

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of a permanent online section

What is the rationale for the proposed change(s)?

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3312
Course Title	Memory and Cognition
Transcript Abbreviation	Memory & Cognition
Course Description	An introduction to experimental study of human memory and cognition.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 or 1100H.
<i>Previous Value</i>	<i>Prereq: 1100 (100) or 1100H (100H).</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 312.
Electronically Enforced	Yes
<i>Previous Value</i>	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will learn what cognitive psychology is and how it fits into the broader framework of cognitive science• Students will learn what methods scientists use to study memory and cognition• Students will learn what kinds of memory there are, and where memory "reside" in the brain
<i>Previous Value</i>	
Content Topic List	<ul style="list-style-type: none">• Associative learning• Sensory memory• Working memory• Forgetting• Levels of processing• Implicit memory• Recognition• Imagery• Semantic memory• Neurophysiology & neuroanatomy
Sought Concurrence	No

Attachments

- SP20 Psych 3312 syllabus.pdf: current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCHOLOGY 3312_online syllabus proposal.docx: proposed syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCH 3312 technical review.docx: ASC technical review
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	01/11/2021 01:35 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/11/2021 01:35 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/11/2021 02:29 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/11/2021 02:29 PM	ASCCAO Approval



SYLLABUS

PSYCHOLOGY 3312

Memory and Cognition

Term XXXX – Online – Class #:

COURSE OVERVIEW

Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

Course description

Memory and Cognition is an introduction to select topics in cognitive psychology, with an emphasis on memory. Research related to categorization, thinking, decision-making, problem solving, and creativity will be reviewed. We will experience different research methods used to study these topics. Some topics we will cover: What methods do scientists use to study cognition? What different kinds of memory are there, and “where” does memory “reside” in the brain? Could forgetting be a good thing? Do visual and auditory images serve a purpose? Are humans logical, rational decision makers? How do we identify flawed arguments (or create better arguments)? What are barriers to “good” decision making? How do people solve problems? How does one become an “expert” and how are experts different from novices? The audience is undergraduate students with a basic knowledge of psychology (prerequisite Psych 1100).

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Summarize some of the main theories, concepts and research findings in cognitive psychology
2. Describe the methods that psychologists use to infer cognitive processes
3. Describe some of the biological bases of how we remember, think, decide, and create
4. Make connections from psychological research to your daily life and public policy. This includes the ability to be an educated, critical consumer of scientific research.
5. Have critical thinking and job skills to make you successful in your chosen career

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- **NOTE TO REVIEWERS: some instructors will choose to teach asynchronously, others will choose to have some synchronous sessions**
- Synchronous sessions will be held within the original time/day pattern of this course – though we may not use all of those days, nor all of the time each time we meet
- All synchronous work can be made up and/or viewed in an asynchronous fashion, if you are unable to attend

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- In order to scaffold your work, there are 2 due dates each week
 - Weds at 11:59p and Friday at 11:59p
- Here is a sample schedule. Activities and assignments for the following week are released on Mondays at 12am
 - Day 1 – Read module intro page, read assigned text (30 minutes), watch 1-2 videos (30-60 minutes), attempt practice quiz (15 minutes). Do knowledge assessment (if applicable, 45 minutes), or draft response paper (60-90 minutes)
 - Day 2 – read assigned text (30 minutes), watch 1-2 videos (30-60 minutes), attempt practice quiz (15 minutes), read and do activity or Carmen discussion (30-60 minutes). Contribute to optional discussion.
 - Day 3 – finish reading (30 minutes), watch 1-2 videos (30-60 minutes) practice the practice quiz & review earlier quizzes. Re-read and edit response paper (30 minutes).

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**
You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional. There are many opportunities for synchronous and asynchronous interaction with instructional staff, instructor, and each other.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

1. Cognition, Exploring the Science of the Mind, 7e. (with Zaps)

Author: Daniel Reisberg

ISBN: 978-0-393-69120-7

Publication Date: 2019

Publisher: Norton, W. W. & Company, Inc.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.
- Perusall: Some optional discussion activities may require Perusall. Perusall is free. See Carmen for links and instructions.
 - Click [here](#) to access Perusall's Security/Privacy policies
 - Click [here](#) for Perusall's Student FAQs
 - Click [here](#) to submit a support request to Perusall

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENT
Practice Quizzes	30
Activities & Discussion	20
Response Papers	25
Knowledge Appraisal	25
<u>Total</u>	100

See course schedule below for due dates.

Descriptions of major course assignments

PRACTICE QUIZZES

Description: Formative quizzes; repeat for practice. Deliberate, distributed practice & deep processing of information is the path to long-term memory. These questions are an opportunity to regularly, independently think about the material in the readings and lecture and evaluate what content you know and gaps in knowledge. These are multiple choice, T/F, fill-in-the-blank, and short answer. No time limit.

Academic integrity and collaboration: Open book and open note. You can (and should!) repeat them for practice. Carmen keeps your highest score. Do not share questions or answers with other students.

ACTIVITIES AND DISCUSSIONS

Description: Many modules will have an activity in ZAPS that simulates the procedure of a famous experiment in cognitive psychology. You'll have the opportunity to try the procedure, see your results, see how your results compare to the class and baseline (typical) data. There are comprehension questions at the end of each activity. Some modules may include a discussion. Required discussions will be in Carmen; optional discussions (worth extra credit) may occur in Perusall. See Carmen for details.

Academic integrity and collaboration: You may discuss all pieces of the assignments and materials with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

RESPONSE AND REFLECTION PAPERS

Description: These 1-2 page response and reflection papers are your opportunity to make connections from the concepts and theories in the course to your own life and study habits. See assignment description and rubric in Carmen.

Academic integrity and collaboration: You may discuss your ideas about the prompts with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words. Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. I am more concerned that you show good scholarship than the style guide you use. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. TURNITIN will be used on all response and reflection papers, and short answer responses.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

KNOWLEDGE APPRAISALS (MIDTERMS)

Description: Knowledge Appraisals are your opportunity to evaluate what you've learned from a set of modules. These are open book, with no time limit. They are cumulative; every quiz contains questions about earlier modules. Questions are based on concepts covered in the Practice Quizzes and activities.

Academic integrity and collaboration: You must complete knowledge appraisal quizzes yourself, without any external help or communication. You can use your notes, your responses to the activities, and your quizzes that you completed in the past for the knowledge appraisal quizzes.

Late assignments

- Submissions after an assignment has closed in Carmen will not be accepted, without prior approval from the instructor. All assignments have an “automatic extension” - plan to submit your work by the due date, but if an emergency occurs you can submit before the assignment closes without penalty.
- Please refer to Carmen for due dates, and when assignments close.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days (M-F)**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND your instructor

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** your professor.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and

honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and Safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

Advising

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <https://advising.osu.edu/>

Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based

on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology & materials

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies or course materials, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Click [here](#) for Perusall's Accessibility statement

SAMPLE COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/24-8/28	Intro to course; Intro to Assignments – Reading/Prep: video clip,

Week	Dates	Topics, Readings, Assignments, Deadlines
		syllabus – Assignments: Pre-test, Getting to know you, Syllabus quiz, Response (Reflection) Paper 1 – Due dates: Wed & Friday at 11:59pm
2	8/31-9/4	What & Why Cog Psych/Cognitive Revolution/Cog Sci & Cog Neuro – Reading/Prep: Textbook, lecture videos – Assignments: Activity (Zaps), Practice Quizzes. – Due dates: Wed & Friday at 11:59pm
3	9/7-9/11	Information Processing & Modal Model/Sensory Store – Reading/Prep: Textbook, lecture videos – Assignments: Activity (Zaps), Practice Quizzes – Due dates: Wed & Friday at 11:59pm
4	9/14-9/18	Evidence for STM/LTM (serial position curves); Working Memory - Reading/Prep: Textbook + supplement chapter, video clips – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 1. – Due dates: Wed & Friday at 11:59pm
5	9/21-9/25	WM & The Brain, LTM, Amnesia – Reading/Prep: Textbook + Supplement chapter, lecture videos– Assignments: Activity (Zaps), Quizzes, Response Paper 2 – Due dates: Wed & Friday at 11:59pm
6	9/28-10/2	Bottom-up / Top-down processing – Reading/Prep: Textbook + Supplement chapter, lecture videos – Assignments: Activity (Zaps), Quizzes, Knowledge Assessment 2. – Due dates: Wed & Friday at 11:59pm
7	10/5-10/9	Encoding & Retrieval + Practical Aspects - Reading/Prep: Textbook + supplement chapter, video clips – Assignments: Activity (Zaps), Practice Quizzes. – Due dates: Wed & Friday at 11:59pm
8	10/12-10/16	Memory Fails, part 1: Flashbulb Memory, Autobiographical Memory - Reading/Prep: Textbook + supplement chapter, video clips – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 3. – Due dates: Wed & Friday at 11:59pm
9	10/19-10/23	Memory Fails, part 2: Reconstructive Memory, Eyewitness Testimony - Reading/Prep: Textbook + supplement chapter, lecture vids, 3 video clips – Assignments: Practice Quizzes – Due dates: Wed & Friday at 11:59pm
10	10/26-10/30	Imagery - Reading/Prep: Textbook + supplement chapter, video clips – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 4. – Due dates: Wed & Friday at 11:59pm
11	11/2-11/6	Concepts & Categories, Structure of Knowledge - Reading/Prep: Textbook + lecture videos – Assignments: Activity (Zaps), Practice

Week	Dates	Topics, Readings, Assignments, Deadlines
		Quizzes, Response Paper 3 – Due dates: Wed & Friday at 11:59pm
12	11/9-11/13	Critical Thinking - Reading/Prep: Textbook, lecture video, video clips – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 5. – Due dates: Wed & Friday at 11:59pm
13	11/16-11/20	Decision Making - Reading/Prep: Textbook + lecture videos, video clips – Assignments: Activity (Zaps), Practice Quizzes – Due dates: Wed & Friday at 11:59pm
14	11/23-11/27	Problem Solving & Creativity - Reading/Prep: Textbook + lecture videos – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 6, Post-test, Response Paper. – Due dates: Wed & Friday at 11:59pm
15	11/30-12/4	Course Finale- Reading/Prep: Textbook + lecture videos – Assignments: Activity (Zaps), Practice Quizzes, Knowledge Assessment 6, Post-test, Response Paper. – Due dates: Wed & Friday at 11:59pm
FINALS	12/7-12/11	NO FINAL IN THIS CLASS



PSYCHOLOGY 3312 MEMORY & COGNITION COURSE SYLLABUS, SP20

IMPORTANT INFORMATION:

Course: PSYCH3312 Credits: 3
Dates: January 6 - April 20, 2020
Website: <https://carmen.osu.edu>

Textbook: Robert W. Weisberg & Lauretta M. Reeves (2013). *Cognition: From Memory to Creativity*. Hoboken, NJ: Wiley. ISBN 978-0-470-22628-5.

Three electronic copies can be accessed through the OSU library website. Additional required readings will supplement the textbook and will be available on Carmen.

TIME & PLACE:

1:50pm-2:45pm (27169), MWF, Journalism Building rm300

YOUR INSTRUCTOR: DR. ROSALEE MEYER

Email: Meyer.218@osu.edu Phone: 614-292-8185
Office: 200F Lazenby Hall
Office Hours: Tuesdays 10:30-11:30 and by appointment

TOPHAT JOIN CODE: 593393



Visit TopHat Overview and Getting Started Guide for the Student Quick Start Guide. Use your name.#@osu.edu as the email account in TopHat. TopHat is FREE through Ohio State. Do NOT purchase a subscription. Contact TopHat directly for support if you have technical issues.

BRING YOUR DEVICE:

Bring a device that allows you to use the internet, Carmen and TopHat everyday to class!

WELCOME!

I look forward to meeting you and sharing with you the fascinating research conducted by cognitive psychologists. Memory and cognition (thinking, problem solving, decision making, creativity) are things we do daily (well, hopefully!)—I hope that by understanding the research, you have a greater understanding of human cognitive constraints and capabilities, and can put this knowledge to use in your personal and professional lives.

COURSE OVERVIEW:

Memory and Cognition is an introduction to select topics in cognitive psychology, with an emphasis on memory. Research related to categorization, thinking, decision-making, problem solving, and creativity will be reviewed. The audience is undergraduate students with basic knowledge of psychology (prerequisite Psych1100). Some topics we will cover:

- What is cognitive psychology and how does it fit into the broader framework of cognitive science?
- What methods do scientists use to study memory and cognition?
- What kinds of memory are there, and where does memory “reside” in the brain?
- What are strengths and weakness of different theories and models of memory?
- Could forgetting be a good thing?
- How does memory develop and change through infancy, childhood, and adulthood?
- Does visual and auditory imagery serve a purpose?
- How and why do people make concepts? How are they presented and stored in memory?
- Are humans logical, rational decision makers? How do we identify flawed arguments (or create better arguments)? What are barriers to ‘good’ decision making?
- What is a problem? How do people solve problems?
- What is creativity and is there a special “creative process”?
- How does one become an “expert”? How are experts different than novices?

ACKNOWLEDGEMENTS:

I would like to thank Dr. Alex Petrov and Dr. Ralph Barnes for allowing me to borrow materials (and find inspiration) from their courses.

COURSE OBJECTIVES:

By the end of this course I hope that you will be able to:

- Summarize the main theories, concepts, and research findings in cognitive psychology
- Describe the methods that psychologists use to infer cognitive processes
- Describe the biological bases of how we remember, think, decide, and create
- Make connections from psychological research to your daily life and public policy. This includes the ability to be an educated, critical consumer of scientific research.
- Have critical thinking and job skills to make you successful in your chosen career (be it in psychology or something else completely)

ATTENDANCE & MAKE-UP POLICY:

Attendance: Attendance is encouraged, but not required, except on exam days. You do not need to notify me if you miss lecture. If you miss a lecture, it is your responsibility to contact a colleague to get notes or announcements.

Make-up policy: If you must miss an exam, remember your lowest of 4 scores is dropped, so the missed exam will be the one you drop. If you have a university-sponsored event on an exam day, notify me as soon as you are aware of the conflict. If you have an emergency, you must email me BEFORE the start of the exam and be able to provide documentation for the absence. All make-ups MUST be completed by the lecture after the scheduled exam day.

If you miss a TopHat or Make-It-Stick, remember a generous number are dropped.

ASSESSMENT:

Your completion of these activities determines your grade in the class:

Activity	Grade Weight (%)	Details
Exams	40	<ul style="list-style-type: none">• What: Four multiple-choice question tests• How: Scantron, in-class, closed book• Dropped Items: Your 1 lowest score• Make-Ups: None. If you are unable to attend an exam, that is the exam you drop. See make-up policy.
Response Papers	15	<ul style="list-style-type: none">• What: Four thoughtful 1-2 page papers on how the material discussed in the class relates to you. See instructions in Carmen• How: In Carmen• Dropped Items: 1 paper• Make-Ups: None. Read assignment in Carmen.
TopHat	15	<ul style="list-style-type: none">• What: In-class, multiple-choice questions & activities. Help you assess your comprehension of course material.• How: In-class. <i>Answering questions remotely is prohibited.</i>• Dropped Items: 5 scores.• Make-Ups: None. Read about offline mode & how to respond by text.
Make it Stick	30	<ul style="list-style-type: none">• What: Deliberate, distributed practice & deep processing of information is the path to long-term memory. The Make-It-Sticks are an opportunity to regularly, independently think about the material outside of lecture.• How: Open-book questions available in Carmen Modules. There are two sets: L#, which are multiple-choice, T/F, and fill-in-the-blank, and L#-short answer. Short answer questions are in separate survey from multiple-choice questions. If you make a mistake you can repeat them for full credit. They are automatically graded, but will be checked for quality, and points deducted, if necessary.• When: Questions for each lecture will be open approximately at the start of that set of slides, and will remain open for approximately one week, whenever possible. Get in the habit of doing them a day or two after the lecture, and don't rely on the deadlines in Carmen. <i>After the questions close, you will only see ones you completed. They will not be re-opened!</i>• Dropped Items: Questions are separated into three units, corresponding to each exam. You may drop 6 per unit.• Make-Ups: None. Plan ahead.

The course will use OSU's standard grading scheme. Grades will not be rounded or "bumped up" at the end of the semester. Are you tempted to ask me for extra credit or to nudge your grade? Did you decide to look at the syllabus and you are now reading this? Thanks for checking the syllabus. You are a fantastic human being and you will go on to do great things, regardless of your grade in this one class. Breathe in, and breathe out. It's just a grade.

APA LEARNING GOALS AND LESSON OBJECTIVES

The American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major describes a set of learning goals and outcomes for psychology majors at the completion of the baccalaureate degree. The content and organization of this course is designed to help you meet these goals by learning and demonstrating the following abilities at the (B)accalaureate or (F)oundational level, as denoted below:

Goal 1. Knowledge Base in Psychology

- (B)- K1. Describe key concepts, principles, & overarching themes in psychology
- (B)- K2. Develop working knowledge of psychology's content domains
- (F)- K3. Describe applications of psychology

Goal 2. Scientific Inquiry and Critical Thinking

- (B)- S1. Use scientific reasoning to interpret psychological phenomena
- (B)- S2. Demonstrate psychology information literacy
- (F)- S3. Engage in innovative & integrative thinking & problem solving
- (F)- S4. Interpret, design, & conduct basic psychological research
- (F)- S5. Incorporate sociocultural factors in scientific inquiry

Goal 3. Ethical and Social Responsibility in a Diverse World

- (F)- E1. Apply ethical standards to evaluate psychological science & practice
- (F)- E2. Build & enhance personal relationships
- (F)- E3. Adopt values that build community at local, national, & global levels

Goal 4. Communication

- (F)- C1. Demonstrate effective writing for different purposes
- (F)- C2. Exhibit effective presentation skills for different purposes
- (F)- C3. Interact effectively with others

Goal 5. Professional Development

- (B)- P1. Apply psychological content & skills to career goals
- (F)- P2. Exhibit self-efficacy & self-regulation
- (F)- P3. Refine project-management skills
- (F)- P4. Enhance teamwork capacity
- (F)- P5. Develop meaningful professional direction for life after graduation

COURSE CALENDAR:

The course calendar is subject to change depending on the rate of progress through the material, student interest in alternative topics, and/or scheduling constraints.

Wk	Dates	Topics	Required Reading
1	1/6, 1/8, 1/10	<ul style="list-style-type: none"> • Syllabus & Course Overview • Cognitive Revolution & Cognitive Science (Part I) • Cognitive Revolution & Cognitive Science (Part II) [start] 	Chapter 1. Weisberg
2	1/13, 1/15, 1/17	<ul style="list-style-type: none"> • Cognitive Revolution & Cognitive Science (Part II) • Memory Span & Multi-Store Model 	Chapter 1. Weisberg Chapter 2. Weisberg
3	1/20	MLK Day – No Class	
3	1/22, 1/24	<ul style="list-style-type: none"> • Short-Term Store & Serial Position Curves • Working Memory (WM) Model & Central Executive 	Chapter 2. Weisberg Chapter 9. Gluck
4	1/27, 1/29, 1/31	<ul style="list-style-type: none"> • Pre-Frontal Cortex & WM • Long-Term Memory Systems • Amnesia 	Chapter 9. Gluck Chapter 2. Weisberg Chapter 4. Eichenbaum + Videos
5	2/3, 2/5	<ul style="list-style-type: none"> • Encoding & Retrieval: Top-down vs. Bottom up • Encoding & Retrieval: Coordination 	Chapter 3. Weisberg
5	2/7	IN-CLASS EXAM #1 – BRING PHOTO ID and #2 PENCIL	
6	2/10, 2/12, 2/14	<ul style="list-style-type: none"> • Practical Aspects of Memory • Cellular Basis of Learning & Memory / Long-Term Potentiation • Autobiographical Memory 	Chapter 2. Gluck (excerpts) + Videos Chapter 4. Weisberg
7	2/17, 2/19, 2/21	<ul style="list-style-type: none"> • Theories of Forgetting • Reconstructive Memory • Eyewitness Testimony 	Baumeister & Bushman, 2008; Nevid et al, 2014; Loftus, 2003 RESPONSE PAPER 1 DUE 2/21
8	2/24, 2/26, 2/28	<ul style="list-style-type: none"> • Learning & Memory across the Lifespan • Gender & Genetic Influences on Memory & Alzheimer's Disease 	Chapter 12. Gluck
9	3/2, 3/4, 3/6	<ul style="list-style-type: none"> • Imagery – History and Functions • Imagery & Thought • Visual & Auditory Imagery 	Chapter 7. Weisberg
10	3/9, 3/11, 3/13	Spring Break – NO CLASS	
11	3/16	• Finish Imagery	Chapter 7. Weisberg
11	3/18	IN-CLASS EXAM #2 – BRING PHOTO ID and #2 PENCIL	
11	3/20	• Theories of Concept Formation	Chapter 8. Weisberg
12	3/23, 3/25, 3/27	• Essentialism & Concept Development	Chapter 8. Weisberg
		• Structure of Knowledge	RESPONSE PAPER 2 DUE 3/25
13	3/30, 4/1, 4/3	<ul style="list-style-type: none"> • Critical Thinking / Logical & Rhetorical Fallacies • Heuristics and Biases 	Chapter 12. Sagan, Carl (1996). Chapter 11. Weisberg + Videos
14	4/6, 4/8, 4/10	<ul style="list-style-type: none"> • Deductive Reasoning and Irrationality; The Paradox of Choice • What is a "Problem"? Weak vs. Strong Problem Solving • Analogy & Insight in Problem Solving 	Chapter 12. Weisberg
15	4/13, 4/15	<ul style="list-style-type: none"> • Expertise & Problem Solving • Creativity as Problem Solving vs. Special Process 	Chapter 13. Weisberg Chapter 5. Csikszentmihalyi (1996) or Video RESPONSE PAPER 3 DUE 4/15
15	4/17	IN-CLASS EXAM #3 – BRING PHOTO ID and #2 PENCIL	
16	4/20	Course Finale, Final Review	Response Paper 4 (emergency use only) DUE 4/24
	4/28	FINAL EXAM 4:00pm-5:45pm **Cumulative: Covers all material from 1/6 through 4/20**	

IMPORTANT RESOURCES:

Taking Care of Yourself:

The Student Advocacy Center (<http://advocacy.osu.edu/>) works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation & can also contact instructors to provide documentation on your behalf. The OSU Counseling and Consultation Service (<http://www.ccs.ohio-state.edu>) offers tips on how to manage stress, a self-help section, and information on support groups as well as group or individual therapy. Also, the Psychological Services Center (PSC) in the Psychology Building provides free psychotherapy for students, staff, and community members. Drop in, or call (614) 292-2059 for more information. The Dennis Learning Center (DLC, <https://dennislearningcenter.osu.edu/>) offers free, one-hour appointments where you can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>

Disability Services (SLDS):

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; <http://www.ods.ohio-state.edu/>.

MY RESPONSIBILITIES:

- Deliver information in a clear and organized way via PowerPoints, multimedia, interactive demonstrations, and thoughtful discussions.
- Be organized, prepared, intellectually stimulating, interested in teaching, and encourage student engagement with course material.
- Be available before, during, after class & by appointments.
- Answer emails in a timely manner. I will make every effort to reply during normal business hours (9am-5pm) within 48 hours on weekdays.

YOUR RESPONSIBILITIES:

- Read the syllabus and understand all course policies.
- Take ownership of your educational experience and make responsible choices to ensure your success.
- Come to class regularly, read, take good notes, study, ask questions, voice opinions, and actively participate.
- Check OSU email and Carmen regularly for important updates.
- Be focused during class. Please do not check email, social media, texts, phone messages, or non-course related internet sites during class. If you have an emergency, please leave the room to handle it & plan to stay home any day in which you would rather interact with material that is not course-related.

ADDITIONAL READINGS:

The list of readings is subject to change depending on our rate of progress through the material, interest in other topics, and/or scheduling constraints.

Baumeister, R. F. & Bushman, B. J. (2008). The self and information processing (pp.90-100). Excerpt from Chapter 3 of the textbook *Social Psychology and Human Nature (Brief version)*. Belmont, CA: Thomson.

Csikszentmihalyi, M. (1996). The flow of creativity –Chapter 5 in *Creativity: Flow and the Psychology of Discovery and Invention*. New York: Harper/Collins.

Eichenbaum, H. (2002). Amnesia: Learning about memory from memory loss –Chapter 4 of the textbook *The Cognitive Neuroscience of Memory: An Introduction*. Boston, MA: Oxford University Press.

Gluck, M.A., Mercado, E., & Myers, C.E. (2016). Learning and memory across the lifespan (pp. 473-516). Excerpt from Chapter 12 of the textbook *Learning and Memory: From Brain to Behavior (3rd Ed.)*. New York: Worth.

Gluck, M.A., Mercado, E., & Myers, C.E. (2011). Brain substrates of working memory and the central executive (pp. 347-376). Excerpt from Chapter 9 of the textbook *Learning and Memory: From Brain to Behavior (2nd Ed.)*. New York: Worth.

Loftus, E.(2003). Make-believe memories. *American Psychologist*, 58 (11), 864-873.

Nevid, J. S., Rathus, S. A., & Greene, B. (2014). Cognitive theories and cognitive therapy of depression (pp. 262-266, 272-274). Excerpt from Chapter 7 of the textbook *Abnormal Psychology in a Changing World*. Upper Saddle River, NJ: Pearson.

Sagan, Carl (1996). The fine art of baloney detection –Chapter 12 of Sagan's book *The Demon-Haunted World: Science as a Candle in the Dark*. New York: Random House.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PSYCH 3312

Instructor: TBD

Summary: Memory and Cognition

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Asynchronous or synchronous lab sessions. • Carmen discussion boards. • Tophat • Perusall
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.		X		Please include link to Perusall privacy policy.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		X		Links to 8HELP are provided. Please include links to Perusall support.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.		X		Please include a link to the Perusall accessibility policy.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience

				in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 1/8/21
- Reviewed by: Ian Anderson

Notes: Please add links to the support, privacy and accessibility pages for Perusall and this is good to go!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>