COGNITION (PSY 305) Fall 2021 CRN: 15407
SYLLABUS
University of Oregon

Instructor: Dr. Jagdeep K. Bala
jagdeep@uoregon.edu

Class: MW 10-11:20 145 STB
Office Hours: Tuesdays/Wednesdays 12-1 Virtual (Zoom) & by appointment

Teaching support: Graduate teaching assistants are also available to help students. Students are assigned alphabetically, based on the first letter of their last name.

Last names A-M: Deanna Strayer- dstrayer@uoregon.edu Office Hrs.: M 1-2 (virtual) & by appointment
Last names N-Z: Nathan Young – nyoung5@uoregon.edu Office Hrs.: R 11-12 (virtual ) & by appointment.

GENERAL COURSE DESCRIPTION: Cognitive psychology is the study of mental processes spanning low level sensory processes to higher level thinking. The course will examine key issues in cognition, various perspectives and models of cognition, as well as fundamental methods (such as experimental methods, data interpretation, neural correlates) will be introduced to familiarize students with the process of scientific reasoning. Overall the subject matter of the course will be relatively broad with emphasis on theory and data in mainstream cognitive psychology while also making contact with research in other areas. Major topics addressed in this course are issues in cognitive psychology and cognitive neuroscience, interdisciplinary fields of study attempting to answer complex questions about the functions of our minds (and brains) – perception, attention, memory, reasoning, problem solving and decision making. This is a science course.

Academic Disruption: In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Good Classroom Citizenship: Review UO’s COVID containment plan for classes and please be sure to:

- Wear your mask and make sure it fits you well
- Stay home if you’re sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive.

EXPECTED LEARNING OUTCOMES: The student who successfully navigates this course will gain knowledge about the major findings and principles of the field, an ability to use the vocabulary, as well as an understanding of the various areas of human cognition. Students in this course will:

1. Examine core constructs that make up the cognitive system and to understand the contexts in which these different cognitive constructs are needed.
2. Evaluate competing theories and perspectives on cognition including various mechanistic and neural theories/perspectives as well as recognize and apply these theories in real-life scenarios.
3. Develop skills in reading, evaluating, and synthesizing research in cognitive psychology. We will include readings and discussions focused on methodology used to examine questions related to thinking (logical, or otherwise!). Discussion, critique and writings based on empirical research in the field are an important part of this course.

4. Apply knowledge regarding cognitive psychology to both formal and informal observations of humans in different contexts (laboratory and real-world settings).

5. Communicate clearly and effectively on psychological topics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.

6. Develop time-management skills, learning strategies and critical-thinking perspective for life!

COURSE WEBSITE: http://canvas.uoregon.edu This course will be managed through Canvas. All registered students have access to Canvas with their UO computer account username and password. The syllabus, lecture slides, additional readings and links for explorations, study guides, assignments, grades, etc. will be available at canvas.uoregon.edu. If you have questions about accessing and using Canvas, visit the canvas resource page Canvas and Technology Support also is available by phone or live chat: Monday–Sunday | 6 a.m.–12 a.m. | 541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges, or need a loaner laptop, see remote resources for students.

How to use the syllabus: *It is rather long, please read it all!* Familiarizing yourself with the course format and requirements will be one key to success in this class. *If you have a question, please be sure to check the syllabus yourself first and if you still need information, by all means ask.*

COURSE FORMAT The material in this course will be presented through a combination of assigned readings, class lectures, online lessons, in-class discussion, and demonstrations. The class is designed as a blended course, taking advantage of the best features of both face-to-face instruction and online learning. Please note that some class materials (videos, demos, etc.) will not be available outside of class due to copyright and intellectual property laws. You are expected to do the assigned reading and lessons before the class period in which they are due. Lecture material and readings will have overlap, but will not be replications of each other; some lecture material will not be covered in the readings and *vice versa*. Each of the non-lecture parts of the course (discussions, readings, papers, presentations) are designed to reinforce ideas and augment concepts presented in lectures.

Questions are encouraged in all parts of this course and students are welcome to chat with me during office hours, or by appointment. In addition, we will develop a learning community in this class such that you will be able to ask and answer questions, and discuss weekly topics with peers. Canvas announcements and discussion boards will be the main avenue for communication and concept clarification. It is my hope that by the end of this course you will have a new appreciation for how humans think, make judgments and interact on a daily basis.

REQUIRED TEXT and MATERIALS: Please notify me immediately if you have difficulty obtaining any of these materials from the bookstore –

*Cognition: Exploring the Science of the Mind* by Daniel Reisberg. 7th edition; Norton Publishing Company. This is a comprehensive text for the course and can be purchased new or used through the bookstore. This book is also available as an e-book.

In addition, the publishers have made available to our class *gratis* a formative learning tool: InQuizitive. InQuizitive assignments will be posted on Canvas and used as review quizzes.

**ZAPS labs access code:** You will also need access to the online ZAPS labs. Access code to ZAPs is available packaged with the new textbook or ebook at no additional cost. In case you choose to buy a used copy of the textbook, you can purchase access separately from links posted on canvas, or from the UO Bookstore. If you purchased access for ZAPS lab for your PSY201 or PSY202 course, the access is good for one year from the date of purchase. Access purchased now is good for one year and maybe useful for those courses as well; please plan accordingly.

**Additional readings:** All additional readings will be posted on Canvas.
STUDENT WORKLOAD: When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term. The bulk of the work in this course comes from completing learning module activities and explorations each week (40-50 hours total). This is a fast paced class and you should plan on scheduling regular intervals of time for studying/assignments outside of class. While each students learns differently, you should plan to spend time on reading the text and articles (15-25 hours total, 40-80 pages a week), completing quizzes and assignments (15-25 hours total), and studying for the mid term and final exams (25-30 hours).

OFFICE HOURS: Our class will communicate frequently through Canvas. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. Canvas announcements will be used to answer questions coming from multiple students. Students are encouraged to use Canvas discussion boards for concept clarification where you may find that your question has already been asked and answered, or will be answered promptly by a peer, or one of the instructors. In addition, the instructor and teaching assistants for this course are available for office hours via zoom and in-person by appointment. You may reach out by email for simple queries, and if the answer in not available in the syllabus. We will make every attempt to answer all emails within 24-36hrs of receiving them. Emails received after hours on Friday will receive responses no later than the following Monday. Please reach out to your GE or me if you face any access issues.

GRADING POLICY: You must complete both required exams and the term paper in order to receive credit for the course. Final grades are based on consistent performance through the term. As such, the final grade will include the weighted scores for the quizzes, the term papers, study group discussion responses and the exams. In addition, some opportunities for extra-credit will be available to all.

• Weekly quizzes – 20%
• Online labs and activities – 10%
• Study group discussion responses (SGRs) – 10%
• Term Paper – 15%
• Exams – 45%

Letter grades will be determined by a default grading scale: A (90-103% of total possible points), B (80-89%), C (70-79%), D (60-69%), F (0-60%). Scores in the upper and lower third of each grade range will be awarded a ‘plus’ or a ‘minus’ respectively (e.g. 80-83.33 a ‘B-’, 83.34-86.66 a ‘B’ and so on). Typically, grades are not curved. However, I reserve the right to relax (but not stiffen) this criterion for final grade assignments, depending on the actual distribution of scores in the class.

Criteria used in making grading decisions:
- Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: http://psychology.uoregon.edu/courses/department-grading-standards/
- Students who have done everything in their power to do their best and show improvement through the term can be assured that will be carefully considered in making any borderline decision about final grades. However, students who have poor participation in class, and on Canvas, should not expect the instructor or GEs to “make up” points for them.
- My intention is to always apply consistent standards and treat students fairly, as well as fulfill my responsibilities to U of O and your classmates in making difficult decisions about grades.
- As a general principle, instructors and TAs should not be expected to work harder for your grade than you do!

Grading problems: I want you to get every point you have earned. If you feel there has been an error in working out your grade please let your GE, or me, know as soon as possible. Work out your grade as described above.
and specify the reason for your concern when contacting me. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don’t ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. I consider such requests unfair to others in the class and always answer with a "no".

ASSESSMENTS
Weekly quizzes: (25%)  
This class includes weekly in-class and/or on canvas quizzes. These quizzes are designed to serve as review and consolidation of learning. Quizzes are focused on specific topics and will review concepts covered in lessons, readings and activities since the last quiz, i.e. they are not cumulative! In-class quizzes will be held in the first 10 minutes of class followed by a review. Therefore, students who join class late on a quiz day, may not take the quiz late. Each quiz is a timed test, as with quizzes in class, canvas quizzes are limited to one attempt once started. Quiz grade is based on the cumulative score for all quizzes for the term.

Exams: (Exam1: 20%; Exam2/Final: 25%)  
Exams primarily test conceptual understanding. Exams will be part multiple-choice, part fill-in-the-blank/match the information or short answer/short essay. All exams are comprehensive although none is fully cumulative; a greater focus on material covered after the previous exam is typical. A study guide will be provided on canvas for each exam and will include a list of general concepts and detailed topics included in that exam.

TERM PAPER (15%): A prerequisite to gaining scientific knowledge of any sort is the ability to read and critically evaluate the primary scientific literature, as well as apply learned concepts to real world experiences/ observations. The goal of this assignment is to help you develop these essential skills. The assignment is to read and critique an empirical research article on a topic in cognition and to apply the concepts you have learned to a real world experience/observation. You will write a short paper (5-7 pages) on a topic of your choice. The paper will be scored based on the quality of writing, critique of the reading and analysis of your observation (e.g. correctly applied scientific terminology to the observation; correct explanation of the phenomenon in terms of a theory discussed in class). More detailed guidelines for this assignment will be posted on Canvas.

LABS, EXPLORATIONS, LEARNING CONSDOLIDATION ACTIVITIES (10% of final grade): These are designed to give you hands-on research experience, develop critical thinking and analytical skills and consolidate learning. Labs are experiments, demonstrations or explorations of experimental methods in psychology. Labs may be online ZAPS labs or non-ZAPS explorations. InQuizitive self-test and formative learning tool allows students to consolidate learning through testing. In addition, explorations that facilitate learning will be included in several classes. Please be sure to complete all responses to the exercises that go with course materials to consolidate learning for the week. All ZAPS labs, and other assignments will be posted on Canvas along with the due dates for each. To get credit for your online work in this course, please be sure to access assignments through the Canvas course site rather than going to the publisher’s website.

STUDY GROUP DISCUSSION RESPONSES (10%): Discussion assignments serve to form peer learning communities within the class. We will form 5-member study groups to encourage some contact time during, and outside the class in which course work may be discussed and assignments/projects completed as a group. Critically thinking about the concepts, and applying them to your everyday life, is at the core of what I want you to take away from this class. To help you practice that, I will post a discussion question on Canvas every week that asks you to think about the material for that week as applied to human cognition. Your study groups will be expected to work together in class, with follow up meetings (remotely or in-person) once a week and 5 discussion reports will be due during the term (see outline for due dates). For each report, I will give you readings/data and will be looking for timely submission of study group responses (SGRs) on Canvas. Each response should be 200-300 clearly written words. Only one discussion response is required from each group for each of the assignments. All members of the group are expected to contribute equally to the work and will receive the same grade for the assignment.
Note about group dynamics: As with everything else, there may be variation in how much time and effort group members put into these assignments. Sometimes, group members feel that not everyone in the group is working to their best and so it is not fair for everyone in the group to receive the same grade for an assignment. If such is the case for your group, you can choose (as a group) to award individual grades for the report. If the group decides that it is not fair that every person receives the same grade for a particular report, I will let the group decide on grades for each member, including grading yourself. For example, if the group grade on a particular assignment is 85 and there are 5 members in the group, the group will have a total of 425 points (85 times 5) to spread among its members. The group can then negotiate with all members and spread out the total points to all members in any way the group sees fits, as long as all members agree to the point spread. The only requirement is that the group negotiates who gets what grade and that all members of the group give the instructors a written agreement to the point spread. It will be the responsibility of the group to notify me of the point spread if they wish to use this alternative. In case you are unable to come to an agreement, the instructional team, GEs or instructor, will request that you show your work for the assignment, so it is important that you maintain meeting notes, shared docs, etc.

What about extra credit? Active participation is the ONLY way to earn extra-credit in this class! Consistent effort and application will be awarded extra-credit. There are several opportunities to earn extra credit in this class:

- Students who complete both exams with a score of 60% or higher will be awarded extra-credit (0.5% point).
- Consistent, thoughtful discussion responses (0.5% point)
- Completing all labs with a grade of 50% or higher (0.5% point)
- Completing all weekly quizzes with a grade of 50% or higher (0.5% point).

All extra-credit accrued will be added to your final score at the end of the term. You can earn up to 2 points in extra credit. These points will be added to your final grade at the end of the term. So, if you score 82% overall and you earn 2 points of extra credit throughout the term, your final score will be 84% (that is, your final grade would go from a ‘B-’ to a ‘B’).

DUE DATES & LATE WORK POLICY: Typically, all work for each learning module is due at midnight on Friday of the week (the completion date for the module) and will be posted on Canvas as well as in the weekly checklist. Specific due dates for quizzes, labs, assignments, and discussions will also be posted on Canvas along with each module and assignment. Due dates for assignments and exams are not changed, except in very rare cases where they may be extended (but never forwarded). Please note: most quizzes and assignments will not be available on canvas after their due date. In rare case, we may allow late work. In such cases, an assignment turned in after its deadline will be marked down 10% for each day late. All late work for the term, must be turned in by Monday of finals week, for it to be assigned any score.

ACADEMIC INTEGRITY: In our WEB class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center.

All students are assumed to have read the University Student Conduct Code http://studentlife.uoregon.edu/conduct Cheating will NOT be tolerated in any form in this class. Academic misconduct is taken extremely seriously and will result in a failing grade for the course and referral to the Dean of Students for further action. Specific violations include (but are not limited to):

- Using or providing prohibited assistance during exams. All exams in this course are closed-book. You are not permitted to use any materials during the exams. Books, notes, computers, cell phones, headphones, etc., should be closed and put away.

- Plagiarism. This includes improper use of words and ideas. All work submitted in this course must be your own and must be original for this course. You may be required to submit writing assignments to Simcheck. SimCheck is a software tool designed to help students avoid plagiarism and improper citation. For more information on SimCheck refer to guidelines on Canvas. By enrolling in this course you grant the instructor permission to submit your work to SimCheck or some other plagiarism analysis and detection program. If your responses on assignments are suspected of plagiarism or if a proctor has any reason to be uncomfortable about your conduct during a test, they may ask you to move seats, confiscate your test and/or mark an “F” for that test/assignment.

Note about group dynamics: As with everything else, there may be variation in how much time and effort group members put into these assignments. Sometimes, group members feel that not everyone in the group is working to their best and so it is not fair for everyone in the group to receive the same grade for an assignment. If such is the case for your group, you can choose (as a group) to award individual grades for the report. If the group decides that it is not fair that every person receives the same grade for a particular report, I will let the group decide on grades for each member, including grading yourself. For example, if the group grade on a particular assignment is 85 and there are 5 members in the group, the group will have a total of 425 points (85 times 5) to spread among its members. The group can then negotiate with all members and spread out the total points to all members in any way the group sees fits, as long as all members agree to the point spread. The only requirement is that the group negotiates who gets what grade and that all members of the group give the instructors a written agreement to the point spread. It will be the responsibility of the group to notify me of the point spread if they wish to use this alternative. In case you are unable to come to an agreement, the instructional team, GEs or instructor, will request that you show your work for the assignment, so it is important that you maintain meeting notes, shared docs, etc.

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- Plagiarism. This includes improper use of words and ideas. All work submitted in this course must be your own and must be original for this course. You may be required to submit writing assignments to Simcheck. SimCheck is a software tool designed to help students avoid plagiarism and improper citation. For more information on SimCheck refer to guidelines on Canvas. By enrolling in this course you grant the instructor permission to submit your work to SimCheck or some other plagiarism analysis and detection program. If your responses on assignments are suspected of plagiarism or if a proctor has any reason to be uncomfortable about your conduct during a test, they may ask you to move seats, confiscate your test and/or mark an “F” for that test/assignment.
If you have any questions please ask. I will assume that all students enrolled in the course know and understand what constitutes academic misconduct and agree to be bound by these rules. For consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If your responses on assignments are suspected of plagiarism or if a proctor has any reason to be uncomfortable about your conduct during a test, they may ask you to move seats, confiscate your test and/or mark an “F” for that test/assignment. All violations will be taken seriously and are noted on student disciplinary records (Please note: Reporting of suspected Academic Misconduct is MANDATORY -- required by the university. It is NOT at the discretion of the instructor!). If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructors before you complete any relevant requirements of the course. (For more information, see the UO web site regarding academic honesty at: http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx

**Class climate, courtesy and netiquette:** Included here are some general rules that seem obvious but I will emphasize them anyway. Please review UO’s [COVID containment plan for classes](http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx) To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students are required to:

- Wear your mask and make sure it fits you well
- Stay home if you’re sick or have any symptoms of an infectious disease
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx) if you test positive or are a close contact of someone who tests positive.

In addition, please use good “net etiquette” on canvas and during remote meetings, if any. Identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.

**Expect and Respect Diversity.** I support and value diversity, and expect you to respect the diversity of backgrounds, opinions, and viewpoints of your classmates. It is important to me that you feel comfortable and respected—both by me and your peers—in this class. Please let me know if I or other students make you feel uncomfortable, inadvertently, or otherwise, so that appropriate corrections can be made immediately. If you feel that you or someone else has been the victim of bias in this class, you may consider contacting the Bias Response Team ([bias.uoregon.edu/index.html](http://bias.uoregon.edu/index.html)).

**Accessibility, Diversity and Inclusivity**

It is the policy of the University of Oregon to support and value diversity. It’s also personally important to me that my classes are accessible to all and respectful of diversity, including diversity in race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, culture and ideology. It is imperative to me that all students feel welcome in my classes. Please contact me if you have any concerns during the term, especially for the following cases:

**Students with disabilities:** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me early in the term. *The University of Oregon is working to create inclusive learning environments. Please notify me if there are any aspects of instruction or design of this course that result in disability-related barriers to your participation.* If you have a documented disability, please request that a counselor at the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), tel. 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu).
Students for whom English is a Second Language: If you are a non-native English speaker and think you may have language difficulties or need assistance, please contact me as soon as possible and within the first 2 weeks of class to make special arrangements. Please note: I do not allow translators/dictionaries during tests but will make every effort to help you understand the materials throughout the term.

Students with financial hardship: If you are a student experiencing financial hardship and do not have access to textbooks, and other imperative resources to succeed in this course, please talk to me within the first week of the term for assistance. We can work together to ensure you find the resources & time you need.

Title IX: I am a student-directed employee. For information about my reporting obligations as an employee, please see titleix-uoregon.edu. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on http://safe.uoregon.edu, https://respect.uoregon.edu, https://titleix.uoregon.edu, or https://aaeo.uoregon.edu contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123) or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am a mandatory reporter of child abuse. You can find more information at https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message.

UO Dreamers: I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and seek to promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources, please visit the UO Dreamers page (https://blogs.uoregon.edu/dreamers/) and the Immigration FAQs page (https://international.uoregon.edu/immigration_faq). I commit to not sharing your status with anyone if you reveal it to me, but also remind you that when interacting with faculty, staff, and offices around campus, you are never required to reveal your immigration status.

The following resources are available to you as a student:

- University Health Services or call (541) 346-2770
- University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- MAP Covid-19 Testing
- Corona Corps or call (541) 346-2292
- Academic Advising or call (541) 346-3211
- Dean of Students or call (541)-346-3216

Course Outline: The official updated version of the course outline and schedule will reside on our Canvas web site and will be revised as the term progresses. Updates reflect the pace of the class so, dates on which particular topics are to be presented in lecture are subject to change, as are reading assignment due dates; however, I will not change the dates of quizzes and exams unless absolutely necessary. For now, you may refer to the outline below for planning your term.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Recommended readings</th>
<th>Assignments/ Due dates/ Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-Sep</td>
<td>Cognitive Psychology: The science of the Mind</td>
<td>Ch.1</td>
<td></td>
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<tr>
<td>29-Sep</td>
<td>Studying the mind and brain</td>
<td>Ch. 1</td>
<td>Quiz 1</td>
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<tr>
<td>4-Oct</td>
<td>Neural Basis of Cognition</td>
<td>Ch. 2</td>
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<tr>
<td>6-Oct</td>
<td>Perception: The role of stimuli, context and experience</td>
<td>Ch. 3</td>
<td>Quiz 2, SGR 1 due*</td>
</tr>
<tr>
<td>11-Oct</td>
<td>Form Perception</td>
<td>Ch. 4</td>
<td>Paper Topics due on Canvas</td>
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<tr>
<td>13-Oct</td>
<td>Recognizing Objects</td>
<td>Ch. 4</td>
<td>Quiz 3</td>
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<tr>
<td>18-Oct</td>
<td>Face Recognition</td>
<td>Class notes*</td>
<td></td>
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<tr>
<td></td>
<td>*(Ch. 4 for ref.)</td>
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<td>20-Oct</td>
<td>Paying Attention</td>
<td>Class notes*</td>
<td>Quiz 4, SGR 2 due*</td>
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<td></td>
<td>*(Ch. 5 for ref.)</td>
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<tr>
<td>25-Oct</td>
<td>Memory acquisition: modal model</td>
<td>Ch. 6</td>
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<tr>
<td>27-Oct</td>
<td>Acquisition retrieval interconnections</td>
<td>Class notes*</td>
<td>Quiz 5</td>
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<td></td>
<td>*(Ch. 7 &amp; 8 for ref.)</td>
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<tr>
<td>1-Nov</td>
<td>MIDTERM EXAM (Chapters 1-4,5*, 6)</td>
<td>Class notes*</td>
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<td>*(Ch. 7 &amp; 8 for ref.)</td>
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<td>3-Nov</td>
<td>Remembering Complex Events</td>
<td>Class notes*</td>
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<td>*(Ch. 7 &amp; 8 for ref)</td>
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<tr>
<td>8-Nov</td>
<td>Concept Formation</td>
<td>Ch. 9</td>
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<td>Paper drafts due for peer-editing</td>
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<td>10-Nov</td>
<td>Knowledge</td>
<td>Class notes*</td>
<td>Quiz 6</td>
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<td>*(Ch. 9 &amp; 11 for ref.)</td>
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<tr>
<td>15-Nov</td>
<td>Thinking – Judgment and Reasoning</td>
<td>Ch. 12</td>
<td>Edited drafts due</td>
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<td>17-Nov</td>
<td>Decision Making</td>
<td>Ch.12</td>
<td>Quiz 7, SGR 3 due*</td>
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<td>22-Nov</td>
<td>Problem solving</td>
<td>Ch. 13</td>
<td>Final term paper due</td>
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<td>24-Nov</td>
<td>Expertise &amp; Creativity</td>
<td>Ch. 13</td>
<td>Quiz 8</td>
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<td>29-Nov</td>
<td>Intelligence</td>
<td>Class notes*</td>
<td>SGR 4 due*</td>
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<td>*(Ch. 13 for ref)</td>
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<td>1-Dec</td>
<td>Consciously and Unconsciously Thought</td>
<td>Class notes*</td>
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<td>*(Ch. 14 for ref)</td>
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<td>8-Dec</td>
<td><em><em>10:15 Wednesday, FINAL EXAM (Chapters 6, 9, 11, 12, 13, 7</em>, 8</em>, 14*, 1-5**)</td>
<td>SGR 5 due*</td>
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</table>

* Emphasis on comprehensive class notes and additional readings/materials on canvas; chapter for reference
** Included for conceptual understanding and continuity; see study guide for specific topics.
# Due dates for SGRs depend on pace of class discussion and may change; check Canvas for updates.