Syllabus Psychology 592: Cognition and Affective Basis of Behavior
Tuesday and Thursday, 1:25-2:40
Pullman=Murrow 53; Vancouver=VECS 209; Spokane=SAC 41

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E-mail: lfournier@wsu.edu
Web Page: http://www.wsu.edu/~fournier/
Office Hours: By appointment

Required Reading Materials:


Articles: Weekly articles are assigned and are posted (or reference listed) on Lisa Fournier's webpage http://public.wsu.edu/~fournier/ (Under Teaching/Psych 592). The assigned articles are organized by week and date of the lecture.

Please read each assigned textbook chapter and article before lecture (see also requirements below). The reading list is contained in the class schedule below. The articles assigned for a particular week are also listed in the class schedule (see below). Each student will be assigned to present 1-2 of the articles listed in the syllabus.

What is Cognition? Cognition is the collection of mental processes and activities used in perceiving, remembering, thinking, and understanding, as well as the act of using these processes. What forms the core of cognitive psychology is the assumption that human mental activities exist, and that these activities can be studied scientifically.

Purpose of Course: To expose students to both the classic and recent empirical research in different areas of cognition, and to discuss various theories proposed to account for these empirical findings. The areas of cognition that will be discussed include perception, attention, mental imagery, memory, problem solving, reasoning and decision making, and language.

Overview of Course: This course will include lectures, discussion, and formal student presentations.

Grading: Final grades will be calculated based on student performance on 2 exams (60%), 2 formal presentations (on a research article assigned; 30%), and class participation/discussion (10%).

Exams: The two exams will be take-home exams. All exam questions will be provided 1 week ahead of the exam due date, and a subset of these questions will be graded (graded questions will be the same for everyone). Exams should be completed independently. Exams should include the original exam question and your answer typed, single spaced.

Formal Class Presentation: Students will choose an article listed in the class schedule below. This presentation should be formal and brief—about 20 minutes. Please use an outline format or power point slides so that the class can easily follow along. For articles that are empirical, please describe the method, results, conclusions and implications. For articles that are more general (summaries of research), highlight the important points and empirical evidence that supports those points. Please rehearse your presentation ahead of time to ensure you do not go longer than the 20 minute time limit. This will allow the class to ask questions and will allow us to spend time discussing the information you present. Exceptions to the 20 minute limit is the Baddeley, the Cowan, the Karpicke, the Barsalou, and the Norenzayan articles—please allow 30 minutes for the presentation of this information. The article presentations will be assigned (in order) the first day of class.

Class Participation: Students will be asked questions throughout the lecture period regarding the assigned readings. Please be prepared to discuss the goals, methods, results and implications of research and theories discussed in the chapters and articles assigned. Students will often be asked to think about certain information before the next class and will be expected to comment on these thoughts. In short, please come to class prepared to discuss the information assigned.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>Introductions/Course Requirements Assign Student Presentations</td>
<td>No Assigned Reading</td>
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<tr>
<td></td>
<td>1/23</td>
<td>Pattern Recognition &lt;br&gt;(Face perception) &lt;br&gt;Importance of context &lt;br&gt;Failures in recognition</td>
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<td>1/30</td>
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<td>4</td>
<td>2/4</td>
<td>Attention and Executive Control &lt;br&gt;Dual Task Performance/ Time sharing &lt;br&gt;Automaticity &lt;br&gt;Intention and competition</td>
<td>Text: Chapter 3 (pps. 81-91) &lt;br&gt;<em>Articles:</em> #Strayer et al. (2003) &lt;br&gt; <em>Nora</em> &lt;br&gt; MacDonald et al. (2000) &lt;br&gt; <em>Christa</em> &lt;br&gt; Kerns et al. (2004) &lt;br&gt; Glasher et al. (2012) &lt;br&gt; Jesse</td>
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<td></td>
<td>2/6</td>
<td>Role of prefrontal cortex in executive control</td>
<td></td>
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<td>5</td>
<td>2/11</td>
<td>Mental Imagery &lt;br&gt;- Visual/Spatial Imagery</td>
<td>Text: Chapter 4</td>
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<td>2/13</td>
<td>Kosslyn Article; Model</td>
<td><em>Article:</em> Slotnick, Thompson, &amp; Kosslyn (2005) <em>Anna</em></td>
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| 6    | 2/18       | Representation of knowledge  
- Modal vs. Amodal or  
Abstraction vs. Instance Theories | Text: Chapter 5  
Article: Barsalou et al. (2003)*  
- Nick________  
Article: Tipper (2010)*  
- Candace___________ |
|      | 2/20       | Abstraction vs. Instance Theories  
Handout Exam 1 Questions |                                                                                                   |
| 7    | 2/25       | No Class: Work on Exam (take home)                                    |                                                                                                   |
|      | 2/27       | Exam 1 due: 3:00, Lisa's office                                       |                                                                                                   |
| 8    | 3/4        | Human Memory: Encoding and Storage Working Memory                     | Text: Chapter 6 (up to and including Baddeley's model)                                           |
|      | 3/6        | Baddeley’s Model of Working Memory  
Differences between long-term, short-term and working memory | Article: #Baddeley (2003)*  
- Ezana_________  
Article: #Cowan (2008)  
- Christa__________ |
| 9    | 3/11       | Activation and Long-Term Memory  
Power Law of Learning (PLL) | Text: Chapter 6 (entire)  
[Optional Articles: Brewer et al. (1998) & Wagner et al. (1998)]*  
Article: Karpicke et al. (2008)*  
- Emilia_________  
Rhorer & Pashler (2010)  
Discussion: Alyssa__________ |
|      | 3/13       | Memory: Retention and Retrieval  
Associative Structure and Retrieval | Text: Chapter 7 (entire)  
Article: Squire (2004)*  
- Amy_________  
Squire & Wixted (2011)  
- Jesse__________ |
| !!!  | 3/17-3/21  | SPRING BREAK! HAVE FUN!!                                               |                                                                                                   |
| 10   | 3/25       | Memory: Retention and Retrieval  
False Memories  
- True vs. False recognition and the  
medial temporal lobe  
- False Memories: How to Avoid | Text: Chapter 7  
Articles:  
Loftus (2005)  
Discussion: Kit_________  
Dodson et al. (2000)*  
Discussion: Anna__________  
Articles:  
Squire (2004)*  
- Amy_________  
Squire & Wixted (2011)  
- Jesse__________ |
|      | 3/27       | Hippocampal formation and Amnesia  
Implicit vs. Explicit Memory  
Multiple Memory Systems  
“The Cognitive Neuroscience of  
Human Memory since H.M.” |                                                                                                   |
| 11   | 4/1        | Reasoning  
Judgment and Decision Making  
Dual Processing Model: Formal vs. Intuitive | Text: Chapter 10  
Text: Chapter 11  
Article: #Norenzayan et al. (2002)*  
- María__________ |
<p>|      | 4/3        | Cultural Differences in Reasoning                                     |                                                                                                   |</p>
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| 12   | 4/8    | Emotion and Decision Making (Guest lecturer: John Hinson) | Articles  
Bechara et al. 1997  
Discussion __Maria____  
Lowenstein et al. 2001  
Discussion __Laena____  
Neidenthal (2007)*  
▪ __Emelia____ |
|      | 4/10   | Emotional Information & Comprehension      |         |
| 13   | 4/15   | Problem Solving (Analogies) Expertise      | Text: Chapter 8  
Text: Chapter 9  
Articles:  
Bukach, Phillips & Gauthier (2010)*  
▪ __Laena____ |
|      | 4/17   | Expertise                                  |         |
| 14   | 4/22   | Language Structure                         | Text: Chapter 12  
Online Link and Exercise (all students, before class)  
▪ __Nick____ lead discussion on Exercise  
Text: Chapter 13  
Cubelli et al. (2011)*  
▪ __Devon____ |
|      | 4/24   | Language Comprehension                     |         |
| 15   | 4/29   | Catch up; Course Evals; **Assign Exam 2**  | DEAD WEEK  
(Professor out of town-Cognition Conference) |
|      | 5/1    | NO CLASS: WORK ON EXAM                     |         |
| 16   |        | **EXAM 2:** Due Wednesday, May 7th, 1 pm (Email Exam: lfournier@wsu.edu) | FINALS WEEK |