

# PSY 230: Cognitive Psychology, Spring 2024

11:50 a.m. – 1:10 p.m. Tuesdays and Thursdays in RKC 111

## Instructor

Tom Hutcheon, Ph.D.

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Office: RKC 130

Office hours: Monday 10:00 a.m. – 11:00 a.m., Thursdays 1:30 p.m. – 2:30 p.m., or by appointment

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## COURSE DESCRIPTION

Cognitive psychology is the study of mind: how we perceive the world, remember, represent knowledge, acquire new information, become aware of our emotions, make plans, reason, and use language. In this course we examine the empirical foundations that determine our understanding of mind, including classic research designs, recent advances in computational modeling, philosophical perspectives, and changes in cognition throughout the lifespan.

## REQUIRED READING MATERIAL

In an effort to keep costs down for learning materials, we will be using the free, open-source textbook *Cognitive Foundations*, edited by Celeste Pilegard, Ph.D. at UC San Diego. Additional readings will be assigned to supplement the content in the textbook. Both the textbook and additional readings are available on the course Brightspace site under the “Readings” module.

## COMPONENTS OF THE COURSE GRADE

### **Exams (200 points)**

There will be two in-class exams, each worth 100 points. Exam 1 will take place on **Tuesday, March 12<sup>th</sup>** and Exam 2 will take place on **Thursday, May 16<sup>th</sup>**. Exam dates are firm but the material covered may vary slightly from the syllabus depending on how the course progresses. Exams will contain fill-in-the-blank and short essay questions encompassing material covered in class and the assigned readings. I will provide you with a study guide one week prior to each exam. Students are expected to take all exams on the schedule dates. Make up exams will only be scheduled with a written excuse from the Dean of Students or medical professional.

### **Response Questions (50 points)**

When a non-textbook reading is assigned, you will be required to submit at least ONE comment or question to the relevant Brightspace discussion board. You will receive full credit for your response if it is novel (i.e., not repeating someone else’s previously-submitted question) and adds something beyond other responses submitted for that week’s readings. Responses are due by noon the day the assigned reading is due. Responses submitted after the deadline will be considered late. Readings that are italicized on the schedule require responses. Your one lowest grade will be dropped in the calculation of your final grade.

**Article Review (25 points)**

A critical skill for psychologists is the interpretation and evaluation of empirical research. In this assignment, you will serve the role of a journal reviewer. You will select and read one of the articles posted under the “Article Review” module on the course Brightspace site, summarize the article in your own words, and write a minimum of 3 comments to the authors. These comments should describe ways in which the paper could be improved. Completed reviews are due by the start of class on **Tuesday, February 13<sup>th</sup>**. Additional information about this assignment can be found on the course Brightspace site

**Article Presentation (25 points)**

During class on **Thursday, February 22<sup>nd</sup>**, you and one or two partners, will present an empirical article to the class. You will receive your group and article assignments on **Thursday, February 15<sup>th</sup>**. Presentations will be no more than 10 minutes. Additional information about this assignment can be found under the “Article Presentation” module on the course Brightspace site.

**Experiment Proposal (10 points), Data Collection (25 points), Poster (25 points), and final paper (40 points)**

Over the course of the semester, you will work as part of a group to conduct an experiment related to a class topic. You will submit an initial proposal for your experiment (**Thursday, March 28<sup>th</sup>**) and will meet with Tom to discuss. You will then collect data from 10 – 20 participants and submit your completed dataset to Tom by **Thursday, April 11<sup>th</sup>**. Next, you will create a poster (due for printing on **Tuesday, April 23<sup>rd</sup>**) for a poster presentation on **Thursday, April 25<sup>th</sup>**. Finally, you will submit a final paper which includes an introduction, methods section, results section, and discussion (**Tuesday, May 21<sup>st</sup>**). The proposal, data collection, and poster will be completed as part of a group. The final paper will be completed independently. Additional information about this project will be provided over the course of the semester.

**Class Participation (25 points)**

You should come to class each day prepared to engage with the material. Class participation consists of active contributions to interactive experiences, group work, and thoughtful speaking and listening. If you tend to be uncomfortable speaking up in classes, please speak to me early in the semester to discuss ways to help you succeed. Class participation also includes completing additional work that is assigned during class. This will typically consist of participating in or building short experiments or analyzing data. In addition to your performance in the classroom, frequent absences will have a negative impact on your class participation.

**Extra Credit Opportunities**

Over the course of the semester there will be five psychology-sponsored colloquia. These occur on Thursdays from 4:00 p.m. – 5:00 p.m. in the Preston Theater. These are great opportunities for you to learn about work being conducted by researchers in the area. You should attend these because they are interesting. However, you may also earn a maximum of **5 points** towards your final grade through attending ONE of these talks. To receive credit, attend a talk and submit one question you would have for the speaker to Tom via email at [thutcheo@bard.edu](mailto:thutcheo@bard.edu) within 48 hours after the talk. If you have a conflict with this time, but would still like an opportunity to earn extra credit, please speak with me by **Tuesday, March 5<sup>th</sup>** and we can figure out an alternative solution.

**Grading Breakdown**

Point Allocation	Grading Scale
Exam 1	A = 93% and above
Exam 2	A- = 92.9% to 90%
Response Questions (5 points each)	B+ = 89.9% to 87 %
Article Review	B = 86.9% to 83%
Article Presentation	B- = 82.9% to 80%
Experiment Proposal	C+ = 79.9% to 77%
Data Collection	C = 76.9% to 73%
Poster Presentation	C- = 72.9% to 70%
Final Paper	D = 69.9% to 60%
<u>Class Participation</u>	F = less than 60%
<u>Total Points</u>	
425	

$$\text{Final Grade} = ((\text{Total Points Earned} + \text{Extra Credit})/425) * 100$$

**ADDITIONAL INFORMATION****Late Assignments**

An assignment will be considered late if it is not submitted prior to the start of class on the day it is due (Response Questions are due by noon). All late assignments will be subject to 50% reduction in maximum possible score on that assignment.

**Academic Integrity**

All students are assumed to have read the Bard College Handbook and are familiar with the school's policies regarding Plagiarism and Academic Dishonesty. Violations of these policies are taken extremely seriously and one violation will result in a failing grade for the course and a referral to the Dean of Students for further action.

**Academic Accommodations**

Your experience in this class is important to me. I am committed to meeting the needs of all students in this course and will work with you to ensure your accommodations are adequately met. If you have already established accommodations, I will receive a letter from the Learning Commons Disability Support Services with additional information. If you have not yet established services through the Learning Commons, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), please review the Student Accessibility Resources website: <https://www.bard.edu/accessibility/students/>

**Respect for Diversity**

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status,

ethnicity, race, and culture. Your suggestions on ways that I can improve the course and incorporate more diversity are encouraged and appreciated.

**Important College-wide Dates**

Wednesday, February 7<sup>th</sup> – Drop/Add Period Ends

Wednesday, February 28<sup>th</sup> – Late Drop Period Ends, Pass/Fail Grading Deadline

Wednesday, May 1<sup>st</sup> – Last Day to Withdraw from Class

**BARD LAND ACKNOWLEDGMENT**

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Munsee and Muhheaconneok people, who are the original stewards of this land. Today, due to forced removal, the community resides in Northeast Wisconsin and is known as the Stockbridge-Munsee Community. We honor and pay respect to their ancestors past and present, as well as to Future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities toward addressing inequity, and that this ongoing and challenging work requires that we commit to real engagement with the Munsee and Mohican communities to build an inclusive and equitable space for all.

### Cognitive Psychology Schedule – Spring 2024

Date	Topic	Reading	Due
T Jan 30	Welcome to Cognitive Psychology!		
R Feb 1	Research Methods	P:CH1; Mueller & Oppenheimer (2014)	
T Feb 6		Friesen & Kingstone (1998)	
R Feb 8	Sensation and Perception	P: CH2	
T Feb 13		Eberhardt et al. (2004)	Article Review
R Feb 15	Attention	P: CH3	
T Feb 20		Simons and Levin (1998)	
R Feb 22	Group Presentations		Article Presentation
T Feb 27	Short Term and Working Memory	P: CH4	
R Feb 29		Wood & Cowan (1995)	
T Mar 5	Long Term Memory	P: CH5	
R Mar 7		Roediger III & Karpicke (2006)	
T Mar 12	Exam 1		
R Mar 14	Memory in Context	P: CH6	
T Mar 19	No Class: Spring Break		
R Mar 21	No Class: Spring Break		
T Mar 26		Bernstein et al. (2005)	
R Mar 28	Group Meetings		Experiment Proposal
T Apr 2	Knowledge	P: CH7	
R Apr 4	Language	P: CH8	
T Apr 9		Thomsen et al (2011)	
R Apr 11	Decision-making	P: CH9	Dataset
T Apr 16		Iyengar et al. (2006)	
R Apr 18	Problem Solving	P: CH10	
T Apr 23		Inzlicht & Ben-Zeev (2000)	Poster
R Apr 25	Poster Session		
T Apr 30	No Class: Advising Days		
R May 2	Cognitive Neuroscience		
T May 7	Cognition in the Classroom	Putnam et al (2016)	
R May 9	No Class: Psychology Board Week		
T May 14	No Class: Psychology Board Week		
R May 16	Final Exam		
T May 21	Final Paper Due		Final Paper