

Psychology 450

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Advanced Cognitive Psychology-01

INSTRUCTOR: Karla Lassonde, Ph.D.

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TIME: M/W 2:00-3:45

LOCATION: AH 40

OFFICE HOURS: M 4-5:00,
T/TH 9-11:00, W 9-12:00 and by
appointment

Course Prerequisites: PSYC 201 Statistics and PSYC 211 Research Methods

****Office Hours are scheduled using the following link: <http://karlalassonde.youcanbook.me>**

COURSE MATERIALS

- 1.) Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- 2.) Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. New York: Delacorte Press.
- 3.) Desire 2 Learn: D2L will be used for out-of-class communication, for posting course material, and for course readings and assignments. You should check our site several times a week. Note that all of your grades will be kept on D2L so you will have easy access to them. Please keep up with your grades. If you have a question or you think something is wrong, please contact me immediately, don't wait until the end of the semester.

COURSE DESCRIPTION

Advanced Cognitive Psychology introduces students to key research papers in the field of human cognition. Through reading, writing, and the study of experimental design, students will advance their understanding of cognitive psychology and develop their ability to critically review and evaluate research.

Course Objectives: It is my goal that throughout the course you will:

1. Learn about seminal research in cognitive psychology.
2. Develop skills in scientific literacy by being able to critically evaluate journal articles.
3. Appraise methods of conducting research in cognitive psychology through reading and writing about cognitive research.
4. Synthesize new theories and research methods of cognition into proposed research projects.

COURSE REQUIREMENTS

- 1.) **Attendance/Participation:** I expect that you will attend class as it is in your best interest to do so. Your participation in our small discussion seminar will be paramount. Class sessions will consist of mini-lectures, group discussion, and student presentations. Preparation for class includes reading the assigned articles and chapters from the texts, critically evaluating them, and coming prepared for high quality discussion every week.

Attendance/Participation will be assessed in two ways: Discussion Questions and Group Discussions

- **Discussion Questions (posted to D2L).** You will be required to post questions to **D2L by 11:59 the evening before the class period** when a reading is going to be covered. For a Monday class, this would be Sunday at 11:59 and for a Wednesday class, this would be Tuesday at 11:59. You should follow the “Reading outline” for assigned readings. For each discussion you will need to post at least 3 questions (see the “how to write discussion questions” guide) under “materials” on D2L to assist you in creating quality questions.
 - a. See “Assessments” then “Assignment” tab for posts.
 - b. You will earn **10 points** for posting questions by the deadline.
 - c. For the first few discussions, posting will earn you 10 points; however, as the course progresses you will earn full points only with **quality questions**. Creating questions that follow guide recommendations and consistently indicate that you have done the readings in good faith will earn you full points.
 - d. I will drop **2 discussion question assignments** at the end of the course.
- **Group discussions** will occur during every class session. It is therefore critical that you come to class having read the assigned material. We cannot learn from one another if we are not all on the same page. You are expected to talk multiple times in each class. Your participation in group discussion will be assessed in two ways.
 - a. I will provide feedback to each student on how they are doing with regard to participation after a few class sessions.
 - b. You will be assigned as a “**discussion facilitator**” for **4 class periods**. For the first several classes I will be the discussion facilitator so I will model best practices for your success. You will be required to use posted discussion questions (on D2L) to facilitate your discussion.
 - c. You will earn **20 points** for each discussion facilitation and will be earned by coming to class with prepared (D2L) questions from peers and thoughtful leadership. Don’t worry, we are in this together and with good intentions you will have no trouble earning all points!

2.) Quizzes will assess overall learning and will occur using two methods: Readiness Assessments and Bi-weekly Quizzes on D2L

- **Readiness Assessments (In-class Weekly Quizzes):** At the beginning of class, we will take a short (low-stakes) quiz over required course readings and/or content previously discussed in class. Most of the quiz information will be discussed in class. At the end of the class, you will have the opportunity to self-correct quiz answers for full points. The quizzes are designed to ensure you have completed and understand the readings and are attending regularly.
 - a. All quizzes will cover information from required readings or in-class content.
 - b. Each readiness assessment is worth 10 points.
 - c. At the end of the semester I will **drop 2 readiness assessments**.
- **Bi-weekly D2L Quizzes:** At the end of a content section (approximately every two weeks) in-class, weekly quizzes will be combined into larger quizzes and posted on D2L.
 - a. You will be allowed 60 minutes for each quiz attempt.
 - b. Quiz availability and due dates appear on the course outline.
 - c. **Each Quiz’s deadline is 1:59 pm before class** on the date listed in the course outline.

3.) Undergraduate Research in the Classroom-*Research Proposal and Public-Service Presentation*:

Undergraduate research is an important part of your development and success as a student. In this class

you will be mentored on developing a research proposal. Main goals include bettering your understanding of the research process and developing your skill set for professional activity and/or graduate school.

- **Part 1: Research Proposal**-you will be asked to propose a research project. You will research topics inspired by our coursework and the texts: *Make it Stick* and *Blindspot*. Your research will then focus on teaching/learning or how thoughts and behaviors are influenced.
 - a. My goal is to assist you in developing a research question that you then evaluate in several ways throughout the written proposal (what is the problem, what does the current literature say, and then what type of research study would evaluate the research question).
 - b. You will accomplish this through a sequence of short assignments that will guide and support the end goal of a research proposal.
 - c. All expectations of the research proposal will be presented in further detail.
- **Part 2: Public-Service Presentation:** You will be asked to report your research proposal in a creative and engaging way to other Psychology majors. I will arrange this experience toward the end of the semester in which you will plan short and engaging announcements that center around your research question and proposal.

- 4.) **Article Presentations:** You will sign up to present two journal articles throughout the semester from class readings. I will present first to provide you with a framework. All expectations for article presentations will be described in further detail.
- a. Article presentations will be worth 50 points each.
- 5.) **Extra-Credit Participation in Research:** You may earn up to **16** extra credit points toward your grade by participating in psychology research. A few weeks into the school year, you will receive an email with your user ID and password. If you forget your password or username, there is a link on the bottom of the screen on the website below you can click to have it emailed to you. Please check the site often, as new research opportunities will appear throughout the semester. Do NOT wait until the last few weeks of the semester to participate, as experiments tend to fill up quickly at the end of the semester. You are responsible for signing up for research and showing up on time for appointments, or letting the researchers know if you need to cancel—if you miss more than 4 appointments, you will no longer be eligible to participate in research studies for the current semester. You will earn 1 point of SONA credit for each 15 minutes of online research you complete, and 2 points of SONA credit for each 15 minutes of in-person research you complete. If you are not 18 or need to arrange another extra credit experience, do let me know and we will plan an alternative. Opportunities for participation are posted at <http://mnsu.sona-systems.com/>

LEARNING ASSESSMENT

Grades will be determined by combining the following assessments into Approximately 850 Points

- 1.) **Participation: ~250 Total Points**
 - a. D2L Discussion Questions (17 at 10 points each = 170 Points)
 - b. Discussion Facilitation (4 at 20 points each = 60 Points)
- 2.) **Quizzes: ~330 Total Points**
 - a. Readiness Assessments (~18 at 10 points each = 180 Points)
 - b. D2L Quizzes (6 at ~25 points each = 150 Points)
- 3.) **Research Proposal: 175 Points**
 - a. Draft (50 Points)
 - b. Final Proposal (100 Points)
 - c. Presentation (25 Points)
- 4.) **Article Presentation: 100 Points** (2 at 50 points each)

Grading Scale

93-100 = A	76-73 = C
92-90 = A-	72-70 = C-
89-87 = B+	69-67 = D+
86-83 = B	66-63 = D
82-80 = B-	62-60 = D-
79-77 = C +	59 & Below = F

- 1.) Electronics:** *Before coming to class I ask that you silence and put away any electronic devices (including laptop computers). You are NOT permitted to take notes with a laptop. If you are observed using devices without prior permission (on research days you will be permitted to bring laptops) you will not earn any scheduled participation points for that day.
- 2.) Phones/Messaging:** I expect you to keep your phone out of sight during the class. I will give you a break during each class. During this time you are free to use your device. If there is an emergency and you need to take a call, quietly dismiss yourself from the classroom.
- 3.) Email:** Please put **PSYC: 450** in the subject of your email and remember etiquette in your correspondence with me. I welcome questions/comments from you; however, please do not email me late in the evening and expect I will be able to reply to you then. I will do my best to respond to your email within 24 hours. Consult your syllabus and D2L for information first. Chances are you can find what you need there. **DO NOT EMAIL ABOUT GRADES.** Grades will only be discussed by scheduling an office hour appointment.
- 4.) Late Work will not be accepted.** Points are spread out among many assignments to allow for the occasional missed assignment to have a small effect on your overall grade. Exceptions **WILL ONLY** be made should you arrange with me to complete a(n) assignment(s) ahead of time.
- 5.) Accessibility Resources (students with disabilities):** Every effort will be made to accommodate qualified students with disabilities. If you are a student with a documented disability and you will require special accommodations in this course, please see me as early in the semester as possible to discuss necessary accommodations and contact the Accessibility Resource Office at <http://www.mnsu.edu/access> (507) 389-2825 or 1-800-627-3529 for assistance in developing a plan to address your academic needs.
- 6.) Other Academic Support Agencies:** There are a number of organizations on campus that can help you with academic and non-academic related needs. If you have a problem that you would like to discuss at any point in the course please come and talk to me and I can point you in the direction of a suitable resource.
- 7.) Academic Honesty:** I expect that you will conduct yourselves with honesty and academic integrity while in this class. Minnesota State University students are obligated to adhere to the [Statement of Student Responsibilities](#). Students caught cheating on exams, quizzes, or assignments will fail that specific assignment and, when appropriate, may have their situation turned over to student affairs for formal discipline, which may include expulsion.

DATE		TOPIC *What will be presented in class that day	READING ASSIGNMENT *Topic listed indicates you should have read for class that day	ASSIGNED WORK *Discussions Questions due to D2L at 11:59 Sunday or 11:59 on Tuesday
Monday	1/8	Class Introduction		
Wednesday	1/10	Introduction to Cognition	Preface of Make it Stick (MIS) *on D2L	
Monday	1/15	No Class: MLK Day		
Wednesday	1/17	Introduction/Cognitive Testing; Journal Article (JA) Presentation #1	MIS: Chapter 1; JA #1	Discussion Questions 1
Monday	1/22		MIS: Chapter 2	Discussion Questions 2
Wednesday	1/24	Cognitive Testing	MIS: Chapter 3	Discussion Questions 3 D2L Quiz #1 Due 1/31
Monday	1/29	Attention/ RP) Activity #1 (Project Discussion)		
Wednesday	1/31	Journal Article Presentation #2	MIS: Chapter 4; JA #2	Discussion Questions 4
Monday	2/5	Short-term memory	MIS: Chapter 5	Discussion Questions 5
Wednesday	2/7	Research Proposal (RP) Activity #2 (Topic Development)	MIS: Chapter 6	Discussion Questions 6 D2L Quiz #2 Due 2/12
Monday	2/12	Long-term memory	MIS: Chapter 7	Discussion Questions 7
Wednesday	2/14	RP Activity #3 (Literature/Sources)	MIS: Chapter 8	Discussion Question 8
Monday	2/19	Journal Article Presentation #3	BLS (Blindspot) Chapter 1; JA #3	Discussion Questions 9
Wednesday	2/21	Journal Article Presentation #4	BLS: Chapter 2; JA #4	Discussion Questions 10 D2L Quiz #3 Due 2/26
Monday	2/26	CM project help	No formal class	
Wednesday	2/28	Journal Article Presentation #5	BLS: Chapter 3 & 4; JA #5	Discussion Questions 11 & 12
Monday	3/5	No Class: Spring Break Week		
Wednesday	3/7			
Monday	3/12	Journal Article Presentation #6	BLS: Chapter 5; JA #6	Discussion Questions 13
Wednesday	3/14	RP Activity #4 & #5 (Methods/Writing work) RP Progress Report to D2L	BLS: Chapter 6	D2L Quiz #4 Due 3/19 RP Progress Report
Monday	3/19	Journal Article Presentation #7	BLS: Chapter 7; JA #7	Discussion Questions 14
Wednesday	3/21	RP Activity #6 (Writing Work)	BLS: Chapter 8	Discussion Questions 15
Monday	3/26	Journal Article Presentation #8	JA #8	Discussion Questions 16
Wednesday	3/28	Peer Proposal Draft Review		D2L Quiz #5 Due 4/2
Monday	4/2	(Individual Project meetings)		
Wednesday	4/4	RP Draft Due to D2L (no class)		RP Draft Due to D2L
Monday	4/9	Journal Article Presentation 9 & 10	JA #9 JA #10	Discussion Questions 18 (3 total is fine)
Wednesday	4/11	Journal Article Presentation #11	JA #11	Discussion Questions 19
Monday	4/16	RP Presentation Practice		No Discussion Questions
Wednesday	4/18	Journal Article Presentation #12	JA #12	Discussion Questions 20 D2L Quiz #6 Due 4/25
Monday	4/23	Journal Article Presentation #13 & #14	JA #13 & JA #14	Discussion Questions 21
Wednesday	4/25	Research Presentations/Proposal Due		Don't forget to complete Quiz #6

COURSE OUTLINE