

Fall 2013 Cognition and Memory 15:295:502

Tentative Syllabus (some additional readings will be added)

Class Meets:	Online asynchronously
Course Instructor:	Dr. Angela O'Donnell
Office Location:	Room 324, Graduate School of Education
Office Hours:	By appointment.
Contact Me:	
<i>by phone:</i>	732-932-7496 ext. 8317
<i>by e-mail:</i>	angela.odonnell@gse.rutgers.edu
<i>by fax:</i>	732-932-6829

Required Text:

Kellogg, R. (2011). *Fundamentals of Cognitive psychology*. (2nd edition). Thousand Oaks, CA: Sage. Available from New Jersey Bookstore, Easton Avenue.

Other Readings

As assigned.

Overview

The course provides a basic introduction to cognition and memory. Topics covered include types and structures of memory, judgment and decision making, and reasoning, among others. Applications to classroom practice are made when appropriate.

How You Earn Your Grade

The evaluation of your performance in this course is based on a points system. It is possible for you to earn a total of one hundred points (100) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on succeeding pages. The following is a list of the number of points you will need in order to earn the associated grade.

<i>To Earn</i>	<i>You Need</i>	<i>To Earn</i>	<i>You Need</i>
A	90 points	C+	77 points
B+	87 points	C	70 points
B	80 points	F	less than 60 points

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available</i>
Weekly notes	Weekly	25
Online discussions	Weekly	30
Midterm	Week 8	20
Presentation	Week 15	25

Revised Schedule of Classes and Reading Assignments

	<i>Topic</i>	<i>Reading</i>
Sept.		
Week 1: Sept 3 rd to 10th	Introduction/Science of Cognition/Methods of Research	Chapter 1
Week 2: Sept 11 th to 17th	Perception	Chapter 2
Week 3: Sept 18 th to 24th	Attention	Chapter 3
Week 4: Sept 25 th to Oct. 1st	Memory Systems	Chapters 4
October		
Week 5: Oct 2 nd to Oct 8th	Memory for Events/	Chapter 5
Week 6: Oct 9 th to Oct 15th	Memory Distortions	Chapter 6
Week 7: Oct 16 th to Oct 22nd	Memory Disorders	To be assigned
Week 8: Oct 23 rd to Oct 29th	Midterm	
November		
Week 9: Oct 30 th to Nov 5th	Knowledge Representation	Chapter 7
Week 10: Nov 6 th to Nov 12th		
Week 11: Nov 13 th to Nov 19th	Memory strategies	To be assigned
Week 12: Nov 20 th to Nov 26th	Language	Chapter 8
Week 13: Nov 27 th to Dec 3rd	Problem Solving	Chapter 9
December		
	Expertise	Ericsson, K. (1996). Glaser, R. (1996).
Week 14: Dec 4 th to Dec 10th	Reasoning	To be assigned
Week 15: Dec 11 th to Dec 17th	Presentations Due	

Policies

Academic Integrity: I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. The Office of Student Conduct supervises issues related to violations of academic integrity (see (<http://academicintegrity.rutgers.edu/>)). Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml>).

COURSE REQUIREMENTS

Midterm (20% of final grade)

Purpose: There are two purposes for the midterm examination. One purpose of the midterm is to provide feedback to you about your understanding of the material up to that point in the semester. The second purpose is to provide me with information about what you are learning from the material.

Format: The examination is an online assessment which will be closed book. You will be asked to sign an honor statement indicated that you have complied with the directions for the assessment. ass, closed-book exam, lasting one class period. The general format of the exam will be short answer questions including definitional questions, comparison questions, and questions about implications.

Grading: Grading will reflect the accuracy and completeness of your answers.

Presentation (25% of final grade)

You will be asked to select a topic related to the course and develop a 20 min power presentation on the topic for the class. In your presentation, you should include an introduction of the topic, report its current status, and identify areas of needed research. Examples of topics could include amnesia, ADHD, reasoning, creativity, and others relevant to the course content.

Weekly Notes (30% of final grade)

You will be asked to submit notes about the readings on a weekly basis. These notes should be between 1 and 2 pages. The content can include any of the following: a) How the reading relates to your personal experience; b) identify difficult parts of the reading; c) raise questions about the reading. You will submit these in the dropbox on sakai. These notes will only be visible to me.

Online Discussion of Readings (25% of final grade)

The online discussion will focus on the psychological theories and principles presented in the assigned readings and other materials. We will focus on:

- Clarifying understanding of the readings. For example, this includes questions clarifying key terms and principles of the theory, exploring central ideas, and providing specific brief examples that illustrate the terms.
- Discussing applications and implications of the ideas we have read about. This can also involve drawing personal connections to past experience as a learner, classroom observer, or tutor.
- Summarize key conclusions and ideas made by your group during the week.

The minimum requirement for contributing to the discussion is 5 substantive entries (including at least 3 responses) to the discussion questions. In your entries, you can respond to posed questions, introduce comments related to the week's readings, and respond to questions and comments made by fellow group members. Your contributions to the discussions, in combination with other course assignments, should collectively indicate that you have read all the readings. The posts do not necessarily have to be long but they should be thoughtful.

The criteria for evaluating class' contributions are below and focus both on the number of contributions as well as the quality of your contributions.

- Frequent posts that are elaborated and relevant to the discussion
- Reflections and questions that advance the discussion by interpreting, analyzing, applying, and connecting
- Go beyond repeating or agreeing with the information presented by others. Be critical in seeing both strengths and weaknesses
- Support examples, experiences, & opinions with reasons and ideas from theories & readings
- Clear and relevant connections are made back to the readings and main ideas are reflected in the readings
- Everyone has an "off week" due to schedule constraints, other course deadlines, illness, etc - but outside of that frequent and high quality posts are expected.

Illustration of a Weekly Schedule

The asynchronous discussions require an extended time to reflect on what we have read. Here is a typical weekly schedule:

Each weekly cycle begins on Tuesday.

Read the course readings & other materials where applicable on Tuesday and Wednesday □ On Tuesday a new topic begins □ By Thursday, send me your weekly notes. I will use some of your ideas to frame discussion questions that I will post no later than 10 a.m. on Friday. □ From Friday to Monday, continue to discuss the questions raised following the instructions listed above under "online discussions:" □ Following the close of discussion, I will prepare a summary and present areas of consensus/continued debate.

