Multidisciplinary Approaches to Cognition
PSY 6930
Course Syllabus, Fall 2012

Professor: Dr. Lise Abrams
E-mail: abrams@ufl.edu
Office: McCarty C 508
Office hours: Wed 2–4 PM; & by appointment

Class Meetings: Tuesdays, Periods 3-5 (9:35 AM-12:35 PM), in room ROG 129

Required Text: Balota, D. A., & Marsh, E. J. (2004). Cognitive Psychology (key readings in cognition). New York: Psychology Press. Other chapters and articles required as reading for the course (see calendar at end of syllabus, these are marked by a *) will be available in e-Learning.

Course web page: http://lss.at.ufl.edu
On the left-hand side, click the "e-Learning" button. On the GatorLink login page, enter your gatorlink username and password, and click the Login button. Once you are logged in, click the “PSY4930/PSY6930: 069F/069G, Fall 2012” tab. If you need any assistance, call the UF Computing Help Desk, 392-4357 (option 2), or email learning-support@ufl.edu or helpdesk@ufl.edu.

I. Course Overview

This course is an introductory survey of human cognitive abilities from a multidisciplinary perspective. The course will introduce students to both cognitive and affective aspects of behavior, including fundamental concepts such as attention, emotion, language, learning, memory, mood, and thinking. In addition to providing an overall understanding of these topics, this course will examine current issues in cognition, research methodologies used to study cognition, and theoretical and practical applications of cognitive principles.

II. Prerequisites

There are no prerequisites for graduate students.

III. Course Requirements

A. Lectures: Each class will generally consist of two guest lectures from experts in some area of cognition. Students are responsible for actively listening to the lectures, taking detailed notes, and learning the material presented in each lecture.

B. Class attendance and participation: Regular attendance as well as informed participation in discussion are required at the lectures. With respect to attendance, any absences must be excused, preferably before the scheduled class. Documentation for illness or other emergencies will be required. Students who have one or more unexcused absences will not receive a passing grade in the course. With respect to participation, students are expected to do the assigned readings before class, be prepared to ask questions of the speakers, and make comments about the lectures and readings. Students should not feel pressured to talk ALL the time, but contributions on a regular basis are expected. Attendance and participation together are worth 20 points.
C. **Exams:** There will be two exams, as indicated on the course calendar (October 16 and December 4). Exams will consist of questions involving material from lectures, the text, any other assigned readings, and any videos shown in class. Exams will be designed to assess your conceptual knowledge and understanding of significant ideas and issues in cognition. You will need to arrive ON TIME. No one will be allowed to enter the classroom and take the exam once the first person has completed the exam and left the classroom. If you arrive after the first person has left, you will receive a 0 for that exam. Each exam is worth 100 points, totaling 200 points. There will not be a final exam.

D. **Discussion question essays:** Graduate students are required to write TWO discussion question essays over the course of the semester. These papers are designed to encourage critical thinking and analysis about topics in cognition. For each paper, students will select a discussion question in the text for the basis of their essay. Discussion questions can be found after each "section" in the text (a collection of readings on a particular topic—see the table of contents). After selecting the question, students must read the paper or papers in that part of the text that are relevant to the discussion question. NOTE: the majority of the readings in that section must be ones that have not been assigned on the syllabus. Students will then identify and read (at least) three additional relevant academic journal articles or book chapters (ones you'd find on PsycINFO). These references should be relatively recent (no more than 5 years old).

Students will then write an 8-10 page (double-spaced) essay that starts by stating the discussion question. Using the articles that were read, write a cogent, cohesive essay that addresses and answers the question. You must also integrate aspects of (at least) two class presentations into your essay. The papers will be graded for clarity, logic, and thoughtfulness. You are also required to have a references page (not included in the page count) for the in-text articles as well as the additional articles referenced in the paper, showing the APA-style citations for each. You are also required to turn in copies of all three references (the full articles) along with your paper.

To avoid a grading crunch for the professor, you are required to turn in a paper by certain dates. One of the papers must be handed in by October 9, and the other must be handed in by November 27. You can always turn in a paper (or both papers) early before each date, but if not, you must turn in a paper by each of the above dates for it to be counted. **No late assignments will be accepted for any reason.** Note that your two discussion questions must come from different sections in the text. Each discussion question essay is worth 40 points, resulting in 80 points total.

III. **Other Information**

A. Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated and will result in a grade of E in the course. Please visit the web site http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php for the University's student honor code. You are responsible for knowing which actions are academically dishonest.

B. If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in Room 0001 Reid Hall, and their phone number is 392-8565. They will provide written documentation of your accommodations, which must then be given to the professor. Visit their website, http://www.dso.ufl.edu/drc, for more information.
C. **Makeup exam policy:** There will be no makeup exams, except in the case of extreme and unavoidable circumstances. Makeup exams will be given only for illnesses that require medical treatment, real emergencies, and valid scheduling conflicts if discussed with the professor and approved one week in advance of the test date. Permission to miss the exam must be obtained from the professor PRIOR to the day of the exam (calling or emailing the day of the exam is not acceptable), and the student must provide written documentation from the appropriate authority stating a legitimate and verifiable reason for missing the exam. Without this documentation, missed exams will receive a score of zero. Note: **A student health receipt is not sufficient documentation.**

IV. **Grading**

A. **Scale:** A total of 300 points can be earned in the course. The following grade scale will be used, although some of the cutoffs may be adjusted at the discretion of the professor.

<table>
<thead>
<tr>
<th>POINT TOTAL</th>
<th>LETTER GRADE</th>
<th>% OF TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>269-300</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>263-268</td>
<td>A-</td>
<td>88-89%</td>
</tr>
<tr>
<td>257-262</td>
<td>B+</td>
<td>86-87%</td>
</tr>
<tr>
<td>239-256</td>
<td>B</td>
<td>80-85%</td>
</tr>
<tr>
<td>233-238</td>
<td>B-</td>
<td>78-79%</td>
</tr>
<tr>
<td>227-232</td>
<td>C+</td>
<td>76-77%</td>
</tr>
<tr>
<td>209-226</td>
<td>C</td>
<td>70-75%</td>
</tr>
<tr>
<td>203-208</td>
<td>C-</td>
<td>68-69%</td>
</tr>
<tr>
<td>197-202</td>
<td>D+</td>
<td>66-67%</td>
</tr>
<tr>
<td>179-196</td>
<td>D</td>
<td>60-65%</td>
</tr>
<tr>
<td>173-178</td>
<td>D-</td>
<td>58-59%</td>
</tr>
<tr>
<td>172 or less</td>
<td>E</td>
<td>57% and below</td>
</tr>
</tbody>
</table>

IV. **Assignments**

A calendar is given below that shows the topics, reading assignments, written assignment due dates, and exam dates throughout the course. Readings available on the course web site are marked with an asterisk (*); otherwise, the reading is from the assigned text.

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Lecture Topics</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8-28-12</td>
<td><strong>Organization and introduction</strong></td>
<td>Balota &amp; Marsh, pp. 1-19</td>
</tr>
<tr>
<td></td>
<td><em>Cognition: A multidisciplinary approach</em></td>
<td>Roediger &amp; Gallo, pp. 723-733</td>
</tr>
<tr>
<td></td>
<td>Dr. Lise Abrams, Department of Psychology</td>
<td></td>
</tr>
<tr>
<td>Class Dates</td>
<td>Lecture Topics</td>
<td>Readings &amp; Assignments Due</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| **Week 2:** 9-4-12 | **MEMORY AND AGING**  
• *Tip-of-the-tongue (TOT) states in older adults*  
  Dr. Lise Abrams, Department of Psychology  
• *The influence of goal-setting on memory performance*  
  Dr. Robin West, Department of Psychology | Memory overview, pp. 291-295  
Brown & McNeill, pp. 418-430  
*McDaniel et al. (2008)* |
| **Week 3:** 9-11-12 | **ATTENTION**  
• *Attention and attentional disorders*  
  Dr. Ken Heilman, Department of Neurology  
• *Selective attention: Attention/perception during competition*  
  Dr. Andreas Keil, Department of Psychology | Attention overview, pp. 181-185  
Stroop, pp. 193-204  
Simons & Levin, pp. 159-166 |
| **Week 4:** 9-18-12 | **THINKING**  
• *Problem solving: The links between cognitive processes and problem ambiguity*  
  Dr. Dave Therriault, School of Human Development and Organizational Studies  
• *Creativity: Creative cognition in young and older adults*  
  Dr. Ira Fischler, Department of Psychology | Reasoning and problem solving overview, pp. 653-656  
Kaiser et al., pp. 683-689  
*Ward & Kolomyts (2010)* |
| **Week 5:** 9-25-12 | **ANIMAL COGNITION**  
• *Cognitive adaptations of birds and their role in a changing environment*  
  Dr. Scott Robinson, Florida Museum of Natural History  
• *Are dogs a special case?*  
  Dr. Clive Wynne, Department of Psychology | *Emery & Clayton (2005)*  
*Tomasello & Hermann (2010)* |
| **Week 6:** 10-2-12 | **PSYCHOLINGUISTICS**  
• *Interactions between language and cognitive abilities*  
  Dr. Lori Altmann, Department of Speech, Language, and Hearing Sciences  
• *Information structure in language processing: Good enough processing*  
  Dr. Wind Cowles, Department of Linguistics | Language overview, pp. 553-557  
Swinney, pp. 577-589  
Baddeley, pp. 355-361 |
| **Week 7:** 10-9-12 | **LEARNING AND MEMORY**  
• *Writing: What spelling errors can tell us*  
  Dr. Lise Abrams, Department of Psychology |  
• **DUE: One discussion question essay due by today!**  
  *White et al. (2010)* |
<p>| <strong>Week 8:</strong> 10-16-12 | <strong>EXAM #1</strong> | |</p>
<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Lecture Topics</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| **Week 9:** 10-23-12 | **EMOTION**  
- Emotion and motor action (movement)  
  Dr. Chris Janelle, Department of Applied Physiology and Kinesiology  
- Emotion and aging: Age differences in attention and memory biases for socio-emotional information  
  Dr. Natalie Ebner, Department of Psychology | *Nieuwenhuys et al. (2010)*  
*Scheibe & Carstensen (2010)* |
| **Week 10:** 10-30-12 | **CLINICAL POPULATIONS**  
- Executive function/memory: Role of white matter on cognition  
  Dr. Cate Price, Department of Clinical and Health Psychology  
- Brain activity during cognitive control processes: Impairments in traumatic brain injury and post-traumatic stress disorder  
  Dr. Bill Perlstein, Department of Clinical and Health Psychology | *Banich (2009)*  
Posner, pp. 205-223 |
| **Week 11:** 11-6-12 | **AFFECT AND COGNITION**  
- Assessing learning in museum settings  
  Dr. Shari Ellis, Florida Museum of Natural History  
  (Rescheduled from October 9)  
- The impact of depression on cognitive aging  
  Dr. Vonetta Dotson, Department of Clinical and Health Psychology | *Roediger et al. (2011)*  
*Forgas (2008)* |
| **Week 12:** 11-13-12 | **COGNITIVE NEUROSCIENCE OF LANGUAGE**  
- Language, brain, and magnetic resonance imaging in aphasia  
  Dr. Keith White, Department of Psychology  
- Eye tracking and fMRI in concept acquisition and semantic processing  
  Dr. Jamie Reilly, Department of Speech, Language, and Hearing Sciences | Geschwind, 590-602  
*Hagoort (2008)* |
| **Week 13:** 11-20-12 | **SOCIAL COGNITION**  
- Eyewitness (mis)identification and co-witnesses  
  Dr. Lora Levett, Department of Sociology and Criminology & Law  
- Comparison judgments: processes and biases  
  Dr. John Chambers, Department of Psychology | Loftus, Miller, & Burns, pp. 309-321  
Posner & Keele, pp. 472-481  
Tversky & Kahneman, pp. 621-630 |
<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Lecture Topics</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| Week 14: 11-27-12 | **COGNITIVE DEVELOPMENT**<br>• *Language and theory of mind*  
Dr. Jeff Farrar, Department of Psychology  
• *Executive functioning across the life span*  
Dr. Keith Berg, Department of Psychology | • **DUE:** One discussion question essay due by today!  
*Apperly (2012)*  
*Friedman et al. (2007)* |
| Week 15: 12-4-12 | EXAM #2 | |
REFERENCES FOR ADDITIONAL READINGS


