

PSCH 352: Cognition and Memory
Tuesday and Thursday 2:00 – 3:15
Lecture Center Building C C006

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Teaching Assistants
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About the course

Course Objective

The purpose of this course is to provide an introduction into how the human mind functions in daily life. In particular, students will learn about research that is aimed at clarifying the manner in which the mind is involved in perceiving the world around us, paying attention to aspects of the world that we think are important or interesting, committing these experiences to memory, and using information stored in memory to reason about the world. Over the course of the semester, students will learn how each of these topics applies to their daily lives. Among other things, we will try to answer the following questions: How does the brain support various aspects of cognition? How well does the media portray research relating cognition to the brain? Why do students have trouble paying attention during lectures? How can research on human memory be used to improve learning in the classroom? How does memory research inform eyewitness testimony and the law? How can we learn to make better decisions? By the end of the course, you will have an in depth understanding of the basic principles underlying all areas of cognitive psychology, be able to think critically about claims made on the basis of cognitive and brain-based research, and be able to apply this knowledge to your own experiences.

Contacting the instructor

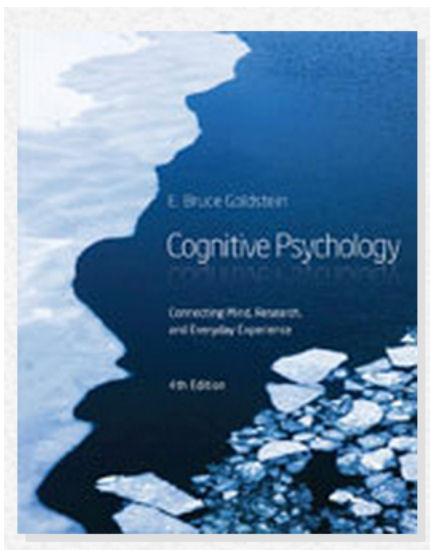
The best way to contact me is via email. Furthermore, if you would like to discuss class materials in detail or possible interests in further developing your studies in cognitive psychology, please feel free to stop by my office hours.

Prerequisites

In order to take this course you **MUST** have taken PSCH 100 Introduction to Psychology and PSCH 242 Introduction to Research in Psychology. Unfortunately, there are no exceptions to this departmental rule.

Optional text

Cognitive Psychology: Connecting Mind, Research and Everyday Experience, 4th Edition (Bruce E. Goldstein, 2015). ISBN10: 1-285-76388-2. ISBN13: 978-1-285-76388-0.



Although the course does not require this text, some students may wish to supplement their studies by being able to use the textbook as a reference. However, you will not need this textbook if you attend lectures in this course. The course lectures will be based on a subset of materials provided in this text, along with information based on articles that will be assigned to the class throughout the semester.

Format

The format of the course will consist of lectures, reading assignments and in-class activities. **Course assessments will cover all course materials.**

Lectures will be PowerPoint-based and these files will be posted to Blackboard (blackboard.uic.edu) before the lecture is given. Please note that the PowerPoint slides will NOT contain all of the material that will be covered in class, and so students are strongly encouraged to attend class. The slides are meant to help avoid the need for students to frantically jot notes during class time.

Announcements for readings and assignments will be made in class and posted to Blackboard. There will also be reminders sent via email. It is your responsibility to make sure that you take note of these announcements either in class, online, or via email.

Grading

Attendance

Attendance is not mandatory, but is strongly encouraged. At the end of each class, I will provide students with a set of two or three thought questions that will be based on the days lecture. While completion of the thought questions is not required, the questions will reflect the main points that students should be taking away from lectures and will reflect the types of questions that will be asked on the mid-term and final exams.

Writing Assignments

Students will receive three (3) short assignments that will require them to answer two to four questions applying their knowledge of specific concepts learned in class. More detailed information about these assignments will be provided over the course of the semester.

Exams

There will be three (3) mid-term exams over the course of the semester. These exams will be multiple-choice. Please be advised that the thought questions provided at the end of each lecture will serve the purpose of preparing you to answer the kinds of questions that you will encounter on these exams.

There will also be an optional final exam. You can use the final exam to replace **one** of your three mid-term exams. But, if you are happy with your three mid-term exam scores, then you do not need to take the final. If you score lower on the final exam than on all three of your mid-term exams, then your final exam score will not count toward your final grade. If you miss one of your mid-term exams during the semester, then you will have to use the final exam to replace that score. **There will be no other make exams for mid-term exams missed during the semester. There will be no exceptions.** The final exam will be the same format as the mid-term exams and the same length (i.e., number of questions), but will be cumulative across the entire semester.

Overall grades

The grading scheme for this course is as follows:

Activity	Points
Mid-term Exam 1	32
Mid-term Exam 2	32
Mid-term Exam 3	32
Short Assignment 1	8
Short Assignment 2	8
Short Assignment 3	9
Total	121

Grading Scale (Divide your point total by 121 and then multiply by 10 to calculate your final percentage score; e.g., 100 points/121 possible points = .826 x 10 = 82.6%)

Final Percent Score	Grade
89.5-100	A
79.5-89.4	B
69.5-79.4	C
59.5-69.4	D
0-59.4	F

Your grade will solely be based on your performance on these tests and papers. I will also **NOT** be grading on a curve. Success in this class will simply require attending class, completing the thought questions provided during class, studying for exams, and completing your assignments on time.

Late assignments policy

No late work will be accepted. The due dates for each assignment are listed on the schedule, so there is no exception. If you have to submit an assignment late due to an emergency, then you must contact me immediately and provide appropriate documentation of the emergency.

Other issues

Academic dishonesty

Cheating on assignments or tests will result in a zero grade on the assignment or test.

Excused absences for emergencies, religious observances, or official University business

If you experience a documented emergency (e.g., illness, injury, death in the family), that causes you to miss substantial class time (i.e., more than one class period), e-mail me immediately to work out a way to complete the course requirements.

Please examine your schedule now for any official University business (such as athletic events) or formal religious observances that conflict with class periods or assignment due dates. As per university policy, you must notify me of these conflicts by the tenth (10th) day of the semester. Every effort will be made to accommodate these absences in a fair manner.

“Incompletes” will not be given unless under extreme circumstances as laid out in the undergraduate catalog.

Academic accommodations for students with disabilities

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY) and contact me during the first two weeks of class to discuss accommodations.

Schedule

Date	Topic	Reading	Due Date
Jan 10 th	Ch. 1 Introduction		
Jan 12 th	Learning Strategies		
Jan 17 th	Ch. 2 Cognitive Neuroscience		
Jan 19 th	Case Study: Cognitive Neuroscience in the Media	New York Times Articles on the role of brain in politics and technology (check blackboard)	
Jan 24 th	Ch. 3 Perception		
Jan 26 th	Case Study: Memory for Perceptual Details	Brady and colleagues (2008) (check blackboard)	
Jan 31 st	Ch. 4 Attention		
Feb 2nd	Case Study: Mind Wandering	Szpunar and colleagues (2013) (check blackboard)	Short Assign. #1 due before class (2pm)
Feb 7th	Mid-term Exam 1		
Feb 9 th	Ch. 5 Short-term Memory		
Feb 14 th	Ch. 5 Working Memory		
Feb 16 th	Ch. 6 Long-term Memory Structure; Mini Case Study: Future Thinking		
Feb 21 st	Ch. 7 Long-term Memory: Process		
Feb 23 rd	Ch. 8 Long-term Memory: Autobiographical Memory		
Feb 28 th	Ch. 8 Long-term Memory: Memory Errors		
Mar 2nd	Long-term Memory: Future Thinking		Short Assign. #2 due before class (2pm)
Mar 7th	Mid-term Exam 2		
Mar 9 th	Ch. 9 Knowledge (moved to following week)		
Mar 14 th	Ch. 9 Knowledge		
Mar 16 th	Case Study: Knowledge and the Brain	New York Times Article: When Illness makes a	

		spouse a stranger (check blackboard)	
Mar 21st	No class (Spring vacation)		
Mar 23rd	No class (Spring vacation)		
Mar 28 th	Ch. 10 Visual Imagery		
Mar 30 th	Case Study: Imagery and Performance		
Apr 4 th	Ch. 11 Language		
Apr 6 th	Ch. 11 Language (cont'd); Mini Case Study: Bilingualism		
Apr 11 th	Ch. 12 Problem Solving 1		
Apr 13th	Ch. 12 Problem Solving 2		Short Assign. #3 due before class (2pm)
Apr 18 th	Ch. 13 Decision Making		
Apr 20 th	Case Study: TBA		
Apr 25th	Mid-term Exam 3		
Apr 27th	Course Overview (Review)		
Finals Week	Final Exam (optional)		