EXP 4507 – Memory & Cognition
Reference Number 82653
Fall 2017
Fully Online Course

Basic Information

Instructor: Dr. Lisa D. Blalock  Phone: 857-6205 (office), 474-2363 (department)
Office: Building 41, Room 232  Office Hours: T 10 am-12 pm, W 10 am-12 pm
Email: lblalock@uwf.edu (preferred method)


Required Textbook

- The eBook is highly recommended for this course, however if you buy a physical copy you will get access to the eBook as well.
- Purchase of eBook or new book will come with access to the required ZAPS 2.0 online labs. If you purchase a used book you will have to purchase access to the ZAPS 2.0 labs separately for $35 (http://digital.wwnorton.com/cognition6).
- All textbook resources, including the ZAPS 2.0 Labs, can be found here: http://digital.wwnorton.com/cognition6.
- The textbook for this course is available on Reserve at the Circulation Desk at the John C. Pace Library for a 2-hour loan period (books must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due. Plan your textbook use accordingly.

Course Description

Prerequisites
Students must first successfully complete PSY 3213 (Research Methods in Psychological Science I).

Catalog Course Description
Will survey theory and literature related to the study of human memory and cognition. Topics will include attention, memory, imagery, language and bilingualism, problem solving, metamemory, expertise, and the development of language and cognitive processes.

Course Overview & Objectives
This course will acquaint the student with the history, philosophy, and research surrounding selected issues in the psychology of cognition. We will look at major topics such as learning, perception, attention, and memory and discuss their history, their current status, and their future directions. A great deal of emphasis will be placed on research and its value and implications in everyday life.
**Student Learning Outcomes**

At the end of this course, you should be able to:

1) Describe the major theories that represent the biological, cognitive, emotional, behavioral, and/or sociocultural factors that are crucial to understanding memory and cognition. This will be assessed by quizzes, exams, discussion posts, lab reports, and final paper.

2) Demonstrate effective and efficient application of those theories to critically analyze, evaluate, and/or plan solutions for the challenges that are commonly encountered in memory and cognition. This will be assessed by quizzes, exams, discussion posts, and the final paper.

3) Engage in effective communication of one’s understanding of the major theories that are commonly encountered memory and cognition. This will be assessed by exams, discussion posts, lab reports, and the final paper.

4) Understand how information is acquired, retained, and utilized. This will be assessed by quizzes, exams, ZAPS labs, and lab reports.

5) Identify the key characteristics of proposed major memory systems. This will be assessed by quizzes and exams.

6) Describe the key role cognitive processes play in everyday life. This will be assessed by discussion posts and the final paper.

**Course Format**

This is a *fully online* course. Although we will not meet face-to-face, we do follow a detailed schedule. Each week there will be numerous readings and assignments/quizzes that have to be completed by the closing date each week. Thus, while we don’t meet face-to-face, allowing some flexibility on when you complete your assignments, *you cannot proceed at your own pace*. You are responsible for completing all assignments, quizzes, and exams online by the posted deadline. All assignments, quizzes, and exams will be submitted in eLearning.

Each week I will post an overview of what we will cover including what you need to do online each week. Use this to help you stay on top of online assignments/activities. **Expect to spend a minimum of 12 hours in this class each week to earn a passing grade.**

**Late Work**

You are responsible for accessing all components of the course, being fully informed about all the requirements, following the course schedule, and completing the unit assignments by the posted deadlines. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** You are responsible for monitoring the closing dates and times for all quizzes, exams, and assignments. Once an assignment/quiz is closed, it will NOT be reopened for any reason other than a university wide eLearning outage at deadline.

✓ To avoid any last minute hang-ups, you should plan on submitting your assignments at least 24 hours prior to the deadline. This gives you a back-up plan if you have problems submitting. Any technical problems you encounter should be directed to the ITS help desk ([helpdesk@uwf.edu](mailto:helpdesk@uwf.edu)). *eLearning problems are NOT an acceptable reason for not submitting an assignment or quiz so submit early to troubleshoot problems.*

✓ **You cannot expect to ignore an assignment, exam, or quiz and still pass the class.**
Course Requirements

Your grade will be determined based on 3 unit exams, 11 online quizzes (you can drop your 3 lowest quizzes), 16 ZAPS lab activities (you can drop 2), 3 ZAPS reflection papers, 6 discussion posts, an everyday cognition group project (concept map & paper), 2 miscellaneous activities, and an optional cumulative final exam.

1. **Unit Exams (300 points).** Exams will consist of 40 multiple-choice questions that cover 2-3 chapters in the textbook and the corresponding lectures/videos. Exam dates are listed on the schedule. Each exam will take no longer than 75 minutes. Please see “Tips for Success” for important tips on studying for the exams.

- **Respondus LockDown Browser & Monitor.** Exams will require the use of BOTH the Respondus LockDown Browser and the Respondus Monitor. The browser prevents students from opening other websites or applications. You will be unable to exit the exam until all questions are completed and submitted. Respondus Monitor will record you taking the exam to ensure you are only using permitted resources and that the correct student is taking the exam (i.e., you aren’t paying your friend to take the exam for you). **You must download the Respondus LockDown browser** (details [here](#)) and **you must have a webcam in order to use Respondus Monitor** (see more details [here](#)). I recommend taking the exam in the library using the computers in room 123 or by checking out a laptop (see below). If there is evidence of academic dishonesty in the images from Respondus Monitor (e.g., using a textbook, notes, or cellphone), you will receive a zero on the exam. I will also report you to the university for academic misconduct.

- **Important Exam Tip #1.** When taking exams, be sure you are using a reliable computer in a quiet, distraction free space that has a reliable Internet connection. **I strongly recommend you take the exam in the UWF Library classroom (room 123) or check out a laptop from the library to use in a study room.** These computers will have all the necessary software and a reliable Internet connection. The classroom is scheduled by instructors for class demonstrations, but is often open for students to use (especially in the evenings and on weekends). You can also the schedule on the electronic display outside the classroom.

- **Important Exam Tip #2.** ALWAYS save your answer to each question. That way if you run into issues with your submission, I can see your attempt and submit your saved questions for you. But that only works if you have saved the questions.

- **Make-up exams.** All students are allowed to take the optional cumulative final exam to replace an exam grade (assuming the final grade is higher). Thus, if you miss an exam or are unhappy with your grade, you can take the optional cumulative final exam. Given there is a large window provided to take the online exams, and that all students can take the optional final, **I will only allow a make-up exam under extreme circumstances** (e.g., health emergency, military deployment, legal obligations, bereavement, athletic, etc.). Going on vacation is not a valid reason for requesting a make up exam. Preferably you should inform me ahead of the exam. All requests for a make-up will require documentation.

2. **Quizzes (160 points).** 11 chapter quizzes will be administered on non-exam weeks, each worth 20 points. These quizzes will consist of 10 multiple-choice questions randomly selected from a pool of questions on the chapter(s) assigned for that week. These quizzes are designed to be
closed book and will be timed. You can drop your 3 lowest quiz scores in the event that you miss a quiz or you run into technology problems. Because of this, make-up quizzes will only be given under extreme circumstances and only after you already have missed 3. I will provide feedback on all quizzes after the deadline. Please see the overview here on how to view feedback on quizzes in eLearning.

✓ **Respondus LockDown Browser.** Quizzes require the use of the Respondus LockDown Browser ONLY (except for Quiz 1 so you can practice using Monitor). The browser prevents students from opening other websites or applications. You will be unable to exit the exam until all questions are completed and submitted. You must download the Respondus LockDown browser (details here) prior to taking the first quiz.

3. **ZAPS 2.0 Labs (140 points).** Your textbook includes a set of online demonstrations of cognitive experiments called ZAPS labs. The ZAPS labs are included in the price of a textbook, use the registration code found in the front of the textbook. If you buy the book used, you will have to purchase access to the ZAPS labs for $35. You can access the ZAPS here: http://digital.wwnorton.com/cognition6.

The ZAPS are a participation grade. So long as you complete the lab and answer the embedded questions you will receive full credit. A total of 16 ZAPS labs are assigned, but you can miss up to 2 ZAPS (i.e., 14 ZAPS are counted toward your grade) without losing points.

4. **ZAPS Reaction Papers (75 points).** During exam weeks, you will pick one of the ZAPS assigned for that unit and write up a 4-paragraph reflection paper. This report should include: (1) an overview of the research question and hypothesis; (2) a brief overview of the method used in the study; (3) a summary of the results and how they fit with the hypothesis; and (4) a discussion reflecting on how the activity changed your view of cognition and/or improved your understanding of the material. A rubric and assignment template will be provided in eLearning. There will be 3 reflection papers in the class.

5. **Discussion Posts (90 points).** The success of an online class largely depends on active participation from students. You are strongly encouraged to use the online resources to interact with your peers or me at any time throughout the course. Some weeks, however, participation in the discussion forums will be a required assignment for that week. The goal of these posts is to generate a dialog on memory & cognition with an emphasis on applying principles to your everyday life. You should post an original response to the prompt and provide meaningful (i.e., more than simply “I agree”) responses to at least 2 classmates. All students will be expected to treat others with respect in the online forums (see the Netiquette section below).

Discussion post assignments will be assessed using the following rubric:

- **0** = Missing, late, or inadequate posting
- **5** = Complete post but no meaningful responses to classmates and/or many spelling/grammar/formatting issues
- **10** = Complete post but missing 1 response to classmates and/or minor spelling/grammar/formatting issues
- **15** = Complete post with meaningful responses to classmates, no spelling/grammar errors, and clear/correct formatting
/confusing topics discussion board. each unit will have a dedicated discussion board
where you can post topics you find confusing or would like more elaboration. i will monitor
these boards and respond to any questions, though i strongly encourage all students to
subscribe and contribute to these discussions. often students see the post before me and
provide great insights for other students.

optional extra credit discussion posts. in this class, we will watch a number of videos
detailing various aspects of exceptional cognition or cognitive disorders. often students have
questions or thoughts to share on the videos. in each module with additional videos, i’ve
created optional discussion boards where you can share your reflections with your classmates.
think of it like an informal in-class discussion after watching a video. these are optional and
not graded using the rubric. if you participate in at least 5 optional video reaction
discussion posts you will earn 15 extra credit points.

6. everyday cognition group project: concept map & paper outline & reflection paper (70
points). as a part of the course, you will work in groups of 3-4 students to write a 3-4 page paper
applying principles of cognition to a real-life situation. this situation could be from your personal
experience or from a variety of sources including movies or an observation you have made about
other people, animals, or computers. your paper should describe the real-life situation, then apply
two principles or theories from class to the situation. you should use at least 2 sources from peer-
reviewed journals. prior to writing your paper, your group will put together a concept map of your
topic and the theories you will apply to it. i will provide feedback on the topic and sub-topics to
guide your final paper.

important tip for group project: do not procrastinate on the group project.
this project will be time consuming and will require multiple drafts in order to earn a good
grade for both the paper and concept map.

group work tips: i’ve included some tips in elearning on successful group work. use the
discussion board to coordinate with your group members. i recommend you set
deadlines, organize who is doing what tasks, and settle on your topic in the forums. students
may also exchange phone numbers if all members agree. you will be graded on your group
participation. if you don’t contribute, you will lose 30 points in the group participation
assignment.

rubric information: to simplify the rubrics, i’ve listed the 3 main point categories for each
criterion (e.g., 10 points – meets all expectations, 5 points – meets some expectations, 0
points – does not meet expectations.). however, points will be awarded in between
categories. for example, if you meet most of the 10-point category but need more refinement,
you may get 8 points.

7. group participation assignment (30 points). you will use an excel worksheet to evaluate each
member of your group including yourself. this will be used to give you an overall grade for the
quality of your participation in your groups. a rubric is provided in elearning with specific cutoffs
for full credit.

8. miscellaneous assignments (30 points). there are 2 miscellaneous assignments. first, in the
first week of the term you will submit a simple introduction document to the dropbox so you are
comfortable with the elearning interface (10 points). second, you must take the syllabus and
academic integrity quiz. that quiz counts as an assignment not a quiz.
9. **Optional Cumulative Final Exam.** An *optional* cumulative final exam will be available during finals week. If you chose to take the optional final, you can replace your lowest exam grade with your final exam grade (assuming the final grade is higher). Due to the deadline for grade submission, your optional final must be submitted no later than midnight on the Friday of the last week, meaning it will be open for 5 days (not the usual 7).

10. **Optional Synchronous Exam Review Sessions.** Before each exam, I will hold a virtual live session in Collaborate Ultra, a system integrated into eLearning for synchronous learning. I will announce the live review session times in class, but they will be held early in the week the exam is due (likely Tuesday or Wednesday). During these sessions, I will be online to review some of the key material and answer any questions from students (via chat or voice). These sessions will be recorded and I will post them in eLearning for anyone who isn't able to attend the virtual live session.

**Extra Credit Opportunity: Psychology Research Pool (PRP) Participation**

*Research Studies Deadline: Wednesday November 29th*
*Rearsh Articles Deadline: Friday November 24th*

This course is included in the Psychology Research Pool (PRP) at UWF. In addition to completing the 3 required research activities, you may also earn ArgoPoints for extra credit in this class by completing additional research activities. ArgoPoints are research participation credits that will be translated into credit & extra credit at the end of the semester. These activities are designed to enhance your understanding regarding the use of current psychological research. **Sign up for a PRP account at [https://uwfprp.sona-systems.com/](https://uwfprp.sona-systems.com/).**

There are 2 options for earning ArgoPoints through the PRP:

1. **Option 1: Participating in research studies.** You can earn ArgoPoints by being a participant in a research study through the PRP. You can find a list of current studies on the PRP webpage at [https://uwfprp.sona-systems.com/](https://uwfprp.sona-systems.com/). Studies may be in a laboratory setting on campus or may be research completed online. You will earn 1 ArgoPoint for every half hour of participation, and 1 additional point for participating in laboratory studies or for completing multi-session studies. For each additional ArgoPoint you earn in this course (beyond the 3 required credits), you will receive 5 points of extra credit that will be added to your *final points total* at the end of the semester. Taken with the 3 required ArgoPoints, you can earn up to 7 ArgoPoints in this class (3 required plus 4 extra credit points). **You cannot earn more than 20 total extra credit points (or 4 total extra ArgoPoints) for this course from the PRP. The participation deadline for Spring 2016 is Friday April 8th.**

2. **Option 2: Reading Psychological Research.** If you do not want to participate in a study or you cannot participate in a study (e.g., no time slots fit your schedule, you do not fit the participant criteria, etc.), you can also earn ArgoPoints by reading and summarizing an empirical journal article. Each study will have ONE paper associated with the study. You can read that study instead of participating in the study. If you participate in the study, you cannot also do the paper associated with THAT study. You can find a list of approved articles as well as instructions on how to complete and submit article summaries by emailing the PRP Coordinator. **All articles must be turned in to the PRP Coordinator (NOT your instructor), spbsprp@uwf.edu by 5 pm April 1st.**
You may choose to earn ArgoPoints by completing only Option 1, only Option 2, or any combination of both options 1 and 2. You can track your ArgoPoints online at https://uwfprp.sona-systems.com/. I will add your points to your final points total at the end of the semester. Additional information on the PRP can be found at the PRP website: http://uwf.edu/cseh/departments/psychology/psychology-research-pool/welcome/. All PRP related questions should be sent to the PRP Coordinator at spbsprp@uwf.edu.

Additional rules of the PRP:
- You cannot use the credits for more than one course.
- Sometimes a study will offer a choice of monetary incentive. You cannot choose both.
- If your article summary shows signs of plagiarism (e.g., language comes directly from the article, or the summary has also been submitted by another student, etc.), the incident will be reported to Student Affairs.

Course Policies

Availability
I have an open door policy; if I am in my office with the door open, you are welcome to stop and chat regardless of my office hours. However, I will always be in my office during office hours. Any changes in office hours will be announced in class. Email is the best way to reach me and generally you can expect me to respond to emails within 24 hours during the week (Monday to Friday), though keep in mind my response will be slower when I have a high volume of emails (e.g., around exams). I will not respond to emails after 5 pm or on weekends.

Online Communication & Netiquette
There are several online discussion post assignments in this class. I expect you to not only contribute to these discussions in your post but to also respond to your classmates. I expect meaningful responses to your peers (e.g., something more than “I like that idea” or “good job!”). The non-meaningful posts tend to clutter the discussion boards. I will monitor the online discussions and chime in only where I am needed or to provide additional insights (I will also avoid the “good job” type posts). Use the discussions as an opportunity to engage your peers!

Remember that sarcasm and humor do not translate well to online communication. **Always treat your classmates with respect.** Read more on appropriate online communication in the Netiquette section of the START HERE module in eLearning.

Grading
The grading system for the class is as follows:

- Unit Exams (3 exams @ 100 pts each) 300 points
- Quizzes (8 quizzes @ 20 pts each) 160 points
- ZAPS Lab Participation (14 @ 10 pts each) 140 points
- ZAPS Reaction Papers (3 @ 25 pts each) 75 points
- Discussion Posts (6 @ 15 pts each) 90 points
- Everyday Cognition Paper Concept Map (group) 20 points
- Everyday Cognition Paper (group) 50 points
- Group Participation Assignment 30 points
Final letter grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% or better</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
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<tr>
<td>F</td>
<td>63% or lower</td>
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</tbody>
</table>

In the event that your percentage grade is in the border between letter grades, I will round up only if the grade is .5 and up. For example, if your grade is 89.5% I would round up to an A- but if your grade is 89.4% you would receive a B+. Grades for exams/quizzes will be posted on the eLearning course page.

Course Withdrawal
The deadline for withdrawing from a course with an automatic grade of “W” is November 2nd. Students should review the university policy on course withdrawal (http://uwf.edu/registrar/withdrawal.cfm). Withdrawal from a course after the posted deadline requires approval of the student’s academic advisor, course instructor, department chairperson, and the Academic Appeals committee. Requests for late withdrawals may be approved only under unusual circumstances, which must be documented, such as a death in the immediate family, serious illness of the student or an immediate family member, call to military service or National Guard duty.

University Policy on Academic Conduct
On becoming a student at UWF you pledged to the following honor code: “As Argonauts we act with integrity. We do not lie, cheat, steal or tolerate those that do” (Student Handbook, http://uwf.edu/offices/student-affairs/publications/publications/).

I take academic dishonesty very seriously. Any instance of violating the university policy on academic conduct will lead to a grade of zero for the exam/quiz as the minimum penalty (see full policy here: http://uwf.edu/academic/policies/misconduct/misconduct.cfm). Depending on the severity of the violation, the penalties could be greater including getting an F for the course as well as expulsion from the university. The library has a good tutorial on plagiarism and how to avoid it: https://secure.uwf.edu/library/research_help/using-sources-ethically/. I strongly recommend you review this tutorial. “I don’t know” is not an excuse for plagiarizing or cheating; you are responsible for knowing what misconduct is. If you have questions about what constitutes as cheating or plagiarizing, please come see me.
Turnitin
UWF maintains a university license agreement for an online text matching service called Turnitin. At my discretion, I may use the Turnitin service to evaluate the originality of student papers. I may employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed, particularly on the group paper assignment.

Technology
Since this is a fully online course, it requires heavy use of technology. This includes using e-mail and word processing programs and you will need access to eLearning to take the course. Any issues with eLearning technology should be directed to the ITS HelpDesk (helpdesk@uwf.edu). Most assignments must be submitted in Microsoft Word format. If you do not have access to Word, you can access it remotely via eDesktop in myUWF (search for eDesktop in myUWF to locate the software).

Special Needs Assistance
The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Emergency Weather & Illness Contingency Plans
Hurricane Season covers most of the semester. With an approaching storm, the university will announce its plans for closure, due to the potential for a hurricane to impact the Pensacola area. Decisions regarding closure of the university will be made as the track of the storm becomes more apparent. Please pay careful attention to the UWF announcements on the university website or on WUWF 88.1 FM radio. For additional information about the university and its hurricane preparations, refer to the information posted by the Office of Environmental Health and Safety (Hurricane and Tropical Storm Preparedness). In the event of a school closure, the syllabus will be amended and announced in class.

Please contact me ASAP if you are experiencing a prolonged illness to discuss possible solutions for the course. In the event of a prolonged instructor illness, I will communicate with you any changes to the class and will arrange for alternate instruction.

Disclaimer
I reserve the right to change this syllabus as necessary. All changes will be announced in eLearning and a revised syllabus will be posted online. Exam dates are firm except for extreme circumstances (e.g., hurricanes, university closure, etc.).

Tips for Success

General Tips
(1) **Read the syllabus.** The majority of questions about the course can be answered by reading the syllabus. If you have a question for me, check the syllabus first.
(2) **Watch online lectures.** This will allow you to get the most from our class time and improve the overall flow of the course
(3) **Login to the class often.** Attendance is strongly positively correlated with your final grade (more you attend, the higher your grade)

(4) **Come talk to me.** I’m not scary. If any of the material is confusing please come talk to me so I can help you navigate the material in a manner that works for you. This is what they pay me for. Please make me do my job!

(5) **Read the textbook.** You are responsible for the material in the book and the lecture material. They will not always be the same!

(6) **Participate.** Active learning = better learning. When you participate in discussions you will have a better understanding of the material and will do better on exams.

**Note Taking**

(1) I take a minimalist approach to my lecture slides. They are not very detailed. The most critical information will be in what I say, NOT what is on the lecture slides. *Therefore, you will need to take notes in order to do well on the exams and assignments.*

(2) Narrated lectures along with the PowerPoint file will be provided in eLearning. *These are designed to serve as an outline for your notes and to provide complex figures/images that are difficult to draw, not as a substitute for class attendance.*

(3) **Focus on the key ideas presented, do not be concerned about writing every single word down on the slide.** To assist with taking notes, I will always number my slides. I recommend, when taking notes, that for each slide you **write down the slide number** and the key ideas associated with that number so you can easily go back and link your notes with the slides.

**Studying Dos and Don’ts**

- **DO** Study in an environment that allows you to engage your full attention on the material
- **DO** Interpret and elaborate on what you are learning.
- **DO** Vary your studying (location, examples, time of day, etc.)
- **DO** Space out your studying of a topic over several study sessions
- **DO** Organize and structure the material you are learning
- **DO** Visualize the information and try to reinstate the context during the exam
- **DO** Generate and retrieve the information (i.e., test yourself and generate your own examples)
- **DON’T** Passively read/stare at your notes
- **DON’T** Cram for the exams
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings/Lectures</th>
<th>Assignments/Quizzes/Exams</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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| **Course Introduction & Science of the Mind** | Opens: 8/28 @ 12:00 am  
Closes: 9/4 @ 11:59 pm | • Syllabus  
• Academic Integrity Page  
• Lecture: Course Introduction  
• Lecture: Online Learning Tips  
• Lecture: Science of the Mind  
• Chapter 1 | • Syllabus & Academic Integrity Quiz (due 8/26 for enrollment verification)  
• Submit introduction assignment  
• Discussion post #1: Introduction Post |
| **Week 2**            |                     |                                                                                 |                                                                                           |
| **Visual Perception** | Opens: 9/4 @ 12:00 am  
Closes: 9/11 @ 11:59 pm | • Chapter 3  
• Lectures: Visual Perception | • Quiz 1: Chapters 1 & 3  
• ZAPS: Ponzo Illusion  
• Discussion post #2: Gestalt Grouping Principles  
• Group Project: Introduce Yourself to Group in Group Forum |
| **Week 3**            |                     |                                                                                 |                                                                                           |
| **Recognizing Objects** | Opens: 9/11 @ 12:00 am  
Closes: 9/18 @ 11:59 pm | • Chapter 4  
• Lectures: Recognizing Objects | • Quiz 2: Chapter 4  
• ZAPS: Word Frequency  
• ZAPS: Face Perception  
• OPTIONAL Discussion Post: Agnosia Videos Reaction |
| **Week 4**            |                     |                                                                                 |                                                                                           |
| **Paying Attention**  | Opens: 9/18 @ 12:00 am  
Closes: 9/25 @ 11:59 pm | • Chapter 5  
• Lectures: Paying Attention | • Quiz 3: Chapter 5  
• ZAPS: Attentional Blink  
• ZAPS: Visual Search  
• Discussion post #3: Attention While Driving  
• OPTIONAL Discussion Post: Neglect & Attention Video Reactions |
| **9/22**              | **Withdrawal Deadline With Partial Refund (Automatic W)** |                                                                                 |                                                                                           |
| **Week 5**            |                     |                                                                                 |                                                                                           |
| **Exam 1 & ZAPS Reflection #1** | Opens: 9/25 @ 12:00 am  
Closes: 10/2 @ 11:59 pm | • Collaborate: Exam 1 Review Session (time/day TBD) | • Exam 1 (Chapters 1, 3, 4, & 5)  
• Reflection Paper #1 *(pick 1: ponzo illusion, word frequency, face perception, attentional blink, or visual search)*  
• Group project: Discuss possible topics in group forum |
| **Week 6**            |                     |                                                                                 |                                                                                           |
| **Acquisition of Memories & the Working Memory System** | Opens: 10/2 @ 12:00 am  
Closes: 10/9 @ 11:59 pm | • Chapter 6  
• Lectures: Acquisition of Memories & WM System | • Quiz 4: Chapter 6  
• ZAPS: Serial Position Effect  
• ZAPS: Sensory Memory  
• Discussion Post #4: Improve Your Studying  
• OPTIONAL Discussion Post: Clive Wearing Video Reaction |
| Week 7 | Interconnections Between Acquisition & Retrieval | Opens: 10/9 @ 12:00 am | Closes: 10/16 @ 11:59 pm | • Chapter 7  
• Lectures: Interconnections Between Acquisition & Retrieval | • Quiz 5: Chapter 7  
• ZAPS: Memory Bias  
• OPTIONAL Discussion Post: Feats of Memory Video Reaction  
• Group Project: Finalize group project topic & start work on concept map |
|-------|-------------------------------------------------|------------------------|--------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Week 8 | Remembering Complex Events | Opens: 10/16 @ 12:00 am | Closes: 10/23 @ 11:59 pm | • Chapter 8  
• Lectures: Remembering Complex Events | • Quiz 6: Chapter 8  
• ZAPS: False Memory  
• Discussion Post #5: Psychology and the Law  
• OPTIONAL Discussion Post: Endless Memory Video Reaction |
| Week 9 | Concepts & Generic Knowledge | Opens: 10/23 @ 12:00 am | Closes: 10/30 @ 11:59 pm | • Chapter 9  
• Lectures: Concepts & Generic Knowledge | • Quiz 7: Chapter 9  
• ZAPS: Sentence Verification  
• **Group Project: Everyday Cognition Paper Concept Map Due**  
• Group Project: Begin work on rough draft of paper |
| Week 10 | Exam 2 & ZAPS Reflection #2 | Opens: 10/30 @ 12:01 am | Closes: 11/6 @ 11:59 pm | • Collaborate: Exam 2 Review Session (time/day TBD) | • **Exam 2 (Chapters 6, 7, 8, & 9)**  
• **Reflection Paper #2 (pick 1: serial position effect, sensory memory, memory bias, false memory, sentence verification)**  
• Group Project: Review feedback on concept map & adjust rough draft |
| Week 11 | Language | Opens: 11/6 @ 12:00 am | Closes: 11/13 @ 11:59 pm | • Chapter 10  
• Lectures: Language | • Quiz 8: Chapter 10  
• ZAPS: Lexical Decision  
• Group Project: Revise draft and work on polishing to final draft |
| **11/10** | Withdrawal Deadline (Automatic W) | | | | |
| Week 12 | Visual Knowledge | Opens: 11/13 @ 12:00 am | Closes: 11/20 @ 11:59 pm | • Chapter 11  
• Lectures: Visual Knowledge | • Quiz 9: Chapter 11  
• ZAPS: Mental Scanning  
• ZAPS: Analogical Representation  
• **Group Project: Everyday Cognition Paper Due**  
• Group Participation Assignment Due  
• OPTIONAL Discussion Post: Hallucination Video Reaction |
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<tr>
<th>Week 13</th>
<th>Judgement &amp; Reasoning</th>
<th>Opens: 11/20 @ 12:00 am</th>
<th>Closes: 11/27 @ 11:59 pm</th>
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<td>• Chapter 12</td>
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<td>• ZAPS: Decision Making</td>
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<th>11/22</th>
<th>PRP Research Articles Deadline</th>
<th>Opens: 11/22 @ 12:00 am</th>
<th>Closes: 11/27 @ 11:59 pm</th>
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<td>• Lectures: Problem Solving &amp; Intelligence</td>
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<td>• OPTIONAL Discussion Post: Beautiful Minds Video Reaction</td>
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<tr>
<th>Week 14</th>
<th>Problem Solving &amp; Intelligence</th>
<th>Opens: 11/27 @ 12:00 am</th>
<th>Closes: 12/4 @ 11:59 pm</th>
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<td>• Chapter 13</td>
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<td>• Lectures: Problem Solving &amp; Intelligence</td>
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<tr>
<th>12/1</th>
<th>PRP Research Participation Deadline</th>
<th>Opens: 12/4 @ 12:00 am</th>
<th>Closes: 12/11 @ 11:59 pm</th>
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<td>• Collaborate Exam 3 Review Session (time/day TBD)</td>
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<td>• Course wrap up lecture</td>
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<td>• Exam 3 (Chapters 10, 11, 12, &amp; 13)</td>
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<td>• Reflection Paper #3 (pick 1: lexical decision, mental scanning, analogical representation, decision making, sudden insight, measuring intelligence)</td>
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<td>• Discussion post #6: Course Reflection (extended due date 12/15)</td>
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<tr>
<th>Week 15</th>
<th>Course Wrap Up, Exam 3, &amp; ZAPS Reflection #3</th>
<th>Opens: 12/11 @ 12:00 am</th>
<th>Closes: 12/15 @ 11:59 pm</th>
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<td>• Collaborate Final Exam Review Session (time/day TBD)</td>
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<td>• Optional Cumulative Final Exam (chapters 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, &amp; 13) – Due Friday 12/15 to allow time for grading</td>
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<td>• Discussion post #6: Course Reflection (if you didn’t complete it last week)</td>
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