

Cognitive Psychology

PSYC 221— Winter 2017

Tuesday 1:00 pm – 2:30 pm
Thursday 11:30 am – 1:00 pm
Ellis Hall Auditorium (58 University Avenue)

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Office Hours: Wednesday 11am-12pm (Humphrey Hall 235)

**Please Note: Office Hours will be available on-line through onQ at these times.
Please check onQ for instructions and more information.**

Course Materials

Learning Objectives

- Describe cognitive processes with respect to the brain, sensory, and perceptual mechanisms
- Evaluate the distinction of top-down and bottom-up processes to cognitive phenomena
- Describe the contribution of memory to cognition
- Describe higher order cognition processes and how lower level processes interact with higher order processes
- Connect cognitive processes to everyday activities and real-life applications

- Critically evaluate cognitive phenomenon as they are described in the media

Course Description

This course is a survey of the topics in cognitive psychology. We will examine the basic processes involved in perception, attention, memory, representations, thinking, language and other topics. Cognition is far more complex than it appears. The simple act of answering a cell phone involves dozens of processes that you probably don't think about. Be prepared to read quite a bit and think in new ways about how we do things. I teach this course assuming that you have been introduced to this topic (this course does have a prerequisite PSYC100), so we will move through some topics quickly. All material (in the textbook and the lectures) is fair game for testing. Attendance is expected for all lectures (I do not provide my lecture notes, but slides will be made available on onQ AFTER each class).

Workload

Exams

Podcast Reaction Papers

Throughout the semester, there will be 3 writing assignments (3% each). You will be required to submit (via onQ) a Podcast Reaction Paper. Typically, it will be **no more than 250-500 words**.

The podcasts will discuss real-life situations that are connected to the topic for that week.

The reaction paper is meant to show me that you have read the material, listened to the podcast and that you have **thought about them**. I am interested in *your* ideas. **A summary or description of the podcast is not enough.**

You are encouraged to come up with something you thought of while listening:

- a critique of coverage – what things fit with our reading of the concepts, what concepts were too simplified or, glossed over or perhaps exaggerated, or
- to consider how the main concept being discussed in class relates to real-life
- talk about the implications of something discussed in the podcast
- suggest a new experiment to explore a specific question raised in the podcast

Grading of Reaction Papers is based on Young's I-C-E (Ideas, Concepts, and Extensions):

- **3/3** Comments and responses reveal a capacity to analyze, synthesize, and evaluate material and give evidence of *original thinking* and an extensive knowledge base. They demonstrate a careful, concise, critical analysis with a clear and well-argued hypothesis based on the material. They exhibit evidence of learning that is willing to explore beyond the initial learning situation.
- **2/3** Comments and responses reveal a good analysis and some critical reasoning. They demonstrate a reasonable understanding of relevant issues and familiarity with the material. They demonstrate a solid understanding of the relationship or connections among the basic concepts. They show a need to be more concise or precise in details and more carefulness in articulating arguments.

- **1/3** Comments and responses show an acceptable treatment of the subject matter. They demonstrate an understanding of the basic facts, vocabulary, details, and elemental concepts and show an ability to deal with simple issues arising out of the material. The student needs to engage the subject matter more fully and formulate ideas more clearly.

Podcast Assignments are due at 5pm on Friday of the assigned week and are to be submitted via onQ.

Podcast	Episode	Due Date
Note to Self	Distracted is the New Drunk	Jan 27
	http://www.wnyc.org/story/designated-driver-texting-mass-media	
Radiolab	Memory and Forgetting	Mar 3
	http://www.radiolab.org/story/91569-memory-and-forgetting/	
Freakonomics Radio	How to Make a Bad Decision	Apr 7
	http://freakonomics.com/podcast/make-bad-decision/	

Evaluation

Podcast Reaction Papers	9%
Midterm Exam 1	25%
Midterm Exam 2	25%
Final Exam	41%
Bonus: Class Participation	5%

Class Participation Bonus

Class Schedule

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89

A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Don't cheat – it's really not worth it. The penalty for getting caught is getting kicked out of university. It's not worth it.

Here is the official version:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar, and on the Arts and Science website. You can also ask me questions regarding academic integrity. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions

which contravene the regulations on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

<http://www.queensu.ca/academicintegrity/students.html>

Accommodation Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

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