

Fall 2014 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 324, Graduate School of Education
Office Hours:	By appointment.
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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.

Goals

The learning goals for this course are shown as they align with the overall learning goals of the LCD master's degree program in the table below. In addition, the table shows how each goal will be assessed.

LCD master's program goals	Course Goals	Assessment of Course Goals
1. Attain mastery of psychological constructs and theories relevant to learning, cognition, and development.	You will be able to define basic concepts related to memory and cognition and give examples of these concepts.	In weekly comments you will be able to explain, comment and reflect critically on the readings On the midterm, you will communicate mastery of core concepts
2. Appropriately apply these psychological constructs and theories to educational setting and related applied contexts.	You will be able to recognize the operation of these constructs in practical examples drawn from real life	
3. Achieve skill in the critical evaluation of empirical evidence related to the psychology of education	You will be able to respond critically to the readings in the course or raise questions related to the readings.	In weekly comments you will be able to explain, comment and reflect critically on the readings
4. Attain competence in oral and written communication on topics with educational psychology.	You will be able to provide a coherent presentation of selected content to their peers and be able to answer student questions about the content. You will develop skills of writing a literature review on a topic of interest	In a presentation to the class, you will provide an overview of a select area of work in cognition and memory. In a class paper, you will write a review of research on a topic of interest to you.

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 Comments	Each week	30
Midterm	October 29th	25
Presentation	as assigned	20
Paper	December 17th	25

*Schedule of Classes and Reading Assignments ***

	<i>Topic</i>	<i>Reading</i>
September		
3	Introduction/Science of Cognition/Methods of Research	Chapter 1
10	Perception	Chapter 2
17	Attention	Chapter 3; Strayer & Drewes (2007)
24	Memory Systems	Chapters 4; Baddeley (2002)
October		
1	Memory for Events	Chapter 5
8	Memory Distortions	Chapter 6; Loftus (2010)
15	Memory Disorders	Schwartz (2011)
22	Knowledge Representation	Chapter 7; O'Donnell et al. (2007)
29	Midterm	
November		
05	False Memory	Garrey & Gerrie (2005)
12	Language	Chapter 8
19	Problem Solving	Chapter 9
26		
December		
03	Expertise	Farrington-Darby & Wilson (2006)
10	Presentation	
17	Presentation	Papers due

** 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.

Paper (25%)

What? This will consist of a thorough literature review on a topic chosen by you. The paper is worth 35% of your grade. The topic of your paper should be relevant to the content of the course. The paper should be written using APA style, which is the style of the American Psychological Association. If you do not already have a copy of the APA Style Manual (6th edition), you can get access to one at the reference section of the library. The final paper should be between 20 and 25 pages long, excluding references. For the purpose of the literature review, a convergence approach is probably

the best approach to adopt, that is, you should start with general ideas and converge on specific issues which you feel have been ignored in the current literature, or are interesting and worth pursuing. You should provide me with a title and abstract of the paper (general idea of what you might include) of the paper on March 12th. The purpose of this is so I can help you either narrow your focus to something manageable or expand the focus. The final paper is due on April 30th. A detailed description of how to do a literature review can be found at the end of the syllabus.

When? The paper is due on December 17th, 2014.