

**PSCH 352: Cognition and Memory (3 credit hours)
Spring 2022**

NOTE: This course will be meeting online synchronously, via zoom, for the first two weeks of class. It is expected to meet in-person beginning on January 25th.

Instructor

Dr. Leslie Cameron

E-mail address: elc@uic.edu

Office location: BSB 1046C

Drop-in Student Office Hours – T/Th after class (10:45-11:15am). I can also meet you (via zoom or in person) by appointment, M-Th. Please email me to set up an appointment. I'm here to help you, so don't hesitate to reach out!

Class time: T/Th 9:30-10:45am

Classroom: Academic & Residential Complex 241, 940 W Harrison St

Attendance

In this course there is no attendance policy and thus no grade for "participation". That said, you will learn more and perform better in this course if you show up and interact with me and your peers. I recommend that you come to class because (a) you will learn more, (b) you will be able to ask questions and interact with me and your classmates, (c) I will attempt to have plenty of hand-on learning opportunities and (d) it will be more fun!

If you miss class, it is your responsibility to catch up on what you missed. You should check the syllabus and Blackboard, and connect with a classmate or the TA to catch up on missed work. **There will not be an option to take this course remotely.** However, I will attempt to make available lectures from last semester that may be useful if you miss class. You should NOT depend on those lectures, however, as the content has shifted somewhat.

Teaching Assistant

Taylor Strickland

E-mail address: tstric3@uic.edu

Drop-in (office) hours (days/times): Mondays 3-4pm or Wednesdays 11-12pm

Drop-in (office) hours: in-person (BSB 1015) or virtual

Course Overview

Welcome to Cognition and Memory! I am very excited to have the opportunity to work with you in this lecture course that covers topic in cognition and memory. These are interesting topics that you can relate to your daily life, particularly your life as a student. We will cover topics in learning and metacognition, perception, attention, memory, language and problem solving. Although I will be lecturing, I will attempt to make the course as engaging as possible. I welcome questions and comments and encourage you to participate in all activities. As cognitive psychology tells us, the more engaged we are, the more we will learn.

Class time will be used to present and discuss fundamental concepts, experimental findings and theories of cognition and memory. I will draw on textbook material for lectures (see below). We will also discuss the journal articles that you will be reading that take a deeper dive into specific concepts that I think you will find interesting. For some of the material that we will cover (e.g., learning styles and animal communication), I will challenge you to think about concepts in a new way. I look forward to lively exchange on those topics!

Prerequisites

The expectation is that you have already passed PSCH 242 (Introduction to Research in Psychology) with a grade of C or better.

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. *Most, but not all, information is already on Blackboard. Please check the site regularly!*

If you would like some additional, helpful reading, I would recommend *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* by Bruce Goldstein (any edition). Some of my lecture material will be drawn from that textbook.

Community Agreement: Online Etiquette (for Zoom meetings)

- Be in a quiet place and use headphones
- Mute microphone unless talking
- Video on when speaking or engaging in group activities
- Quit all other screens (email, text, social media) to create a classroom “presence” (also helps with internet stability)
- Actively participate in class
- Raise hand if you have a question to ask verbally
- Use Chat feature if you prefer to type your question

When we come back in person, I hope that you will put your phones and (ideally) computers away, keep the personal chatting to a minimum, actively participate in class, ask questions and make comments.

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 Taylor (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 48 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, via email at 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 concepts, methods of studying and theories of human cognition and memory. There is an emphasis on cognitive psychology as a science. You will advance your understanding of research methods and you will work on quantitative reasoning.

Student Learning Outcomes

My learning goals for you are that, in the best of all possible worlds, by the end of this course, you will

- understand some of the major topics, theories and experimental findings in cognitive psychology
- think critically and challenge your preconceived notions about some topics (e.g., learning styles and animal communication)
- have improved your reading and critical thinking skills, especially in the context of the empirical study of cognition and memory
- have improved your quantitative skills, particularly your ability to describe and interpret graphical data
- have spent some time in self-reflection

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.

Assessment

Your grade in this course will be comprised of the following:

1. Small assignments and reflection: 30%

- Student learning objectives and self-reflection (week 1)
- Learning styles assignment (week 2)
- Visual Illusions assignment (week 4)
- Graph “reading” assignments (throughout the course)
- Problem solving lab (week 13/14)

These short assignments will be posted and submitted on Blackboard.

2. Reading quizzes: 10%

Your reading assignments are mostly journal articles and are or will be posted on Blackboard. They are due on the day we will discuss them in class and quizzes on them will be available to complete on Blackboard before class. Please watch Blackboard for these and I will announce them in class. Dates are also on the Course Schedule. We will drop your lowest quiz score.

3. Exams: 60% (20% each)

1: Introduction to Cognition, Learning Styles, Metacognition and Sensation & Perception

2: Attention and Memory

3: Language and Problem Solving

Exams will be composed primarily of multiple choice and short answer questions.

4. Optional Cumulative Final Exam (Exam 4)

The final exam will be composed of essay questions that will cover all topics in the course. You will be given a list of possible essays in advance, and the final will be taken during the final exam period (exact date TBA). If you take this exam and it is higher than any of your other exams, then it will replace that grade.

Letter grades

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

Late Work

There will be no make-up exams or quizzes in this course. Given that quizzes will be taken on Blackboard and you have a 24-hour window to complete them, I do not expect there should be conflicts. Please review the dates of the exams and note them in your calendar. If you miss an exam you can make it up by taking the cumulative final. If you anticipate conflicts, please be in touch with me well in advance. In terms of the smaller assignments, 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 in advance about your circumstances will result in a penalty of 10% per day, including weekends.

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.

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, given the unusual circumstance of the current pandemic, I reserve the right to modify, supplement and make changes as the course needs arise.

I look forward to working with you 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.

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. 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 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.