

Psy2320: Cognition and Perception - Thinking and Seeing

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Fall 2015, University of Lethbridge

Lectures: Mon/Wed 3:00-4:15pm, Rm PE275

Course Goals and Requirements

Our goal in this course is for students to actively learn and master concepts, issues, and research findings in Cognition and Perception (and, to some extent, Psychology, science, and critical thinking in general), and we pursue this primarily through the course readings and lectures. This course extends and relies on material learned at an introductory level in Psy1000 and benefits from experience with Psy2030. Three examinations, frequent quizzes, in-class activities, and appropriate well-prepared participation in lecture will serve to evaluate students' progress and their comprehension and mastery of the course readings and lecture material. Students will also have the opportunity to participate in Psychology research being conducted at the UoFL.

Pre-requisite Courses

Psy1000 (Basic Concepts of Psych.) provides important background for succeeding in this course and must be successfully completed before taking Psy2320. (Students may also take Psy2320 if they have completed one or more Neuroscience courses.) This pre-requisite will not be waived. The registrar's office regularly produces a report of all enrolled students and will de-register any students lacking this pre-requisite prior to the add/drop deadline; these students are advised to transfer to another course rather than waiting to be removed by the registrar.

Along with this pre-requisite, completion of Methods and Statistics (Psy2030) is strongly recommended.

Course Readings

The required text for this course is a customized reader, available from the university bookstore, that brings together a collection of key articles from the fields of Cognition and Perception, including papers of particular historical importance. These readings range from articles in popular science publications to specialized research papers published in science journals for the professional scientific audience. Supplementary materials will be provided as hand-outs at lecture and/or electronically via the course website. VERY important: students are required to read and study/prepare assigned readings **before** attending lectures related to that material (e.g., study the first reading, Vokey & Read (1985), before lecture on Sept. 14).

Course Exams, Evaluations, and Grading

Students' final grades will reflect their performance on three exams as well as their preparation for and participation in each lecture, including in-class quizzes and activities, lecture attendance, punctuality, conduct, and active note-taking. More details about these components are provided below, and they will also be discussed in greater detail in lectures as we proceed (e.g., specific instructions for each exam). These items contribute to the final grade as follows:

30%	exam 1
32%	exam 2
38%	exam 3 [final exam period]

Standard UoFL guidelines (see below) will be used to convert total percentage scores into final letter grades, and letter grade assignment at grade boundaries (e.g., B+ vs A- at ~80%) will be based on end-of-term evaluation of students' in-class activities, assignments, quizzes, attendance, punctuality, preparation, and conduct.

90% - 100% A+	77% - 80% B+	67% - 70% C+	55% - 60% D+
85% - 90% A	73% - 77% B	63% - 67% C	50% - 55% D
80% - 85% A-	70% - 73% B-	60% - 63% C-	0% - 50% F

"Is this going to be on the exam?"

"Yes."

The quizzes and exams will cover assigned readings as well as material from the lectures. There will be substantial overlap of lecture material and assigned readings; however, exams and quizzes will include assigned reading material that is not specifically discussed in lecture, and lecture material (including in-class activities, hand-outs, videos, etc) that might not appear in the textbook/readings. As such, it's important to take very good notes in lecture to study along with the readings. Then, as to whether exams are "cumulative":

- The first exam covers all lectures and assigned readings up to the time of the first exam.
- The second exam covers all the material that comes after the first exam and before the second exam.

However, many of these topics, concepts, and terms build on material from the first third of the course. So, although the second exam is not explicitly "cumulative", understanding the material in the first third of the course is very important for doing well in the second exam and, just as importantly, throughout the course.

- The third exam will be more comprehensive than the first two. The main focus of this exam (and the majority of its questions) will be on the material that follows after the second exam; in addition, however, there will be questions on the first two thirds of the course. As such, the third exam will be "cumulative", although the selection of questions will be strongly aimed at material from the last third of the course.

"Make-Up" Exams, Quizzes, etc

There will be no "make-up" exams, quizzes, or other graded work. There is no system to exclude low scores or missed work, exams, quizzes, etc from the final grade. Also, there are no sources of "extra credit" [other than possibly 2% or less from research participation; see below]. No special arrangements can be made for alternate exams or exam times, and students are advised to not make travel plans or other commitments beyond the official dates for UofL holidays or to begin prior to the end of the final exam period.

Students who miss a lecture must immediately obtain the missed lecture notes from one or more classmates, including missed announcements, details on readings/assignments for the next lecture, etc.

[Serious emergency medical situations -- which must always be specifically supported by documentation obtained the same day, signed and dated by a medical Doctor -- will be reviewed on a case-by-case basis.]

Exams and the Testing Centre

The first two exams will be written outside of class at the UofL Testing Centre using the Moodle system. Please familiarize yourself with the Testing Centre and its policies, procedures, location, etc, far in advance of each exam, starting at: <http://www.uleth.ca/teachingcentre/testing-centre>

The timing of the third exam, during the final exam period (Dec. 14 - 22), will be based on the registrar's scheduling. The third exam will be written on paper at this specific date and time, not at the Testing Centre.

Attendance, Daily Preparation, Punctuality, Note-Taking, etc

Students are expected to attend all lectures. Attendance, punctuality, proper note-taking, and appropriate, well-prepared participation in class are important components of each student's evaluation and crucial for digesting, relating to, and mastering the course material. Classes will provide a forum for demonstrations, activities, elaboration, ancillary material, and evaluations, as well as a context for students to further clarify, explore, and apply the material read, studied, and prepared outside of class. It is in the students' best interest to attend lectures regularly also because lectures will include examinable material not present in the readings and because there will be a number of in-class quizzes and other activities throughout the semester.

Along with other aspects of class conduct, students who distract themselves and/or others by text-messaging, reading, talking or communicating by writing notes, etc, will lose all credit for attendance on that day and may be asked to leave the classroom.

Students are expected to arrive on time for each class (ideally, a few minutes early) to be ready to start on

schedule without disturbing other students or the professor. Also, many in-class quizzes and activities will occur at the beginning of class (and not repeated or extended later into the lecture), so punctuality is crucial.

Because of their close integration in the lectures and discussions and their timing relative to the students' ongoing readings/studying, any questions or discussion regarding quiz questions/answers must take place during the associated lecture itself, not put off to a later time or setting when doing so would have virtually no value. Students are very strongly advised to ask questions about lecture or reading material when and where it will be most valuable and timely: during the relevant lecture itself, not outside of class, hours, days, weeks, or months later. Along the same lines, questions and discussions outside of lecture or during lecture breaks will not contribute to students' graded evaluation of lecture participation and preparation.

It should be clear that attendance and proper conduct at lecture are necessary -- but not sufficient -- for students to succeed in this course. Students are required to prepare for lectures by reading and fully studying relevant textbook and other material before each lecture. Also, it is an extremely bad idea to bring the readings to class to read or review during lecture -- do not do this. At lecture, students are advised and expected to actively take notes on the material presented; well-prepared students will find this relatively easy, avoiding unnecessary duplication of textbook material/figures, focusing instead on new material presented in lecture. Outlines or duplicates of lecture material (i.e., notes, diagrams, etc) will not be created or distributed.

BestBuy in the Classroom

During lectures, all phones, computers, tablets, text-messaging devices, PDAs (e.g., "smart" watches, etc), gaming devices (electronic or otherwise), and all other portable electronic, communication, or entertainment, devices (e.g., music/video players, etc) must be turned off and put away. The same is required during exams.

Students are not permitted to use a computer in class without the professor's prior permission [very rare]. Students are very strongly advised to take lecture notes with pen and paper, and spare paper is required for completing and submitting quizzes and activities. Very rarely, by prior arrangement, special exceptions to this may be permitted on an explicit and individual basis (e.g., certain students with documented disabilities specifically requiring assistive technology) and would require formally and consistently demonstrating exclusive note-taking activity, as well as exceptional maturity and conscientiousness, during computer use; wireless/internet use is prohibited and must be disabled by anyone pre-approved for electronic note-taking.

As noted above, students who distract themselves and/or others by text-messaging or using other devices gain no credit at all for attendance and will be asked to stop doing so or to leave the classroom. In terms of grades and actual learning, there is no value at all in physically attending lecture while being mentally absent.

Experimental Research Participation

This course is designed to provide students with an opportunity to participate in ongoing research in Psychology, allowing students to get direct experience in how Psychology experiments and studies are performed and providing an opportunity to see what goes on in local labs and meet senior undergraduate and graduate students conducting research projects. Calls for volunteers to participate in these studies will be made during the semester via e-mail. If you are invited to volunteer and you accept, each study usually requires one hour or less of your time, although this varies for different studies. In recognition for your time and for your having learned something about the discipline and practice of Psychology beyond the classroom environment, for each study in which you participate a bonus mark of 1% will be added to your total grade, up to a maximum of 2%. There is no guarantee that all students will be able to achieve the maximum extra credit. As these are extra credits, students who choose not to participate are not disadvantaged. Available studies will be listed on the system at <http://psychleth.sona-systems.com>. Your username will be the same one you use to access Moodle, and your password for this system will be sent to you by email. The system should be available starting around Sept. 18 and the deadline for participating in studies is Dec. 10.

Academic Honesty, Cheating, and Code of Conduct

All students are required to learn and follow university policies on academic honesty and student conduct. These are outlined in the University Calendar for Undergraduate Programs, particularly in Part 4.

These policies include specific notes on inappropriate behaviour, cheating, plagiarism, shared/combined work, etc. They relate not only to exams, quizzes, and assignments but to one's daily behaviour at the UofL.

It is a mistake to consider some transgressions to be minor or inconsequential, e.g., looking at a neighbor's work while "confused" during a quiz or activity. If, for example, suspiciously similar answers appear on two or more submissions, all students involved typically suffer serious sanctions. Also, it is usually impossible to establish who copied from whom and/or, just as importantly, lack of consent, so it is as important to protect your work as it is to not exploit the work of others. It certainly has happened that students have earned marks of zero for tainted work and academic dishonesty (e.g., duplicate answers on quizzes or exams) and thus received failing course grades and additional sanctions and disciplinary action. For any suspected violation, the required first step is an official letter to the Dean, which enters the student's permanent record.

Announcements, Course Material, and Communication Online or via Email

Lectures will be the primary source for course announcements, assignments, exam information, hand-outs, etc. Occasionally, there may also be online/emailed announcements and materials, so it must be the students' responsibility to regularly and frequently check their university email account and the Moodle system at moodle.uleth.ca for any additional announcements, materials, or other communication. For all computer-, email-, and Moodle-related questions or problems please email help@uleth.ca or visit www.uleth.ca/it

Email sent to the professor will be read during business hours usually within approx. three business days and responded to either via email or in person at the classroom. All course-related email must be given a title that starts "**psy2320 -** " and has a clear, descriptive subject line, otherwise it will likely be sorted as junk mail.

Any requests to review an exam must be made and scheduled within three weeks (21 days) of that exam; after this period, office hours must be dedicated to helping students prepare new material for the next exam.

Students who come for office-hour meetings are required to bring their lecture notes, course readings/text-book, course outline, and paper and pen to make notes.

Students with Documented Disabilities must consult the Accommodated Learning Centre immediately for guidelines on arranging accommodations: <http://www.uleth.ca/ross/accommodated-learning-centre/>

Students on University Sports Teams must provide a schedule of anticipated absences, endorsed and signed by their coach; this must be done in the first two weeks of classes, providing advance explanation of missed lectures due to games/travel. However, no exams can be rescheduled to cover an athletics conflict.

Some Important Dates and Deadlines

Tue	Sep 15	Add/Drop deadline
Mon	Oct 12	Thanksgiving -- no lecture
Thr-Sun	Oct 15-18	Exam 1 at Testing Centre -- tentative dates
Wed	Nov 11	Remembrance Day -- no lecture
Thr-Sun	Nov 19-22	Exam 2 at Testing Centre -- tentative dates
Thr	Dec 17	Exam 3 (9am - 12pm) -- tentative day/time

Additional Comments: It is very important during the first week to get to know a few classmates in order to cover gaps left by missed lectures or incomplete/messy notes; recall that it is not the professor's responsibility to repeat, on email or in person, missed lecture material, announcements, or reading assignments for absent students. At the same time, be extremely careful about your privacy and security before sharing any

personal/contact information. Also, while it might be helpful sometimes to supplement one's studying with group quizzing/discussion/review sessions, which may benefit from multiple viewpoints and questioning styles/interests, most students eventually find that studying in groups is not very productive; for most people, active reading, note-taking, and serious study is best pursued alone. Over the course of the semester, we may also discuss some other strategies for approaching the study of the readings and textbook material in particular, as well as the course content in general.

Finally, it is very important to realize that it is not and can not be the professor's role to motivate students to want to do well in a course -- to care about learning the course material, to read and to study, to attend and participate in class, to take notes and remain attentive, etc; it must be that each student has made a conscious and deliberate choice to enroll in each particular course with the intent to learn the associated material, to attend and participate in lectures, to engage in activities and assignments, etc -- all the work necessary for the student's learning and engagement, none of which can be externalized to a course's teaching and instruction.

As we proceed, some syllabus items will be described in greater detail (e.g., exams), updated (e.g., exam schedule, testing centre dates), or corrected. For complete, up-to-date details on course events, requirements, etc, this syllabus cannot substitute for regular lecture attendance (and attention to supplementary information via email/Moodle).