

Syllabus for  
**PSY 324--Cognitive Psychology**  
3 Credit hours  
Spring 2017

I. COURSE DESCRIPTION

An introduction to the many areas of cognitive psychology, such as memory, consciousness, cognitive development, and problem solving. Emphasizes both theoretical implications and practical applications.  
Prerequisite: PSY 201

II. COURSE GOALS

This class will explore the ways people perceive, learn, remember, think about, and use information. The focus of study will include the biological and psychological processes of sensing, organizing, and making sense of data from basic physical stimuli in the environment to complex systems of thought that inform beliefs, expectations, and decision-making.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of the course the student will be able to do the following:

- A. Discuss the key characteristics of cognitive psychology, its relationship to other disciplines within psychology, and research methods used to study cognitive processes.
- B. Identify the fundamental structures and processes of the brain relevant to cognition.
- C. Discuss the dynamic relationship between perception, attention, learning, memory, and reasoning.
- D. List and describe the major components of cognitive ability and skill, including intelligence and problem solving, language and communication, decision making and problem solving, and creativity

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Sternberg, R. J. & Sternberg, K. (2012). *Cognitive Psychology* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.  
ISBN: 9781133313915

Francis, G. & Neath, I. (2015). *Coglab 5* 1 term (6 months) Instant Access (5<sup>th</sup> ed.). Cengage Learning. ISBN: 9781285461137

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

*Students taking a late exam because of an unauthorized absence are charged a late exam fee.*

2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignmentsBy submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Examinations—Four exams (100 points each)
  - b. Final Exam – One final (100 points)
  - c. Chapter quizzes – (20 points each)
  - d. Research Component—Assignment details given in class (150 points)
2. Whole Person Assessment Requirements: None
3. Other Policies and Procedures
  - a. Changes - Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to

be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.

- b. Office hours are posted on the instructor's door. If students cannot make the posted hours, they can email the instructor to arrange an appointment.
- c. Late work will be assessed with a penalty of 10% per day for up to five days, after which time 50% typically will be deducted from the assignment grade.
- d. When permission is granted for a late exam or make-up exam, typically a \$15 processing fee is charged and 10% of the score is deducted from the exam grade.
- e. Attendance - Students should be aware that attendance records are kept and that attendance is required. Moreover, while in class students are expected to be engaged in learning not only by their presence but also by their verbal and nonverbal body language, including polite eye contact with whoever is speaking, participation in discussion, and self-controlled restraint in using technology and working on other assignments.
- f. It is assumed that serious students could seldom justify missing more than one week of class during the semester. It is further assumed that serious students would not use these absences unless illness or other very good causes forced them to do so. A student is considered absent by nature of his or her being out of class, regardless of the reason.
- g. Four tardies are treated as one unexcused absence.
- h. Excessive is defined as anything more than one week of classes for the semester. If student absences are excessive, the final grade is typically reduced for each absence in excess of one week (e.g., three percentage points per absence for a Tuesday and Thursday class; two percentage points per absence for a Monday, Wednesday, and Friday class).
- i. If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
- j. An excused absence consists of administrative excuses for required University activities. Students are welcome to make up any work missed due to an excused (by the administration) absence. A doctor's note will not generally excuse an absence, given that students are not penalized for one whole week of absences to allow for occasional illness.

## VI. COURSE CALENDAR

The following is a tentative course calendar, subject to change if required by university scheduling, needs of the class such as additional time required on a particular chapter, or other unforeseen events. Any changes to this calendar will be announced in class.

<u>Week</u>	<u>Subject</u>	<u>Text Chs.</u>
1	Introduction	1
1	Cognitive Neuroscience	2
2	Visual Perception	3
	<b>Exam 1</b>	
3	Attention and Consciousness	4

4 Methods	Memory: Models and Research 5	
5 Process 9, 10	Memory 6	
6	The Landscape of Memory	7
	<b>Exam 2</b>	
7	The Organization of Knowledge in the Mind	8
	<b>Break</b>	
	<b>Project Proposal Outline Due</b>	
8	Language	9
9 Context 12	Language in 10	
10 Creativity 13, 14	Problem Solving and 11	
	<b>Exam 3</b>	
11	Decision Making and Reasoning	12
12	Expertise: Self Regulation	
13	Expectancy: Social Cognitive Theory	
14	Expectancy: Achievement Goals	
15	Expectancy: Implicit Theories and Attributions	
	<b>Final Project Due</b>	
16	<b>Final Exam</b>	

## Course Inventory for ORU's Student Learning Outcomes

### PSY 324 – Cognitive Psychology Spring 2017

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

(Revised 3/6/13)