

**PSCH 353: Lab in Cognition and Memory (3 credit hours)**  
**Fall 2021**

NOTE: This course will be meeting **in-person, on campus**.

**Instructor**

Dr. Leslie Cameron  
E-mail address: [elc@uic.edu](mailto:elc@uic.edu)  
Office location: BSB 1046C  
Office phone: *to be installed this week*

**Drop-in Student Office Hours** – M/W 2:20-3pm around BSB 2019 or 2057 (this is the time between the meeting time of two sections of this course, see below)

These are times I have set aside to help you outside of class. I am here to help you be successful in this course, so please feel free to make use of this time. Let me support your learning!

They are not the only times when I can help you. You may set up a meeting outside of these times if we are both available. We can meet on zoom if one of us is not on campus or in my office or some other place on campus, if we are both on campus. Please email me to set up an appointment!

I will likely also have drop-in hours at other times in the week, once the semester gets under way. I will update the Blackboard site (see below) accordingly.

**Teaching Assistants**

Please note that I am teaching two sections of this class. There are different TAs for the two sections of the course:

**Section 1: M/W 12:30-2:20pm (BSB 2019)**

**Teaching Assistant**

Allison Sklenar  
E-mail Address: [asklen2@uic.edu](mailto:asklen2@uic.edu)  
Office: BSB 1021  
Office Hours: W 3-4pm in office or virtual (email if planning to attend or if you need to set up a different time).

**Section 2: M/W 3:00-4:50 (BSB 2057)**

**Teaching Assistant**

Aynsley Parker  
E-mail address: [aparke33@uic.edu](mailto:aparke33@uic.edu)  
Drop-in (office) hours (days/times): M/W 2 pm-3 pm. Available to meet outside of these times by scheduled appointment.  
Drop-in (office) hours (in-person location or virtual): **In-person:** Office (TBD) **Virtual:** zoom or google meet

**Course Overview**

Welcome to Lab in Cognition and Memory! I am very excited to have the opportunity to work with you in this course that covers topics in cognition and memory, which are interesting topics that you can relate to your daily life, particularly as a student. The emphasis in this course is on collecting, analyzing and reporting on experimental data on topics related to cognition and memory. There will be a lot of teamwork in this course and so attendance is very important.

**Prerequisites**

The expectation is that you have already taken a course in statistics (PSCH 343) and that you have taken or are currently enrolled in the lecture course on Cognition and Memory (PSCH 352). You might want to

dig out your notes from those classes and also be prepared to do some work on your own, or with the assistance of the instructor or TA, to enhance your knowledge and understanding of statistics in particular.

### **Course Materials**

There is no required textbook that you need to purchase for this course. However, you will be expected to read the articles/chapters posted on Blackboard and you will also choose some of your own reading. *Please note that I am still in the process of building our Blackboard page. I will post materials as we move through the course. So, please check the Blackboard site regularly!*

You will need:

G. Francis & I. Neath (2007) The Online Cognition Lab: <https://coglab.cengage.com/>, including the CogLab Manual. Note this is **Coglab 5**. I will provide you with an access code for this resource (courtesy of the Department of Psychology – i.e., you do not need to pay the \$50 fee).

Jamovi (1.6.23), download here: <https://www.jamovi.org/download.html>

You might also find the tutorial helpful (I certainly have!), available here:  
<https://www.learnstatswithjamovi.com/>

I highly recommend:

American Psychological Association (2019) Publication Manual of the American Psychological Association®, 7th Edition

You can find this in the reference section of the UIC library, and some online resources that may be helpful are available at this page: <https://ask.library.uic.edu/faq/345886>

I will assign readings about writing in APA style on Blackboard. This will include chapters and/or articles from:

Beins, B. C., & Beins, A. M. (2008). *Effective writing in psychology : Papers, posters, and presentations*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.cc.uic.edu>

B. Altermatt: <https://vault.hanover.edu/~altermattw/courses/220/readings/index.html>

Landrum, R.E. (2021). Undergraduate Writing in Psychology. APA.

If you would like a textbook to support your understanding of some of the material we will cover about cognition and memory, you might consult any edition of this textbook:

Goldstein, B. *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*.

### **Class Meetings**

This course will be meeting **in-person, on campus**. With all of the plans we are making for the Fall, we have to recognize that none of us can be sure what the future weeks hold in store for us. Thus, we all need to try to remain as flexible as possible. We have to remain open to the possibility that the method of delivery will change, depending on the state of the pandemic. We will follow the guidelines that come from the university. I ask that we try to be patient with each other and to offer grace in this complicated time. I will strive to make this the best learning opportunity that I can, regardless of the circumstances in which we find ourselves. That said, let's do our part to keep each other safe and the campus open.

### **Saliva Testing and Daily Healthcheck**

To be on campus, if you have received a vaccine exemption or have received only one vaccine dose and are scheduled for your second dose, you must do the daily UIC Healthcheck and saliva test two times per week. Thus, you are expected to meet in person (a requirement of this course), assuming you

- have received a COVID-19 vaccination (full vaccination series complete)

- have received a vaccine exemption and are saliva testing two times per week and completing your daily Healthcheck
- are partially vaccinated and are saliva testing two times per week and completing your daily Healthcheck

### **Masks**

UIC has communicated that we are all expected to **WEAR A MASK** that is tight-fitting and covers both the mouth and nose when inside any building at UIC including classrooms, regardless of vaccination status. We may remove our masks when alone in a private office or personal residence hall room, or if we have a medical condition, disability or other reason that prevents them from safely wearing a face mask.

If you need a mask, you can pick up one up at the Student Center and at the library.

### **Eating and drinking are not allowed in classrooms.**

If you do not wear a mask, you will be asked to leave the classroom and will not be allowed back in class unless or until you wear a mask. If you have forgotten your mask, you may pick one up from one of the student information desks on campus during the first two weeks of campus. If you do not comply with the mask-wearing policy, you will be reported to the Dean of Students. If you come to class without a mask, I will send you to one of the student center information desks which will be handing out face masks only for the first two weeks of the fall semester.

- If you **refuse to wear a mask**, I will ask you to leave the classroom, inform you that you will be reported to the Dean of Students and file a [\*\*COVID-19 Non-Compliance Report\*\*](#).
- If you **refuse to wear a mask and refuse to leave the classroom** this is considered student misconduct and I may have to report this to the Dean of Students using the [\*\*Student Misconduct Incident Report Form\*\*](#).
- If you refuse to leave the classroom and are disruptive and I consider this a nonemergency situation, then I will contact the Dean of Students Office at 312-996-4857. For an emergency situation, where a student threatens violence or poses an urgent safety threat, I will call the UIC Police at 312-355-5555.
- See the [\*\*Student Disciplinary Policy\*\*](#) for details, including process.

### **Communication**

I expect that we are all approaching this semester with some anxiety, and there is uncertainty about how the semester will unfold. Our best hope for a successful semester is to maintain clear lines of communication. To that end, I will keep you informed about this class both in class and out of class (via email and Blackboard).

The best way to communicate with me and your TA (outside of class meeting times and office hours) is via email. Please check your UIC email daily and it is best if you email us from your UIC email account. We will also be checking our email daily and will do our best to respond to you promptly (typically within 24 hours).

**Our Inclusive Learning Environment.** UIC values diversity and inclusion. We will do our best to make every student feel welcome, engaged, and respected for their opinions. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify the Instructor as soon as possible.

## **Accommodations**

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at [drc.uic.edu](mailto:drc.uic.edu), via email at [drc@uic.edu](mailto:drc@uic.edu), or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

## **What you will learn in this course (learning objectives or outcomes)**

This is a course in which you will learn some basic information about human cognition and memory, but also, importantly, about how to do science as an experimental psychologist. You will advance your understanding of research methods and you will work on both quantitative reasoning and scientific communication (in writing and in oral presentations).

## **Student Learning Outcomes**

My learning goals for you are that, by the end of this course, you will

- have both participated in and conducted experiments and hence will be able to describe empirical methods of studying cognition
- have improved your reading and critical thinking skills, especially in the context of the empirical study of cognition and memory
- have improved your oral communication skills
- have improved your writing skill. You will write both short and long reports about your experimental results. Note: This course meets the requirements for Writing in the Discipline in the College of Liberal Arts and Sciences.
- have improved your quantitative skills, particularly your ability to describe and interpret graphical data (in writing and orally). You will collect data on Coglab, the online laboratory, and perhaps in another format for your final project. You will perform basic statistical analyses using jamovi (an open source statistical package that is very easy to use).

What are *your* learning goals for yourself? What would you like to learn this semester? One of your first assignments will be to review this syllabus and identify what *you* hope to gain from this course and to identify your own learning goals.

In order to answer this question about your learning goals, here is the link to a nice article from Psi Chi (the International Honor Society in Psychology) on the value of a psychology major, including the importance of research and the skills you will be developing in this course:

What Psychology Students Learn: 10 Skills That Any Employer Will Appreciate -  
<https://www.psichi.org/page/191EyeFall14aSlatter#.YSJwfsZOm7M>

## **Teamwork**

I understand that working in teams can be a challenge for a variety of reasons. However, the projects you will do in this course require a team (that is the way of science these days). We will discuss ways to work productively in a team. Here is a quote from the article I mentioned above:

*In addition, psychology students do considerable work in groups. Colbeck, Campbell, and Bjorklund (2000) reported that group work helps students develop communication, problem-solving, and conflict management skills. When groups are set up well, students learn to work together, listen to and respect diverse opinions, delegate responsibilities, and motivate others to meet the group's goals. Because you have done group work, you*

*know how to give and take, listen to others, and resolve disagreements as they occur, which are all skills of vital importance in the workplace.*

One major issue can be finding time to work together outside of class. In this course we do have long class periods and plenty of time set aside for you to work with your team. Thus, my hope is that you will do your independent work outside of class, but that much of your collaborative, teamwork can be completed during class time. **This highlights the importance of attendance! Please come to class!**

### **Community Agreement: Ground Rules for a Safe/Brave Space**

Here are some ground rules suggested by UIC to help us create a healthy and productive learning environment:

- Be present (turn off cell phones and remove yourself from other distractions)
- Be respectful
- Assume good will
- Challenge with care - approach discussion as a “think out loud”
- Take space/make space
- Identities stay, learning leaves
- Try not to make assumptions, seek to understand, not to judge
- Be open to challenges as an opportunity to learn something new
- Be open to different perspectives
- Debate the concepts not the person
- Be flexible when things don’t work
- Share helpful tips
- Use preferred names and gender pronouns
- No side conversations
- Be willing to work together
- Be mindful of one another’s privacy -- do not invite outsiders into the safe/brave space

### **Assessment**

Your grade in this course will be primarily made up of participation in experiments, analyzing data and writing and presenting about them. There will be periodic small quizzes on readings. But this is primarily an active, lab course, focused on doing science!

1. Small assignments and reflection: 10%
2. Quizzes: 10%
3. Coglab completion (all 10 labs): 10%
4. Coglab Results assignment: 10%
5. Coglab Report: 10% (bonus for revision)
6. Team Project 40% grade includes:
  - Short presentation of topic (5pts)
  - Reference list (5pts)
  - Data collection plan (5pts)
  - Draft of final paper (10pts)
  - Final paper (50pts)
  - Final presentation (20pts)
  - Peer and self-assessment (5pts)
7. Participation (including attendance, contribution to discussions, teamwork, self-reflection, peer-assessment, etc.): 10%

### **Letter grades**

A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
F: 0-59%

### **Attendance**

It is important that you be in class, in person to benefit meaningfully from this course. Also, there will be plenty of teamwork and you will want to make a substantial contribution. That said, **please do not come to class if you are sick!** If you miss class, it is your responsibility to work with a classmate and the TA to catch up on what you missed.

### **Late Work**

The timing of deadlines in this course are designed to keep you on track with your projects. Late work will impede your ability to get your final project done on time. However, these are unusual times and if you have extenuating circumstances, we will try to accommodate you. In general, it is better to submit *something* (as much as you have completed) on time then wait to submit something more complete late. Submitting late work without communicating with us about your circumstances will result in a penalty of 10% per day, including weekends.

We will keep track of when you submit your work and assignments that are submitted early will receive some bonus points (to be determined at the end of the course). You can expect to see a bump in your grade at the end of the course if you consistently submit your work before the deadline.

### **Respect for Copyright**

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors and TAs put into creating course materials such as quiz questions, worksheets, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

### **Academic Integrity - Student Community Standards**

UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what

it means to be a UIC community member and together be committed to the values of integrity.

### **Blackboard site**

Our Blackboard course site, still being developed, is organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. You are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates. For all technical questions about Blackboard, email Learning Technology Solutions at [LTS@uic.edu](mailto:LTS@uic.edu).

### **Course Schedule**

You can view the tentative schedule for the course, by day/week, [here](#). I will update it as necessary as the semester progresses.

Finally, please note that, particularly as this is my first semester at UIC, this syllabus is intended to give you guidance as to what may be covered during the semester and it will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.

I look forward to working with you in Lab in Cognition and Memory this semester. Let's get to work!

Sincerely,  
Dr. Cameron

### **Additional Resources for Students**

**Note:** see also [Current Student Resources](#)

The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>

The **UIC Writing Center**. The UIC Writing Center provides excellent online resources to help students with paper writing in general. In addition to working with us on specific written assignments, we strongly recommend that you take advantage of the UIC Writing Center resources, especially if writing has been a challenge for you in the past, or if you do not have a lot of experience with writing scientific papers. To learn more or set up an appointment: <https://writingcenter.uic.edu/>.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at <https://mslc.uic.edu/>, call 312-355-4900, or email at [mslc@uic.edu](mailto:mslc@uic.edu).

**The UIC Wellness Center.** The UIC Wellness Center (<https://wellnesscenter.uic.edu/resources-and-services/>) provides many useful resources on Wellness, and useful guidelines on how to manage and navigate your online classes: <https://wellnesscenter.uic.edu/news-stories/how-to-navigate-online-classes/>.

**Counseling Resources for Students.** Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535. Furthermore, the **Office of Applied Psychological Services** (OAPS) at UIC offers mental health services based on a sliding scale, <https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/>.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto>TitleIX@uic.edu) or call (312) 996-5657.

**Campus Security.** As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312)996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312)996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to Life at UIC for more information. Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312)355-5555, on speed-dial on your cell phone.