PSY 440 – Cognition Research  
Spring 2017 (4 credits)

Course Information

Catalog Course Description
Advanced scientific methodology primarily in the areas of attention, learning, memory, and thinking. Students will design their own research projects, collect and analyze data, and write a professional report. (Writing Intensive Course) PREREQS: PSY 301 [D-] and PSY 340 [D-]

Instructor Course Description
This course will introduce students to a range of topics within the field of cognitive psychology (e.g., attention, perception, memory, judgment, and comparative cognition) and some of the research methods used to study them (e.g., decision-making, reaction time, fMRI, and computational modeling). A large component of this course will be reading, critically evaluating, and discussing articles from academic journals. And, because this is a writing intensive course (WIC), there will be a substantial amount of writing, both formal and informal (minimum total word count of 5,000 per WIC guidelines).

This course satisfies the WIC requirement for students majoring in Psychology.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. While there is great flexibility in online courses, this is not a self-paced course. There will be multiple assignments due every week and you will need to participate in our discussions at least four times per week.

Learning Resources
- Rosnow and Rosnow’s Writing papers in psychology: Proposals, research papers, literature reviews, poster presentations and concise reports (9th edition)
- A computer with PowerPoint and a microphone (for making your video presentation)

Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

This course is offered through Oregon State University Extended Campus. For more information, contact:
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, and assignments. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

**Measurable Student Learning Outcomes (SLOs)**
Upon successful completion of this course, the student should be able to:

1. Demonstrate knowledge of the methods relevant to the range of topics covered in this course
2. Demonstrate a general understanding of how the study of cognition relates to other areas of study within the broader field of psychology and how it is applicable to everyday life
3. Correctly use language specific to the field of cognitive psychology when discussing concepts and theories both verbally and in writing
4. Demonstrate critical thinking skills and an understanding of the scientific method by evaluating the aptness of research designs commonly employed in the study of cognition and the validity of the conclusions drawn from such research
5. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing
6. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline
7. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft

**Course Policies**

**Technical Assistance**
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**Communication**
Post all course-related questions in the Q&A Discussion Forum so the whole class may benefit from our conversation. For matters of a personal nature, please contact me privately via email. I will reply to course-related questions and private messages within 24 hours. Assignments and grades for course activities will be posted within three days of the due date.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Pursuant to OSU code 576-015-0020, no form of academic dishonesty or misconduct will be tolerated. Cheating, plagiarism, and other acts of academic dishonesty will result in a zero on the relevant assignment with the possibility of an “F” grade for the course, suspension, and/or expulsion from OSU.
Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in compliance with the university’s regulations regarding civility. In all you say and do for this course, be professional. All communications should be conducted constructively, civilly, and respectfully. Please bring any communications you believe to be in violation of this class policy to my attention.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Write in full, coherent sentences and proof-read your posts carefully before submitting them.
- Be respectful of others and their opinions and diversity in backgrounds, abilities, and experiences.
- Word your responses carefully and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible with the possible exception of additional supplemental materials that are posted in response to student questions. If you require accommodations, please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Electronic Student Evaluation of Teaching (eSET)

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. The eSET forms are available toward the end of each term; you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. The results on the form are anonymous and are not tabulated until after grades are posted.
Evaluation of Student Performance (400 pts. total)

All assignments are due by midnight, Pacific Time. Late work will be accepted up to 24 hours after the deadline for 50% credit; submissions more than 24 hours late will not be accepted.

All length requirements exclude the title page and references list.

Syllabus Agreement & Survey
Before proceeding with this course, you must log in to Canvas and agree to the terms set forth in this syllabus, set your profile picture, and answer a few short questions (5 pts.).

Article Responses & Discussion (SLOs 1-5)
We will be discussing a number of assigned journal articles every week. To prepare for these discussions, you will read the articles and submit informal responses to them via Canvas (12 at 6 pts. each = 72 pts.). These responses may include summaries of the articles, points of criticism, questions, and ideas for future research. If you look up any terms you are unfamiliar with or seek outside information, you should include that as well. The purpose of these responses is to promote critical thinking by using writing as a tool for learning. Therefore, points for article responses will be awarded based on completion alone.

In order to facilitate class discussions, you will post a minimum of one question per topic (12 at 2 pts. each = 24 pts.) in Discussions on Canvas. Additionally, your active participation in class discussions (12 at 2 pts. each = 24 pts.) and activities is required (various, 26 pts.). You are expected to provide well thought-out responses and are encouraged to ask questions. Any hate speech, verbal abuse, etc. will result in a ban from Discussions, thereby forfeiting all points associated with that and future discussions.

Presentation (SLOs 1-4)
By the end of Week 1, you will be divided into pairs, each of which will be assigned two articles on a broad topic and a presentation date. During your 3-day presentation period, you will each be responsible for presenting one article and moderating a discussion about it (60 pts.; see Rubric for Presentation on Canvas); deciding who will present which article is up to you and your partner. An outline of your presentation is due one week before you are scheduled to present (5 pts.) and you must upload your recorded presentation 2 days prior to your presentation date.

Literature Review (SLOs 3-7)
The article you are assigned to present will serve as the basis for a formal literature review, which you will complete in stages through this course. Before drafting your literature review, the topic of your review must be approved (4 pts.) and you will be required to submit a 2- to 3-page outline (12 pts.). Next, you will compose a first draft of at least 1,250 words (12 pts.) and you will be assigned to a group for peer editing. After you use your peers’ feedback to revise your manuscript, you will submit a second draft of at least 2,000 words (12 pts.) and repeat the cycle of peer editing. You will be evaluated on both your contributions to your peers’ papers (20 pts.) and on your use of the feedback you receive (20 pts.).

Your final draft will be the full-length, 10-15 pages double-spaced. I will grade this draft as though it is your final submission (see Rubric for Literature Review on Canvas) and you will have the opportunity to make corrections to your literature review and resubmit it (100 pts.).
Grading Scale
Your final score will be rounded to two decimal places and your letter grade for this course will be assigned according to the scale below. The values in the table are the minimum percentage required to earn the letter grade indicated by the corresponding row and column headers. (E.g., you must earn a minimum of 87.00% to receive a B+ as your final grade.) Anything below 60.00% is an F.

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Incomplete (I) grades will only be granted to students who have missed a small but important part of the course (e.g., the final paper) due to a documented, unforeseeable emergency (e.g., severe injury requiring hospitalization). If you are having any difficulty that might prevent you completing the coursework, please do not wait until the end of the term; let me know right away.

(Continues on next page.)
## Course Schedule

The table below contains due dates for things other than the responses and discussion posts.

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Day</th>
<th>Topics (Activity)</th>
<th>Rosnow</th>
<th>Other Assignments</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>1</td>
<td>M W</td>
<td>Welcome 1. The Dunning-Kruger Effect</td>
<td>Ch. 1</td>
<td>Syllabus Quiz</td>
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<td>M W</td>
<td>2. Methods JDM (Explaining experiments)</td>
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<td>Proposed topic</td>
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<td>Cognitive development (Outlining) 3. _________________________</td>
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<td>Article summaries</td>
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<td>M W</td>
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<td>First draft</td>
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<td>6</td>
<td>M W</td>
<td>(Group discussion of edits) 8. _________________________</td>
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<td>M W</td>
<td>Memorial Day Holiday 12. _________________________</td>
<td>Final draft</td>
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### Filling in the Table

Once topics and presentation dates have been assigned:

1. Fill in the "Topics" for Weeks 3-9.
2. Fill in the blanks below, starting with “Presentation starts”; that date is X. Use the formulas on the right to help you figure out what your other important dates are. Once you have all of your dates, copy them over to the appropriate rows in the “Presentation” column, above.

   Outline due _________________________ X - 7
   Video due _________________________ X - 2
   → Presentation starts _________________________ X
   Presentation ends _________________________ X + 2

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This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465