



EASTERN
KENTUCKY
UNIVERSITY

COURSE SYLLABUS
Cognitive Psychology
PSY 317: 50812
Summer 2019
GENERAL INFORMATION

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

This course provides an overview of human mental processes. Topics that will be covered in this course include memory, language, decision making, reasoning, and problem solving. The purpose of this course is to provide students with general knowledge on cognitive psychology, and help students see the connection between mental processes and human behavior. Readings come from the required textbooks. Make sure you read the assigned chapters before class.

COURSE OBJECTIVES

Students will:

- Explain major concepts in cognitive psychology and cite findings and theories related to the major concepts.
- Understand the research methods used in the field of cognitive psychology.
- Apply the concepts of cognitive psychology to self-learning and critical thinking.
- Recognize and value diversity between concepts and cultures.
- Recognize that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.

TEACHING METHODOLOGY

This is a fully online class with all instructional materials and activities delivered through Blackboard, and/or other internet-based media. Much of the course is built around team work and discussion. Therefore, please maintain a courteous and professional manner at all times, both

in your discussion posts and e-mails. There is also an online meeting room that you could use to meet with your course instructor, facilitators, or your classmates.

HOMEWORK HELP

The EKU GURUS are carefully selected upperclassmen that offer homework assistance in over 25 different subjects. Skype or schedule an appointment with a GURU for your tutoring needs. Visit us at one of our three locations: Tech Commons, SSB lab, and the Library lab.

Contact information:

Phone: (859) 622.2496

Available hours phone/social media

7:30am-10:00pm

SSB Computer lab 1st floor

Library lab (next to Java City)

Tech Commons (downstairs Powell)



IMPORTANT INFORMATION

EKU POLICIES (PLAGIARISM & ABSENCE)

For issues concerning plagiarism, please consult EKU's [Academic Integrity Policies](#). Students found guilty of an academic honesty violation will receive a zero on the assignment in question. Violations could also result in a zero in the course and/or a referral to the Academic Council. Academic dishonesty includes plagiarism, cheating, and co-responsibility (i.e., "anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance").

For excused absence, please consult EKU's [Absence Policies](#).

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking a technology assisted class is the lack of basic computer literacy. By computer literacy, I mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; however, students who are required to use Blackboard are expected to have moderate proficiency using a computer.

Although you may use a mobile device to access materials on Blackboard, I strongly discourage you to complete any online assignment using a mobile device.

Please make sure that you have a reliable working computer and internet connection when completing any assignment online. **Missed online assignments, quizzes, or exams due to technical difficulties cannot be made up.**

If you have an emergency, please send me an e-mail and I will deal with the situation on a case-by-case basis.

ACCESSIBILITY AND ACCOMMODATION

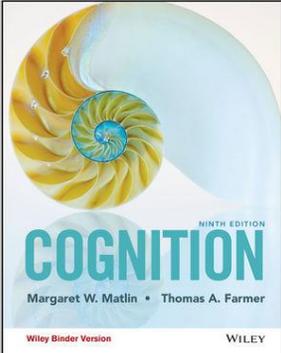
The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at accessibility@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

COURSE PREREQUISITES

PSY 309 or Instructor Permission

TEXTBOOK

	<p><i>Cognition (9th or 8th Edition)</i> Margaret W. Matlin Thomas A. Farmer Wiley (2015) ISBN: 978-1-119-17774-6 You may consider purchasing the 8th edition at a lower price but you will be using the older edition at your own risk.</p>
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ATTENDANCE POLICY

This is a fully online class so there is not a traditional attendance policy. However, you are required to complete quizzes, assignments, papers, and exams by the due dates set in Blackboard.

STANDARDS FOR WRITING ASSIGNMENTS

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may visit the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-6229.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via E-MAIL. Please do not utilize the message function in Blackboard.

QUIZZES

There are 10 assigned chapters with two quizzes for each chapter. Other than Week 1, Midterm, and Final's Week, you have two assigned chapters for each week. Within each chapter folder, you have two quizzes and a discussion post. The assignments will have Tuesday and Friday deadlines. For example, for Week 2, all assignments for Chapter 2 are due on Tuesday and all assignments for Chapter 3 are due on Friday.

Please be aware of the deadlines and settings for the various quizzes.

EXAMS

There are only two exams in this course—a midterm exam and a final exam. The exams will be hosted online.

DISCUSSION POSTS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

- Basic requirements:
 1. Your original post should be at least 400 words (not counting citations and references), with clear a clear thesis statement and supporting points, unless specifically instructed to follow another format. You also need to make sure that you have answered all parts of the questions listed in the discussion prompt.
 2. Besides making your own post, you are required to respond to at least two other classmates' posts. When you reply to your classmates' posts, never just say that you like the post or dislike the post but rather explain **WHAT** you agree/disagree with about a post and **WHY** you might agree or disagree. Each of your response should be at least 50 words.
- Each discussion post is worth 10 points. Please see the rubric below for my grading criteria:

Criteria	Points
Thesis—introduction and conclusion	2
Supporting points / Answering Questions	4
Thoughtful responses to two other posts	2
Overall writing quality	2
Total	10

Sample Discussion Post:

Question: Is it necessary to have discussion posts in an online class?

Good discussion posts in an online class promotes critical thinking and student engagement. Past research has shown that students in online classrooms often feel isolated. This sense of isolation is exacerbated by the greater background diversity in age, ethnicity, and education goals of online students. Discussion posts allow online students a platform to share their thoughts with one another and be exposed to alternative perspectives. It is therefore imperative for an online class to incorporate discussion posts as part of its design. [2 points--thesis]

One of the problems with online courses is that students often do not have the opportunity to interact with each other. More often than not, students in an online course tend to be "lone wolves" that go through the course on their own without learning much about their classmates or other people's opinions. The presence of discussions facilitate students' interaction even in a virtual environment (Poole, 2000). Through online discussion posts, students are able to share their personal stories, opinions, and different worldviews. In some ways, an online discussion forum could be even more engaging than in-class discussions, because it allows introverted students who are generally shy a chances to speak. Students who engage in online discussions are more invested in their learning and are able to build a learning community through online discussion participation. As the learning community forms, students build stronger connections with one another, which leads to better learning outcome and retention rate. [2 points--supporting point 1]

While discussion posts are important, they do not necessarily promote critical thinking and engagement if they are superficial and not well articulated. The purpose of a discussion post is to argue one's opinion. It should therefore have an argumentative form, with a thesis statement and supporting points. A well-written and well formatted argument with credible sources has the power to change the reader's perspectives (Murphy, Long, Holleran & Esterly, 2003). This is a critical element to online discussion posts. The better and more articulate are the individual posts, the better the overall discussion would be. A learning community is built upon quality discussions and the interchange of meaningful ideas; it is not built upon superficial agreement statements. [2 points--supporting point 2]

It is thus clear that well written online discussion posts are effective means of stimulating inter-personal interaction and peer persuasion. Such interaction would increase the engagement of the class and allow students to build an online community. The formation of the online learning community, in turn, increases performance and the retention rate of the students. It is my hope that meaningful interaction among students would naturally promote student engagement in this course. [2 points—overall writing quality: formatting, grammar, and coherence]

Word count without references: 427 [you must include the word count]

References

Murphy, P. K., Long, J. F., Holleran, T. A., & Esterly, E. (2003). Persuasion online or on paper: a new take on an old issue. *Learning and Instruction, 13*(5), 511-532.

Poole, D. M. (2000). Student participation in a discussion-oriented online course: A case study. *Journal of research on computing in education, 33*(2), 162-177.

Sample Response Post:

Two additional points are awarded for your reply to your classmates' posts. In your response to your classmates' posts, you cannot simply say "I agree" or "I like what you said". These types of responses will not allow you to earn full credits. Here is a sample reply:

I disagree that online discussion posts promote community building. Yes, having discussion posts might be better than not having any discussion posts, but discussion posts by themselves do not build a learning community. Past studies have shown that learning communities are built by multiple active learning strategies, including group-based projects. Therefore, an engaging online class should include not just online discussions but also other forms of group-based activities.

Word count: 68

References:

Dixson, M. D. (2012). Creating effective student engagement in online courses: What do students find engaging?. *Journal of the Scholarship of Teaching and Learning, 10*(2), 1-13.

RESEARCH PARTICIPATION

This requirement does not apply to this particular summer course

ADD/DROP/WITHDRAW DEADLINES

Please consult the [university's academic calendar](#).

GRADING

Course Requirements	Weight
Quizzes	30%
Midterm Exam	10%
Final Exam	10%
Discussion Posts	50%
Total	100%

Letter Grade	Range
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	Below 60

Please note that your final grade will not be rounded up

COURSE SCHEDULE

Date	Topics	Assigned Reading	Discussion Posts
Week 1 07/01	Introduction	Chapter 1	Self-Introduction; Artificial Intelligence
Week 2 07/08	Recognition, Attention, and Consciousness	Chapter 2 & Chapter 3	Sloppy Handwriting; Subliminal Message
Week 3 07/15	Working Memory and Long Term Memory; Midterm Exam	Chapter 4 & Chapter 5	Serial-Position Effect; Repressed Memory Reviewing Exam
Week 4 07/22	Metacognition and Imagery	Chapter 6 & Chapter 7	Testing Effect; Imagery Experiment
Week 5 07/29	Language Comprehension	Chapter 9	Reading Processes
Week 6 08/05	Problem Solving, Reasoning, and Decision Making Final Exam	Chapter 11 & Chapter 12	Deductive Reasoning; Decision Making Job Application; Self- Reflection