San José State University
Department of Psychology
Psychology 135, Cognition, Section 80, Spring 2022

Course and Contact Information

Instructor:	Dr. Christina Tzeng
Office Location:	Virtual for Spring 2022
Telephone:	N/A for Spring 2022
Email:	christina.tzeng@sjsu.edu
Office Hours:	Via Zoom on Fridays 2:30 PM – 4:30 PM PST, or by appointment
Class Days/Time:	Synchronous sessions via Zoom on **Thursdays from 10:30AM – 11:45AM PST.** Students will engage with asynchronous materials and assignments prior to each Thursday class session. See Course Format section below for further details.
Classroom:	See course Canvas page for Zoom link
Prerequisites:	PSYC 001 (General Psychology)

Course Description

One of our most exciting and enduring intellectual quests is understanding how the human mind works. To understand the human mind, we must understand **cognition,** or how we perceive, think, communicate, learn, and remember. In this course, we will see where the field of cognition came from, the scientific methods that are used to study the mind and brain, what the different components of cognition are, and how these different abilities support our interactions in and with the world around us.

From SJSU Course Catalog: The activity of knowing: acquisition, organization and use of knowledge. Processes involved in that activity, including perception, memory, thinking and language. Prerequisite: PSYC 001.

Course Format

This is an **online-hybrid** course with both synchronous and asynchronous components. Each week on **Thursdays from 10:30AM – 11:45AM PST**, we will be using Zoom for our synchronous class sessions. During these sessions, we will engage in content-related discussions and activities. Office hours will also be held virtually via Zoom (see Course Policies section below). Asynchronous activities will include viewing pre-recorded lectures, reading assigned textbook pages, and completing homework assignments, exams, activities, and a final project.

Canvas

All course content, such as the syllabus, lectures, assignments, grades, etc. will be on the Canvas Learning Management System course website at http://sjsu.instructure.com. You are responsible for regularly checking Canvas for course announcements and updates.

Program Learning Outcomes (PLO) & Course Learning Outcomes (CLO):
Upon successful completion of this course, students will achieve the following PLOs and CLOs (in bullet points):

PLO1. *Knowledge Base of Psychology*: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- **CLO1.** Demonstrate knowledge of the different components of cognition, including perception, attention, memory, language, and decision making
- **CLO2.** Identify the cognitive mechanisms that underlie behavior

PLO2. *Research Methods in Psychology*: Students will understand basic methodological approaches used in psychology, including research design, analysis, and interpretation.

- **CLO3.** Describe different research methods used in cognitive psychology research
- **CLO4.** Infer appropriate conclusions from cognitive psychology research
- **CLO5.** Communicate findings and implications from cognitive psychology research

PLO3. *Critical Thinking Skills in Psychology:* Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

- **CLO6**. Synthesize evidence in favor of arguments pertaining to debates in cognitive psychology
- **CLO7**. Evaluate and criticize arguments pertaining to issues in cognitive psychology

PLO4. *Application of Psychology*: Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.

- **CLO8.** Articulate how concepts in cognitive psychology apply to their everyday lives

PLO5. *Values in Psychology*: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

- **CLO9.** Respect the relative nature of empirical evidence
- **CLO10.** Recognize the value of intellectual curiosity and skepticism

---

Required Textbook

Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience. 5th Edition.* Cengage Learning. ISBN-10: 1337408271

*An electronic version of this textbook can be rented or purchased for the semester online. Please be sure to purchase the **5th edition** of the book, as page numbers and content differ across editions.

Course Requirements and Assignments

Synchronous Components

As mentioned above, we will be holding synchronous sessions via Zoom on **Thursdays only from 10:30AM – 11:45AM PST**. Prior to each synchronous session, you will have completed a corresponding chapter reading and homework assignment. During synchronous sessions, we will be engaging as a class with the course material and assignments that you completed earlier in the week.

Synchronous class meetings will entail engaging in small-group discussions and activities about relevant empirical findings, viewing demonstrations of phenomena in cognitive psychology, debating contradictory theoretical views, and exploring cognitive psychology concepts in the real world.

Note on Attending Synchronous Sessions

- Synchronous sessions will be recorded and posted each week on Canvas. However, a large portion of synchronous sessions will be devoted to small group discussions and activities in breakout rooms, which are **not** recorded. Viewing the posted recordings of the Thursday synchronous sessions are **not** meant to be a substitute for attending class.

- Attending the weekly synchronous session is strongly encouraged. **If you are unable to attend a synchronous session, please email me beforehand to let me know.**

- Much research suggests that class attendance is a better predictor of college grades than any other known predictor of academic performance, including high school GPA and standardized test scores (Credé, Roch & Kieszczynska, 2010). Data gathered from SJSU students suggests that attending synchronous sessions:

  (1) helps students feel more accountable for their studies
  (2) helps them stay on track with course material
  (3) makes students feel more engaged with course content, their peers, and the instructor
  (4) allows them the opportunity to ask questions and receive an immediate response

  All of these are factors that led to a more positive overall class experience.

Asynchronous Components

Readings & Pre-recorded Lectures

Students are responsible for thoroughly reading all assigned chapter pages and for viewing all pre-recorded lectures. Students must complete assigned readings and lecture viewings **before** the start of each synchronous class session. Lectures will not cover everything in the readings, but exams and homework assignments will include both lecture and reading materials.

Homework

Students will complete 10 homework assignments (one each week). Research suggests that frequent opportunities for students to think critically about course content enhances both the quality of their learning and their ability to self-regulate their study habits (e.g., Kitsantas & Zimmerman, 2009).

Homework assignments will assess your understanding of the material covered in the pre-recorded lectures and assigned readings. The purpose of these homework assignments is to (1) encourage you to complete readings and lecture viewings in a timely manner, and (2) ensure that you are prepared to participate meaningfully each week during our Thursday synchronous sessions. **I will drop your lowest homework score.**

Exams
Students will complete three exams, all **non-cumulative** and **open-book.** Open book exams have been found to encourage meaningful engagement with the material but induce lower levels of student anxiety than with closed-book exams (e.g., Gharib, Phillips, & Mathew, 2012)**.**

Please note that exams will be **time-limited** such that you will need to study. Students are responsible for all material covered in lecture and assigned readings. Exams will include multiple-choice questions and short essay questions and will be conducted online on Canvas.

Each exam will be made available for a 24-hour window to allow for flexibility. Students will have **one attempt** for each exam and once begun, must complete the exam within a 1.5-hour window. The purpose of these exams is to assess your ability to not only understand course concepts, but also to think critically about them in the context of existing research, and to apply knowledge of the concepts to real-life events.

Final Project
Students will be asked to either (1) create a podcast, (2) create a video, or (3) write a paper explaining several related major concepts in cognitive psychology and how these concepts relate to their own lives. Students will be asked to explicitly discuss the mechanisms underlying the chosen phenomena and explain how a particular experience in their own lives embodies the course concepts. The purpose of this project is to have students (1) articulate the ways in which cognition underlies their everyday experiences and (2) practice communicating these to a broad audience.

Application-based Activities
Students will complete multiple activities meant to familiarize them with how course concepts can be directly applied to their daily lives. Throughout the semester, students will read relevant media articles and brief research studies, for example, in preparation for in-class discussions. The purpose of these activities is to provide students with hands-on practice relating specific elements of cognition to daily phenomena.

Extra Credit
There will three opportunities to earn extra credit throughout the semester (one extra credit assignment per module). Opportunities for extra credit will be presented without notice only to those present during specific synchronous sessions. Students can earn a maximum of two points to be added to each of the three exams.

Additional University-Wide Information on Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Please review the following sources and policies, as well:

- University Syllabus Policy S16-9 at http://www.sjsu.edu/senate/docs/S16-9.pdf.
- Office of Undergraduate Education's Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Grading Information

Weighting of Grades

Assignment	CLO Assessed	Percent of Final Grade
Homework	1, 2, 3, 4, 8, 9, 10	30%
Exams	1, 2, 6, 7, 8, 9, 10	45%
Final Project	1, 2, 5, 8, 9, 10	15%
Activities	1, 2, 3, 6, 8, 9	10%

Final Letter Grade Scale

A plus: 97.00 to 100.00%	**A:** 93.00 to 96.99%	**A minus:** 90.00 to 92.99%
B plus: 87.00 to 89.99%	**B:** 83.00 to 86.99%	**B minus:** 80.00 to 82.99%
C plus: 77.00 to 79.99%	**C:** 73.00 to 76.99%	**C minus:** 70.00 to 72.99%
D plus: 67.00 to 69.99%	**D:** 63.00 to 66.99%	**D minus:** 60.00 to 62.99%
F: ≤ 59%		

Course Policies

1. I will not change grades unless there is a clerical error in the calculation of your grade.

2. **Requesting extensions:** There is built-in flexibility to account for difficulties you might encounter over the course of the semester (i.e., you will be able to drop your lowest homework score, and you can choose when within a 24-hour window to complete your open-book exams). You are encouraged to use this flexibility when you can anticipate setbacks to completing your coursework.

   If you encounter an **unexpected** emergency outside of your control (e.g., COVID infection, eviction from your home, daycare closure, etc.) and you would like to request extension on an assignment, please email me with as much notice as possible in **advance** of the assignment deadline. **No late assignments will be accepted unless a request for extension has been approved.** Although contacting me does not guarantee that your request will be approved, know that I take all requests seriously and will work with you to find appropriate resources and a path forward for completing your coursework. Exams, homework assignments, activities, and projects that are not submitted within the agreed-upon time frame will result in a 0% for that exam, homework assignment, activity, or project.

   Please note that my flexibility with respect to deadlines relates to emergencies **beyond your control**, and that this flexibility does not apply to vacation travel, conflicts with your work schedule, or other foreseeable circumstances that are within your control. I expect you to act ethically and honorably and not to take advantage of the current global crisis.

3. **Late assignments and exam make-ups:** Homework assignments and your final project must be submitted by the indicated due date and time unless I have approved an extension (see above). For each 24-hour period that your homework or final project is late, your score will drop 10% (100% will become 90%). For example, if you submit a homework assignment two hours late, your grade will drop by 10%, and if you submit it 25 hours late, your grade will drop by 20%, and so on. No makeup exams will be given unless an extension has been approved prior to the exam date.

4. **Office hours:** Office hours will take place virtually via Zoom for Spring 2022. Please take advantage of office hours to speak with me about anything related to this course, your research or career interests, or anything else that I may be able to help with. The more I know about how my students are doing and what they are thinking, the better I can ensure that the course will be an engaging and interesting experience. Please book an appointment online at https://christina-tzeng.youcanbook.me if you want to meet with me. If you cannot make my weekly office hours, please email me to schedule an appointment.

5. **Academic integrity:** Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated. You are expected to work independently on all homework assignments, exams, and projects. Any course material that is posted on Canvas (pre-recorded lectures, recordings of synchronous sessions, exams, homework assignments, project assignments) are for your own private, educational purposes and **cannot be shared.**

   If I find evidence of academic misconduct (e.g., working with another student on assignments or exams, posting any course material online), you will receive a 0% on the assignment(s) in question, and I will file a report with the Office of Student Conduct and Ethical Development. Please visit the office's website for more information at https://www.sjsu.edu/studentconduct/policies/.

Virtual Classroom Protocol

Please see Module 0 on our course Canvas site for detailed information about the following:

- technology requirements (e.g., hardware, software, etc.)
- technology resources (e.g., tutorials on how to use Zoom and Canvas)
- guidelines for synchronous sessions (e.g., expectations for cameras and microphones)
- guidelines for online submission of assignments and exams
- guidelines for communication with the instructor
- student resources for academic, financial, and health support

---

Statement of Inclusion and Diversity

We all have diverse personal experiences, identities, and values that affect how we view the world. I hope that we can embrace this diversity and work together to ensure each student feels like a valued member of the learning community. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. It is also my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as an asset.

Accommodations

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC at https://www.sjsu.edu/aec/ to establish a record of their disability. Academic Senate Policy F06-2 at https://www.sjsu.edu/aec/docs/F06-2.pdf

University Policies

Per University Policy S16-9 *(*http://www.sjsu.edu/senate/docs/S16-9.pdf*)*, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

References

Credé, M., Roch, S. G., & Kieszczynska, U. M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research*, *80*, 272-295.

Gharib, A., Phillips, W., & Mathew, N. (2012). Cheat sheet or open-book? A comparison of the effects of exam types on performance, retention, and anxiety. *Psychology Research*, *2*, 469-478.

Kitsantas, A., & Zimmerman, B. J. (2009). College students' homework and academic achievement: The mediating role of self-regulatory beliefs. *Metacognition and Learning*, *4*, 97-110.

PSYC 135-80 / Cognition, Spring 2022

Course Schedule

Note: The schedule is subject to modification (with fair warning) as the instructor deems necessary.

Module	**Date** (synchronous sessions)	**Topics**	**Assignments Due*** [Textbook Chapter (CH), Lecture (LEC), Homework (HW)]
0	Th 1/27	Welcome/Orientation	
1	Th 2/3	Introduction to Cognitive Psychology	• Orientation Assignments (HW0) due on 2/2
	Th 2/10	History of Cognitive Psychology	• Read CH1 • View LEC1 • Complete HW1 (due on 2/9)
	Th 2/17	Perception	• Read CH3 • View LEC2 • Complete HW2 (due on 2/16)
	Th 2/24	Attention	• Read CH4 • View LEC3 • Complete HW3 (due on 2/23)
	Th 3/3	**Exam 1**	
2	Th 3/10	Short-Term & Working Memory	• Read CH5 • View LEC4 • Complete HW4 (due on 3/9)
	Th 3/17	Long-Term Memory	• Read CH6 • View LEC5 • Complete HW5 (due on 3/16)
	Th 3/24	Conceptual Knowledge	• Read CH9 • View LEC6 • Complete HW6 (due on 3/23)
	Th 3/31	**No Class (Spring Break)**	
	Th 4/7	Language	• Read CH11 • View LEC7 • Complete HW7 (due on 4/6)
	Th 4/14	**Exam 2**	
3	Th 4/21	Problem Solving & Creativity	• Read CH12 • View LEC8 Complete HW8 (due on 4/20)
	Th 4/28	TBD: Class will vote on topic	• **Final Project due on W 4/27**
	Th 5/5	Judgment & Decision Making	• Read CH13 • View LEC9 • Complete HW9 (due on 5/4)
	Th 5/12	Cognition in the World	
	F 5/20	**Exam 3** (Non-cumulative Final)	

*Homework assignments are due on Canvas at **11:59 pm PST on Wednesdays**, the day before our Thursday synchronous sessions. Reading assignments are also meant to be completed prior to the accompanying synchronous session. Please see Canvas for specific textbook pages assigned.