Writing is an important skill, which takes practice and experience. Many students have anxiety about writing and avoid classes with writing assignments. Once they get to the upper years of university, they may have never written at the university level and are faced with a writing assignment worth 40% of their final grade (sometimes more). Even if one is able to complete university without writing, most people can't avoid writing forever. Many jobs, post graduate, require at least some ability to write and communicate through written word (e.g., professional emails, memos, reports, presentations). Lots of people have anxiety about writing and the best way to overcome this, like any fear, is to face it, through exposure, practice, feedback, and revision. Your TAs and I will help support your writing development through an in-class tutorial on writing and these 4 'low-stakes' writing assignments. You will receive feedback from your TAs after each assignment and before you hand in the next one, providing a unique opportunity to really improve your writing and grow this critical skill. **Your final assignment will be worth a little more**, but by then you will have made mistakes, received feedback, and improved your writing skills. Your last assignment should be your best one and thus weighted more heavily. Below are some links and writing resources online and on campus that can be very helpful.

Assignment Writing Resources

- **OWL Purdue** is a great online resource for:
 - APA writing/formatting: <https://owl.english.purdue.edu/owl/resource/560/01/>
 - How to write an argument paper: <https://owl.english.purdue.edu/owl/resource/724/01/>
- **U of T College Writing Centers** are a great place to go and get help with your writing from professional writing teachers – but you must make your appointments early in the semester (they fill up very fast!): <http://www.writing.utoronto.ca/writing-centres/arts-and-science>
- **English Language Learners** resources on campus provide lots of peer-support and groups for individuals looking to improve their English communication skills (writing and speaking): <http://www.artsci.utoronto.ca/current/advising/ell>

Participation in a Cognitive Psychology Experiment

- Why Participate in a Cognitive Psychology Experiment?
- Make a contribution to Cognitive Psychology: Research depends on the participation of individuals like yourself. Without volunteers a large amount of research would not have been possible.
- An opportunity to experience and learn first hand: You learn different things about cognition and how we measure it when you, yourself, are the participant.
- More opportunities to be a part of Cognitive Psychology: Participating in a research will allow you to visit a lab and talk to the researchers doing the groundwork in Cognitive Psychology. This can open doors to becoming a research assistant yourself in a lab. Ask questions, show interest!
- Worth 1% of final mark

How Do I Participate in a Cognitive Psychology Experiment?

Using PSYNUP Brain:

1. Go brain.psynup.com, where you can register an account with your UTOR email and select the course you are enrolled in.

2. Login using the account you created. By logging onto the system with your account you will gain access to the experimental slots that are available.
3. The experimental slots on the site will have instructions about where and when to show up, and how to sign up for these slots.
4. Sign up for an experiment, and show up! If you are unable to make your appointment give your experimenter notice! No-shows may be penalized by removal of ability to participate in experiments

Policies

Missed Test or Exams

Students who miss the term tests for reasons entirely beyond their control may, within one week of the missed test, must submit to the instructor a request for special consideration with supporting documentation*. Students who submitted acceptable documentation will have **the full weight of the missed test re-weighted and distributed between the final exam and writing assignments** (so final exam will be worth an extra 15% and writing assignments will be worth an extra 15%). Students who miss the midterm test or submit a late assignment for reasons other than medical should contact me through the course email address, and will probably be required to meet with their College Registrar to provide documentation for extenuating circumstances.

***Appropriate documentation:** Acceptable medical documentation must use the official Verification of Student Illness or Injury form and must establish that the patient was examined and diagnosed at the time of illness, *not after the fact*. Documentation may not be acceptable if it is

- submitted longer than one week after the test or assignment due date;
- if the certificate indicates that the affliction is mild or negligible;
- or if the certificate is deemed invalid for any reason.

Late Assignments

Late papers will be **penalized 5% per day late**. Papers that are more than one week late will not be accepted and will receive an automatic zero. If you have a legitimate documented reason (e.g., medical reason that prevented you from writing and submitting online, with official medical note) then the marks for the missed assignment will be re-weighted to the final exam (i.e., final exam will be worth 5% more for each assignment missed). Documentation must be received within a week of the missed assignment due date.

Policy on Grade Appeals

Appeals must be submitted in writing (paper or email) within seven days of the assignment return or midterm review. The ***appeal must include written documentation with clear and specific details of why you feel a particular mark is incorrect along with the marking rubric the TA gave to you.*** Your appeal will not be considered without this written documentation. This should first be addressed with the TA that marked your assignment. If you and your TA do not come to an agreement about your mark, you can then submit your appeal to the instructor along with the above mentioned documentation. Keep in mind that marks on re-graded assignments **could potentially decrease**, as the instructor may find additional room for improvement in your paper.

Academic Integrity, Misconduct and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and

plagiarism very seriously. It is YOUR RESPONSIBILITY to understand what plagiarism is and whether you are doing it. To better understand plagiarism, please refer to the following websites:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

<http://www.plagiarism.org/>

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

Outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources - see:

<http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html>

Additional Resources

Accessibility & Special Needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services (at (416) 978 8060; accessibility.utoronto.ca) to discuss how we can help you make the most of your experience in this class.

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counseling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Health and Wellness Services (<http://healthandwellness.utoronto.ca/>)

Psychology Students' Association (<http://psa.psych.utoronto.ca/>)

Lecture Schedule

Monday, Jan 11	1. Introduction to Course & History of Cognitive Psychology	Chapter 1
Monday, Jan 18	2. Cognitive Neuroscience	Chapter 2
Monday, Jan 25	3. Sensation and Perception (Thinking Deeply Assign1 – due 11:59pm, Thurs Jan 28)	Chapter 3
Monday, Feb 1	4. Attention, Mind Wandering & Meditation	Chapter 4
Monday, Feb 8	5. Short-term, Working Memory & Mental Imagery (Guest Speaker: Sol Sun) (Thinking Deeply Assign2 – due 11:59pm, Thurs Feb11)	Chapter 5 & 10
Monday, Feb 15	Reading Week – No Class	Study for Midterm!
Monday, Feb 22	***Midterm*** 2hrs Multiple-choice	Covers Lectures 1-5 and Chapters 1-5 & 10
Monday, Feb 29	6. Long-term Memory: Structure & Encoding (Guest Speaker: Celia Fidalgo) (Thinking Deeply Assign3 – due 11:59pm, Thurs Mar 3)	Chapter 6 and 7 (just pg 179-186)
Monday, Mar 7	7. Long-term Memory: Retrieval and Memory Errors (Guest Speaker: Jordana Wynn)	Chapter 7 (pg 186-205) and Chapter 8
Monday, Mar 14	• Knowledge & Language	Chapter 9 & 11
Monday, Mar 21	• Problem-solving (Thinking Deeply Assign4 – due 11:59pm, Thurs Mar 24)	Chapter 12
Monday, Mar 28	Easter Monday – No Class	
Monday, Apr 4	• Decision Making (Guest Speaker: Zorry Belchev)	Chapter 13