Spring 2013 Cognition and Memory 15:295:502

Class Meets:	Wednesday 4.50 - 7.30 p.m. GSE 347
Course Instructor:	Dr. Angela O'Donnell
Office Location:	Room 325, Graduate School of Education
Office Hours:	**B**y appointment.
Contact Me:	
by phone:	732-932-7496 ext. 8317
by e-mail:	angela.odonnell@gse.rutgers.edu
by fax:	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. Cognitive psychology has evolved to become a dominant influence on a variety of other areas of psychology such as social and developmental psychology. Topics covered in this course include the basic processes of attention and perception and brain functioning, the types and structures of memory, judgment and decision making, and reasoning, among others. Applications to classroom practice are made when appropriate. I expect you to come to class having read the material and prepared to ask questions.

Learning Goals
The goals of the course include the following:
   a) Students will be able to define basic concepts related to memory and cognition and give examples of these concepts.
   b) Students will be able to respond critically to the readings in the course or raise questions related to the readings.
   c) Students will be able to recognize the operation of these constructs in practical examples drawn from real life.
   d) Students will be able to provide a coherent presentation of selected content to their peers and be able to answer student questions about the content.

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.

To Earn	*You Need*	*To Earn*	*You Need*
A	90 points	C+	77 points
B+	87 points	C	70 points
B	80 points	F	less than 60 points

Required Activities	*Due Date*	*Points Available*
Weekly Comments	Each week	30
Midterm	March 13th	25
Presentation	as assigned	20
Mini-Project	April 24th	25

Schedule of Classes and Reading Assignments **

	Topic	Reading
January		
23	Introduction/Science of Cognition/Methods of Research	Chapter 1
30	Perception	Chapter 2
February		
06	Attention	Chapter 3
13	Memory Systems	Chapters 4
20	Memory for Events/Presentation	Chapter 5
27	Memory Distortions	Chapter 6
March		
06	Memory Disorders	To be assigned
13	Midterm	
20	***Spring Break***	
27	Knowledge Representation	Chapter 7
April		
03	False Memory	Brainer, C. J., & Reyna, V. C. (2005).
10	Language/Presentation	Chapter 8
17	Problem Solving/Presentation	Chapter 9
24	Expertise	Ericsson, K. (1996). Glaser, R. (1996).
May		
01	Presentations	
08	Presentations	

** Additional readings to be assigned.

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). Also see the PowerPoint slides on plagiarism on the course sakai website.

COURSE REQUIREMENTS

Midterm (25%)

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 in-class, 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 (20%)

As a Presenter: You will be asked to select a topic related to the course and develop a 20 minute 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. You should be creative and interactive in your presentation. A question-and-answer session will be held after your presentation to engage students in meaningful discussions.

At least one week before your presentation, you should let me know by email what your topic will be, provide a brief description of your presentation topic, the outline of your presentation and how you are going to run your presentation. Your actual presentation will constitute 15% of the grade.

As an Audience Member I will ask you to comment on the strengths and weaknesses of each presentation. Your evaluations will constitute 5% of your grade.

Weekly Notes (30%)

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) describe how the reading relates to your personal experience; b) identify difficult parts of the reading; c) raise questions about the reading.

Mini-Projects (25%)

What? These projects are intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. I would like you to try and choose projects that you will enjoy, that will stimulate your thinking about the topics in the course, and that will help you in your specific course of studies.

How? You will hand in a 4-7 page paper as the product for each mini-project. Your papers must be typed and the cover sheet should indicate your name, and the name of the project. The title page is not included in the page count!

When? The mini-project will be due on April.24th, 2013.

Grading? The basic criterion for a successful mini-project is that you use the appropriate concepts and language from the course. Specific criteria will be applied to different projects.

Kinds of Projects? The mini-project options available are described below. You will need to choose **one** of the projects.

Mini-Project # 1   Design a Study

Select an experiment from the text that you feel has potential application to your own area of study (e.g., reading, counseling, teaching, science education). Briefly describe the experiment you selected. Describe the relevance of this experiment to your area of study. Describe how you would use this kind of research design to investigate a question of interest to you in your own work. This should be a detailed description of an experiment you would conduct to answer a question of interest. You will need to state the research question and describe how you would go about answering it using the method selected from the text.
Format: The task can probably be addressed in a 4-7 page paper, typed and double spaced.
Grading: The paper will be graded based on your use of relevant constructs from the course, the quality of the argument advanced in support of your choice of research question, and the plausibility of your proposed research.

Mini-Project # 2   Critique a Study

Choose a research article from a reputable journal. The article should be empirical and include data. It should consist of a description of a research study conducted to answer a research question. You should select an article that relates to the content of this course but applied within your specific field of studies. For example, if you are a counseling psychology student, you might select an article that addresses "schemas" but you would select an article from a counseling psychology journal (e.g., an article on stereotypes, schemas, or categories of people according to race or gender). You should critique the research by commenting on the rationale for the research, the methods used to answer the research question asked, the results found, and the interpretation of the results.
Submit: A 4-7 page paper describing your critique.
Format: You should attach a copy of the article critiqued to the submission.
Grading: The paper will be graded based on your use of relevant constructs from the course and on the quality of your criticism. Your critique should identify limitations of the research and propose solutions.

Mini-Project # 3 Early Memory

Describe the earliest memory you can retrieve. Use the vocabulary from the course to describe the type of memory involved and the retrieval mechanisms by which you retrieved this memory. How do you know this memory is "real" and not simply the memory of other people's descriptions of the event.
Submit/Format: 4-7 page paper.
Grading: The paper will be graded based on your use of relevant constructs from the course.

Mini-Project # 4 Memory Failure

 Describe memory failures you experience or thing you have forgotten. Under what conditions do you forget things? What actions do you take to support your memory? Describe an experiment you would conduct to determine the causes of the reported memory failures.
Submit/Format: 4-7 page paper.
Grading: The paper will be graded based on your use of relevant constructs from the course. Your experiment should allow for the identification of "cause" so you should pay special attention to the eliminating other possible causes.

Mini-Project # 5 Differing Views

Try to recall an interaction you have had in which two participants held consequentially differing definitions of the situation. In other words, the two people saw the situation differently. Describe the interaction. What were the varying definitions of the situation> What led to the difference? What happened as a result of the difference? Link your analysis to the relevant information from the course.
Submit/Format: 4-7 page analysis.
Grading: The paper will be graded based on your use of relevant constructs from the course.

Mini-Project # 6 Knowing your Memory

You need to interview a child and an adult about their knowledge of memory. You should record the questions you asked, and the person's responses. You should describe why you chose certain questions, how you selected to record information, what you found and comment on whether your approach was appropriate for the particular individual selected. Compare and contrast the child's and adult's responses.
Submit/Format: 4-7 page paper.
Grading: The paper will be graded based on your use of relevant constructs from the course.

Mini-Project # 7 Watch a Film

Watch a film (either at home or at the cinema) with a view to identifying the use of concepts from this course. Describe the use of these constructs in the film and critique their use.
Submit/Format:: A 4-7 page paper.
Grading: The paper will be graded based on your use of relevant constructs from the course.