

Cognitive Science/Psychology 232  
Winter 2014  
Kathleen M. Galotti  
Olin 106/108, x4376, email: kgalotti@carleton.edu

Office hours this term: tba  
Other time by appointment; there is also usually time during lab to catch me)

This course surveys topics in cognitive psychology, including perception, memory, attention, knowledge representation, language and concepts, imagery, problem solving, and decision making. We will also consider some related topics, including cognitive development, individual and gender differences in cognition, and cognition in cross-cultural perspective. We will begin by reviewing "classic" laboratory studies of cognition, and conclude with a look at recent work on cognition in everyday life. The required laboratory course, Cognitive Science/Psychology 233: Laboratory in Cognitive Processes, will offer the opportunity for a "hands-on" look at cognitive phenomena. I hope that this course will offer you a chance to reflect on your own abilities and experiences in acquiring, processing, and using information.

Course requirements include two examinations, a team presentation, and a final paper, based on an empirical study of your own design (a brief proposal for the paper will be due around mid-term). The weights of the assignments are roughly the following: exams, 25% each; paper, 25%; team presentation, 15%; class participation, attendance, performance on quizzes, 10%. **Due dates for all assignments are provided on the attached schedule.** You are expected to take note of them and to plan your work accordingly. Late work (especially late papers) will be penalized, and make-up examinations will not be given unless I receive notification from a class dean of a severe issue. Moreover, it is expected that all students will adhere to strict standards of academic honesty in all work, and will regularly consult the file, "Academic Honesty in the Writing of College Papers," available on the Dean of the College website. Please consult me at any time if you have questions on issues relating to academic honesty as they pertain to any assignment in this course.

Readings for the course come from a variety of sources. The text is one I wrote, using my experiences teaching previous Carls as input and using their extensive and candid feedback for revisions. Other readings are on e-reserve at the libe. The reading load varies somewhat from week to week, so I advise you to try to plan ahead.

Details on the final paper are forthcoming. However, it is to consist of a paper, **written in APA style**, reporting on some empirical project of your own design. You may choose to work together on such projects, and you may chose to perform a replication of an existing study if you wish. The topic of your project is also up to you, but I'd be glad to offer suggestions and encouragement. As we work through the first couple of labs, you should find yourself better equipped to choose a workable topic.

The syllabus designates certain dates as "team presentation" dates. On such dates, teams of students will be responsible for making a presentation and leading a discussion about the assigned articles. More details on team presentation assignments will be given in a separate handout. Group grades will be given for team presentations.

Office hours will be announced shortly. I hope you will feel free to drop by to ask questions, discuss issues, or just to chat. I am also available by appointment at other times, but please plan ahead as my schedule can sometimes become unpredictably hectic.

The Academic Standing Committee has recommended that the following statement be included in course syllabi:

**“All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.**

**Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses.**

**The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to a F in this course.”**

Please don't force me to bring an academic dishonesty case! Consult with me if you have ANY questions on the above!

## TENTATIVE SCHEDULE OF TOPICS AND ASSIGNMENTS

(meaning, if we are all perfect and never digress. Otherwise, I'll periodically have to do "syllabus surgery" and cut a topic or two).

<b>Date</b>	<b>Topic and Assignment (readings should be completed by the date shown)</b>
M 1/6	Introduction and Overview
W 1/8	Paradigms of Cognitive Psychology Read: Galotti, ch. 1
F 1/10	Studying the Brain Read: Galotti, ch. 2
M 1/13	Perception & Pattern Recognition Read: Galotti, ch. 3
W 1/15	Attention and Automaticity Read: Galotti, ch. 4
F 1/17	TEAM PRESENTATION 1 Face Perception Read: Richler, Cheung, & Gauthier [ER= Electronic reserve]
M 1/20	Memory: Forming New Traces Read: Galotti, ch. 5
W 1/22	New Memory Traces, continued Read: finish ch. 5
F 1/24	TEAM PRESENTATION 2 Inattentional Blindness in Experts Read: Drew, Vö, & Woulfe [ER]
M 1/27	Catch up day (in case we get behind ...☺)
W 1/29	Memory: Long-Term Read: Galotti, ch. 6
F 1/31	TEAM PRESENTATION 3 False Memories Read: Mazzoni, Scoboria, & Harvey [ER]

- M 2/3      Narrative Memory  
Read: Galotti, ch. 6
- W 2/5      **MIDTERM EXAM**
- F 2/7      Knowledge Representation  
Read: Galotti, ch. 7
- M 2/10     MIDTERM BREAK  
Go ahead; take the day off
- W 2/12     Concepts & Categorization  
Read: Galotti, ch. 8
- F 2/14     TEAM PRESENTATION 4  
Using social categories to categorize  
Read: Prentice & Miller [ER]
- M 2/17     Visual Imagery and Spatial Cognition  
Read: Galotti, ch. 9
- W 2/19     Language  
Read: Galotti, ch.10
- F 2/21     Catch-up day
- M 2/24     Thinking, Reasoning, and Problem Solving  
Read: Galotti, ch. 11, ch. 12 (skim)
- W 2/26     Making Decisions  
Read: Galotti, ch. 13
- F 2/28     TEAM PRESENTATION 5  
Learning Styles  
Read: Pashler et al. [ER]
- M 3/3      Cognitive Development  
Read: Galotti, ch. 14
- W 3/5      TBA
- F 3/7      TEAM PRESENTATION 6  
Eastern versus Western approaches to cognition  
Read: Miyamoto & Wilken [ER]

M 3/10

TBA

**PAPERS DUE 1 p.m.**

Read: Galotti, ch. 15, 16

W 3/12

**FINAL PRESENTATIONS**

**(of 233 research projects)**

Sat 3/15-3/17 **FINAL EXAM (Self-scheduled)**

## Bibliography

Text

Galotti, K. M. (2014). *Cognitive psychology in and out of the laboratory (5th edition)*. Thousand Oaks, CA: Sage Publications.

Other readings (available on e-reserve: password: CGSC)

Drew, T., Vő, M. L.- H., & Woulfe, J. M. (2013). The invisible gorilla strikes again: Sustained inattentional blindness in expert observers. *Psychological Science*, *24*, 1848-1853.

Mazzoni, G., Scoboria, A., & Harvey, L. (2010). Nonbelieved memories. *Psychological Science*, *21*, 1334-1340.

Miyamoto, Y., & Wilken, B. (2010). Culturally contingent situated cognition: Influencing other people fosters analytic perception in the United States but not in Japan. *Psychological Science*, *21*, 1616-1622.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, *9*, 106-119.

Prentice, D. A., & Miller, D. T. (2007). Psychological essentialism of human categories. *Current Directions in Psychological Science*, *67*, 202-206.

Richler, J. J., Cheung, O. S., & Gauthier, I. (2011). Holistic processing predicts face recognition. *Psychological Science*, *22*, 464-471.