

Instructor: Dr. Gordon Hayman email: <Gordon.Hayman@LakeheadU.Ca>
 Office: SN 1014, Phone 343-8480
 Office Hours: after class or **by appointment**

TAs: [Nicole Keir <nkeir@lakeheadu.ca>](mailto:nkeir@lakeheadu.ca)
[Erika Portt <eportt@lakeheadu.ca>](mailto:eportt@lakeheadu.ca)
 Contact: use email to make an appointment.

Text: An Introduction to Cognitive Psychology: Processes and disorders, 3rd Edition :: David Groome (2014)

Class website: [HTTP://Psych_MemLab2.Lakeheadu.Ca/Psy2003/](http://Psych_MemLab2.Lakeheadu.Ca/Psy2003/)

Time: Wednesday & Friday - 08:30AM-10:00AM

Place Room SN1015

Class Objectives:

The goal of this course is to acquaint the student with the history, philosophy, and research surrounding selected issues in the psychology of cognition. The issues selected include: (1) learning, (2) visual perception, (3) memory and knowledge, (4) imagery, (5) creativity, (6) attention, (7) problem solving and reasoning, (8) decision making, and (9) speech and language. For each of these, we will discuss the problems confronting researchers, what we know about the topics, and what we have yet to understand.

Class Format:

Classes will be mainly lectures, but occasionally, there may be in-class films, experiments, and demonstrations to illustrate various concepts and ideas. Feel free to ask questions at any time.

Regular attendance at lectures is strongly recommended. The lectures are opportunities to rehearse course material and related issues as well as ask any questions. By attending, you will also have a better sense of *what* material will be emphasized on the exam.

(Each student is responsible for obtaining notes of any missed lectures from fellow students).

Exams and Grading:

Evaluation will be by means of two written reports, 2 term tests, and 2 exams. The tests and exams will be composed of Identify and Define questions, Short Answer questions, and Multiple Choice questions. Multiple choice questions will be selected from the text book and the identify and define and short answer questions will be selected from the lectures and the text book.

The final exam will be scheduled for some time during the final exam period. Take this into account when making travel plans at the end of the semester. No one will be permitted to take the exam early.

Quiz 1	10%	Sept. 30	1.5 Hr. Chapters 1-2 & class lectures
<i>Proposal</i>	*	Nov. 18	Single page with Title & 2 Report References
Report 1	10%	Dec. 2	Report on 2 journal articles
Exam 1	25%	Dec. TBA	3 Hr. Chapters 3-6 & class lectures
Quiz 2	15%	Feb. 8	1.5 Hr. Chapters 7-8 & class lectures
<i>Proposal</i>	*	Mar. 24	Single page with Title & 3 Report References
Report 2	15%	Apr. 7	Report on 3 journal articles
Exam 2	25%	April TBA	3 Hr. Chap 9-12, readings & class lectures
Total	100%		

* Failure to submit a Proposal for your report will be penalized by a 20% reduction in the grade for the Experimental Report.

The Experimental Reports

The reports should be a summary of one experiment from each of *two* (1st term) and *three* (2nd term) refereed journal publications. The reports should be typed, double-spaced, and be 8-10 pages in length the first term and 10-12 pages the second term. The journal articles must be experimental reports of research involving human cognition and must be linked by a common experimental question (e.g., short-term memory, speech impairments, etc.). A practical method for starting the report is to choose an article from the reference section of Groome (pps. 407-452) and to select other articles on the basis of a literature search (i.e., to practice using data bases such as PsychLit, available in the library). The experiments described in your report must not come from review articles, nor are they to be correlational/survey studies (unless written permission is received from the instructor).

The purpose of the report is to document individual readings performed during the course. Ideally, these readings will be performed out of curiosity in an attempt to expand or to clarify understanding of material from the text or classroom.

A typical report will contain an introduction that summarizes the experimental question of interest and identifies the specific operational definitions used to describe hypothetical psychological concepts in the experiments. The report will include a separate summary of the experiment described in each of the journal articles (or the most representative experiment, if there is more than one experiment in the article). The paper should end with a discussion reminding the reader of how the experiments from the articles are related. Typically, only one of the articles should be referenced in Groome (pps. 407-452). The purpose of the previous restriction is to encourage students to gain some familiarity with performing a literature search. Exceptions to these procedures are allowed, but **they must be** cleared with the instructor.

The report must use **APA style of referencing**, and the description of each experiment must include: (1) clear identification of the independent and dependent variables employed in the experiment, and (2) reference to details specific to the experiment (i.e., number of subjects, type of test material). Approximately, two-thirds of the report grade will be based on the experimental descriptions and the remaining third will reflect how well the experiments are integrated by the introduction and discussion. The experimental descriptions' mark will be based on the clear identification of the independent and dependent variable in three parts of the experiment: 1) the experimental hypothesis, 2) the experimental method, and 3) the experimental results.

Tentative Schedule of Topics for Class Lectures

Sept. 7	Course Description
Sept. 9, 14, 16	Ch.1. Introduction To Cognitive Psychology
Sept. 21, 23, 28	Ch. 2. Perception.
Sept. 30	Quiz 1 Lectures Sept. 7- 28; Chap. 1 & 2
Oct. Oct 5, 7, 19, 21	Ch. 3. Attention
<i>Oct. 12, 14</i>	<i>Fall Reading Break (no classes)</i>
Oct. 26, 28, Nov. 2, 4	Ch. 4. Disorders Of Perception And Attention
Nov. 9, 11, 16, 18	Ch. 5 Short-Term Memory
Nov. 23, 25, 30, Dec. 2	Ch. 6. Long-Term Memory
Dec.	Exam 1 Lectures Oct. 5 - Dec. 2: Chap. 3, 4, 5, 6
Jan. 11, 13, 18, 20	Ch. 7. Disorders Of Memory
Jan. 25, 27, Feb 1, 3	Ch. 8. Thinking And Problem-Solving
Feb. 8	Quiz 2 Lectures Jan. 11-Feb. 3; Chap. 7 & 8
Feb. 10, 15, 17	Ch. 9 Disorders Of Thinking And Problem-Solving
<i>Feb. 22, 24</i>	<i>Winter Reading Break (no classes)</i>
Mar. 1, 3, 8, 10	Ch.10. Language
Mar. 15, 17, 22, 24	Ch.11. Disorders Of Language
Mar. 29, 31, Apr. 5, 7	Ch.12. Cognition And Emotion
April	Exam 2 Lectures Feb. 10 - Apr. 7; Chap. 9, 10, 11, & 12

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>.

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