PSY 621: Advanced Cognition

COURSE SYLLABUS: Spring 2020
01W section: M-H 1:00-5:30pm, Location: Zoom

INSTRUCTOR INFORMATION

Instructor: David Frank, Ph.D., Assistant Professor of Psychology
Office Location: My house until further notice. Do not come to see me in person ;-)
Office Hours: By appointment via Zoom or email
Office Phone: N/A
Office Fax: N/A
University Email Address: david.frank@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 48 hours except on weekdays—probably much less for summer residency!

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s)
None.

Readings: Students will select research articles from the last 5 years relating to the assigned topics.

Course Description

From the Graduate Catalog: "This seminar course will examine the disciplines of cognitive science and cognitive psychology, with primary attention to the three predominant metaphors and models of the mind: the mind as a computer, the mind as a neural network, and the mind as a brain." Prerequisite: PSY 620 (Introduction to Cognitive Psychology).

The syllabus/schedule are subject to change.

Student Learning Outcomes

1. You will learn how to think more like a scientist, in terms of research methodology and some statistics.
2. You will learn about recent developments in the field of cognitive psychology.
3. You will get some experience with public speaking, via presenting articles in front of the class.
4. You will practice critical thinking and communication during class discussions.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The essential computer skills in modern life: See an example at
http://www.yti.edu/blog/top-four-essential-computer-skills.asp

You will need to use the D2L Brightspace learning management system, which will host certain components from this course (e.g., gradebook). In addition, you will be expected to use Microsoft Word (or equivalent) and Microsoft PowerPoint (or equivalent).

Instructional Methods

This is primarily a seminar course in which we will discuss readings in an open group format. Discussion will be held at the designated time via the departmental Zoom account.

Student Responsibilities or Tips for Success in the Course

In order to succeed in this course, you will need to read the assigned readings, attend class regularly (via Zoom), and always contribute to discussion.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%   D = 60%-69%
B = 80%-89%   F = 59% or Below
C = 70%-79%

Assessments

Grades will be based on in-class contribution and a final research proposal paper. In class contribution involves participation in each discussion. Discussion involves leading the class discussion for the papers that you are assigned AND participating in the discussion of research articles you were not assigned to summarize.

Assessment: In-class contribution: 50%, Research proposal: 50%

Articles
Two students will be assigned to select articles for each topic. Students will select 2 articles per assigned topic. Articles must involve data (no summary or current directions articles). All articles should be from the last 5 years. Focus on cognitive psychology articles. That is, avoid articles that are clinical that merely use the same phrases as those from cognitive psychology. Social-cognitive, educational, neuropsychology, and developmental psychology are acceptable as long as they have strong cognitive component. In other words, and article on language development is fine. An article on how depression manifest in children where the authors include a measure of IQ or working memory is not "cognitive enough." I will let you know if an article does not fit this requirement.

We will only read and discuss 2 articles per topic. The reason students will pick 2 articles is in case one of them does not meet my criteria or in case both students choose the same article (or very similar articles).

Article Summaries
To facilitate discussion, students will provide a brief (5-10 minute) verbal summary of the article they chose. Students may make PowerPoint presentations, share their screen and reference images from the article, or be make their presentation without visuals. So long as the summary accomplishes the goal of reminding us of the key points for the article, then it will be acceptable.

Research Proposal
The final research proposal is a serious proposal of research. This paper should not exceed 15 pages (double spaced). In the proposal you will review some relevant

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literature, state a hypothesis, and then propose a study that directly tests your hypothesis. Please discuss this paper with me before beginning.

Proposals are due on the last day of the semester.

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.

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- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

You are welcomed to see me before and after class, contact me via email, and schedule an office visit appointment.

If you contact me or a teaching assistant and do not receive an email response within 48 hours, most likely, your email was not received.

Exam grades and feedback on assignments will typically be given within one week, but may take up to two weeks for longer assignments or busier times of the semester.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

There will be NO after the fact make-up examinations or in class assignments (except in cases of military deployment). If you are traveling and representing the university (e.g., band members, athletes, etc.) you need to request accommodations BEFORE an exam is due, not after. Otherwise I drop the lowest exam score and 2 lowest in-class assignments rather than doing make-ups.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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TENTATIVE COURSE OUTLINE / CALENDAR

Day 1 Introductions and Discussion Leader Assignments

In Class   We will introduce ourselves and go over syllabus. We will then pick topics/days. Each day will have two people who each select 2 articles for that topic. These are the same students who will provide a brief summary of the article the day we discuss them.

At home   Find 2 articles for each topic you are assigned. We will only use one of them, but we need a backup article in case the other discussion leader happens to pick the same article as you. You will then send me the pdfs for the articles you have chosen before midnight.

Day 2 List of Articles

In Class   No meeting. I will distribute the article discussion list to the class electronically (i.e., I will fill out the rest of this schedule with articles you chose).

At home   Read the articles for Day 3. If Day 3 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 3 Attention

In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 4. If Day 4 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 4 Perception

I am including eyewitness memory with an emphasis on perceptual features (face recognition, face processing, the effects of lighting on memory, etc.) in this.

In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 5. If Day 5 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow). You may also want to read ahead over the weekend.

Day 5 Memory

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In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 6. If Day 6 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 6 Skill Acquisition
In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 7. If Day 7 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 7 Categorization
In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 8. If Day 8 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 8 Judgment and Decision Making
In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home   Read the articles for Day 9. If Day 9 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow). You may also want to read ahead over the weekend.

Day 9 Language
In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

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At home   Read the articles for Day 10. If Day 10 is your day, you should also prepare your summary (make notes so you can deliver an effective and concise summary tomorrow).

Day 10   **Metacognition**
In Class   We will discuss the assigned articles. Discussion leaders will provide their summary prior to the discussion of their article.

Articles   TBA

At home

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