

# SAMPLE SYLLABUS



## Cognition

**PSYCH-UA 9029-DC1**

**Instruction Mode: In-person**

### Spring 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Washington, DC, please make sure that you have completed the online academic orientation via Brightspace so that you are aware of site-specific support structure, policies and procedures. Please contact [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu) if you have trouble accessing the Brightspace site.

**Syllabus last updated on** January 31, 2022

### **Lecturer Contact Information**

Chynere Best, PhD

Office Hours: Mon & Wed 7:30 pm – 8:30 pm. Thurs by appointment. All office hours are held via Zoom

NYU DC Calendar: <https://www.nyu.edu/washington-dc/calendar.html>

### **Prerequisites**

N/A

### **Units earned**

4

### **Course Details**

- Monday and Wednesday 5:00pm to 6:15pm
- All times are Eastern (ET) - US Time Zone (for calculating time zone conversions, please note that Eastern-US Daylight Savings Time ends on November 7, 2021).
- Location: 307
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Washington, DC community, we are closely following CDC and Washington, DC-specific guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priorities.
  - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class

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meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

## Course Description

This course is a survey of cognitive psychology, the scientific study of the human mind and human thinking. During the course of the semester we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, and decision making. The emphasis in the course will be on how psychologists have used experiments to help construct theories of how the human mind works and how human thinking occurs. The class will involve lectures, student presentations, discussion, video material to accompany lectures, and occasional example class experiments.

## Course Objectives

- Demonstrate understanding of the basic cognitive functions, based on key research findings.
- Demonstrate knowledge of the main theories of cognition and apply them to daily tasks.
- Understand research methods in cognitive psychology, and critically evaluate their strengths and weaknesses.
- Describe emerging questions addressed in cognitive psychology research.
- Explain some of the broader social implications of findings from cognitive psychology.

## Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

- **Participation (5%)**
  - Active engagement with class materials is imperative for long term learning. Students can earn participation points for leading an article discussion, posing or responding critically to discussion questions, and submitting potential exam questions.
- **Article Critiques (15%)**
  - Relevant research articles will be assigned for each topic/ chapter covered in class. Students will write a high-level summary and critique of 3 of the articles discussed this semester. Further details on these assignments are available on Brightspace.
- **Chapter Activities (10%)**
  - There will be online activities assigned to each chapter of the textbook. These activities help to solidify the concepts that we will cover in class. You can access the activities through the MindTap platform or in the chapter units under the Content section on Brightspace.

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- **CogLab Experiments (10%)**
  - You are required to complete on-line demonstration experiments from the CogLab library. Please complete the assignment prior to the class on which it is assigned. Students will receive credit for each experiment completed on time and group results from these experiments will be discussed in class. Please do not read the explanation of the predicted results in the CogLab Manual or online until after you have completed the activity. Instead, follow the directions given on screen as if you were a participant in a research study. This will allow you to approach the experiment as a naive participant, increasing the chances that the task will more accurately measure your cognitive performance. After completing the experiment, read the introductory materials you skipped, examine your own data in light of the explanation, and come to class ready to discuss.
    1. Once you have completed an experiment, CogLab will automatically record it, so you **don't** need to notify me separately. If you want to verify that your work has been recorded, you can go to "account access" and a list of all completed experiments will be shown there. If you complete an experiment after the deadline, it will still appear on this list, but you will not receive credit for it.
  
- **Cognition Final Paper (25%)**
  - Pick a topic of interest to you that was covered in class and write a 5-page double spaced, APA formatted research paper on how research in that area is relevant to daily living or social policy. In other words, why does this area of research matter? What are some of the findings from research in this area and what are the implications for the broader society? Why should we care about these research findings and their implications? Your topic must be submitted ahead of time for approval. Further instructions are available on Brightspace and preparation will be discussed in class.
  
- **Research Requirement (5%)**
  - It is required that students participate in psychology research studies as part of this course. There are two ways for students to satisfy the research requirement:
    1. Participate as a subject in 2 credit hours worth of psychology research studies. You can sign up for research studies online at [SONA](#). Studies will be available for sign up from **February 4th, 2022** until **May 9th, 2022**.
      - Request a SONA account at the [SONA website](#) to receive your log in information.
      - Be sure to select the DC Campus Cognition course which is listed as PSYCH-UA.9029 Cognition (DC Campus), Spr 22.
    2. Identify one significant article in cognitive psychology published in the last 5 years that reports findings from studies that collected new experimental or survey data. **The article must be approved by me before you write your critique.** Write a two-page critique of the article. The critique should discuss the significance of the study; the validity of the instruments and the data collection methods; the method of analysis, the conclusion, and the direction the results point to for future research. If you wish to write a critique to substitute for any of

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your research hours, you must notify me via email and the Coordinator of Psychology Research Subjects ([brenda.woodford@nyu.edu](mailto:brenda.woodford@nyu.edu)) by **May 2<sup>nd</sup>, 2022**. The assignment will be due on **May 9th, 2022** by 11:59 pm EST.

- For detailed information about the research requirement, please see the student guide under Content- Research Resources on Brightspace. Please note that some policies listed in the guide may differ from what is listed in the syllabus since this course is being taught at an NYU Global site.
- If you have any questions or concerns about the research requirement, please contact Brenda Woodford-Febres at [brenda.woodford@nyu.edu](mailto:brenda.woodford@nyu.edu).
- **Exams (30%)**
  - Three exams, each covering a different portion of the course materials (i.e., non-cumulative), will be given. Exams will consist of multiple choice questions. Each exam will count for 10% of your final grade.
  - Test questions will aim to assess your understanding of the material and ability to apply it to new situations, rather than focusing on the memorization of facts or terms. Exams will cover both lecture and reading. For this reason, attendance and note taking are essential.
  - Exams will be conducted online via Brightspace and will be available from 9am to 10pm ET on the day of the exam. You will find your exam under the Quizzes tab in Brightspace.
- **Extra Credit**
  - There will be opportunities to improve your grade through optional extra work. These opportunities will be posted on Brightspace.

## Teaching and Learning Philosophy

The knowledge gained in the classroom is most useful if it can be applied outside the classroom. Using technology, popular culture, games and discussions, I help my students gain an understanding of psychology as a framework for making sense of the world, think critically about what they are learning and communicate their thoughts articulately. Students are highly encouraged to use their cultural backgrounds, personal experiences and current events as points of reference for understanding different psychological concepts.

## Required Text(s)

Electronic Resources (available via Brightspace / NYU Library Course Reserves)

Bruce E. Goldstein (2018) Cognitive Psychology: Connecting Mind, Research and Everyday Experience 5th Edition. MindTap ISBN: 9781337408301.

The MindTap version is required as it allows you to access the online activities that make up homework assignments.

CogLab: This online resource comes bundled with the MindTap platform and contains demonstrations of experiments that will be used to illustrate the methods of cognitive psychology. You MUST access CogLab through the MindTap platform.

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## ***How to buy your Course Materials***

**Step 1:** Sign into Brightspace and click on Cognition Spring 2022

**Step 2:** In the Content tab, under Textbook: Cognitive Psychology: Connecting Mind, Research and Everyday Experience, Click on the Cengage link labeled "Section 1 of Cognition Spring 2022 DC1"

**Step 3:** Create or sign into your Cengage account to access or purchase the materials for this course.

Other Resources

Assigned journal articles will be available on Brightspace.

## **Supplemental Text(s) (not required to purchase)**

N/A

## **Additional Required Equipment**

Poll Everywhere: This web-based polling system will be used for class participation. Students must register for a student account and can respond to poll either via a web browser or mobile app. Instructions for account registration and Student FAQs can be found at <https://poll.unc.edu/>.

## **Session 1 – Wednesday 26<sup>th</sup> January, 2022**

Introductions and Syllabus Review

Required Reading: Syllabus

## **\*\*\*Session 2 – Make-Up Day: Friday 28<sup>th</sup> January, 2022**

Article Critiques

Required Reading: Putnam et al. (2016)

## **Session 3 – Monday 31<sup>st</sup> January, 2022**

Introduction to Cognitive Psychology

Required Reading: Goldstein Chapter 1

Supplemental Material:

Chapter Activity: Ebbinghaus' Forgetting Curve

## **Session 4 – Wednesday 2<sup>nd</sup> February, 2022**

TED Talk Discussion

Required Reading: <https://www.youtube.com/watch?v=oJfFMoAgbv8>

## **Session 5 – Monday 7<sup>th</sup> February, 2022**

Cognitive Neuroscience

Required Reading: Goldstein Chapter 2

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## **Session 6 – Wednesday 9<sup>th</sup> February, 2022**

### Cognitive Neuroscience

Required Reading: Goldstein Chapter 2 & Park et al. (2018)

Last day to add/drop NYU DC courses.

## **Session 7 – Monday 14<sup>th</sup> February, 2022**

### Perception

Required Reading: Goldstein Chapter 3

CogLab: Signal Detection

## **Session 8 – Wednesday 16<sup>th</sup> February, 2022**

### Perception

Required Reading: Goldstein Chapter 3 & Wallisch (2017)

## **Session 9 – Monday 21<sup>st</sup> February, 2022**

### PRESIDENT'S DAY

NO CLASS

## **Session 10 – Wednesday 23<sup>rd</sup> February, 2022**

### Attention

Required Reading: Goldstein Chapter 4

CogLab: Change Detection

ARTICLE CRITIQUE 1 DUE THURSDAY 24<sup>TH</sup> FEBRUARY, 2022

## **Session 11 – Monday 28<sup>th</sup> February, 2022**

### Attention

Required Reading: Mendoza (2018)

REVIEW ACTIVITY AVAILABLE ON BRIGHTSPACE

ALL CHAPTER ACTIVITIES AND COGLABS FOR CHAPTERS 1-4 DUE

## **Session 12 – Wednesday 2<sup>nd</sup> March, 2022**

### EXAM 1

AVAILABLE ON BRIGHTSPACE FROM 9:00 AM-10:00 PM

## **Session 13 – Monday 7<sup>th</sup> March, 2022**

### Memory: STM

Required Reading: Goldstein Chapter 5

Chapter Activity: The Capacity of Short Term Memory

CogLab: Operation Span

## **Session 14 – Wednesday 9<sup>th</sup> March, 2022**

### Memory: LTM Structure

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Required Reading: Goldstein Chapter 6

**Monday 14<sup>th</sup> March, 2022 – Sunday 20<sup>th</sup> March, 2022**

**SPRING BREAK!**

**Required Activities: Fun & Relaxation**

**Session 15 – Monday 21<sup>st</sup> March, 2022**

Memory: LTM Encoding, Retrieval, & Consolidation

Required Reading: Chapter 7

Supplemental Reading: [Offload to Boost Your Cognition](#)

Chapter Activity: The Generation Effect

**Session 16 – Wednesday 23<sup>rd</sup> March, 2022**

Memory: Forgetting

Required Reading: Goldstein Chapter 8 & Garry et al (2021)

ARTICLE CRITIQUE 2 DUE THURSDAY 24<sup>TH</sup> MARCH, 2022

Chapter Activity: The DRM Effect

**Session 17 – Monday 28<sup>th</sup> March, 2022**

Exam 2 Review

Required Reading: Exam 2 Study Guide

ALL CHAPTER ACTIVITIES AND COGLABS FOR CHAPTERS 5-8 DUE

**Session 18 – Wednesday 30<sup>th</sup> March, 2022**

EXAM 2

AVAILABLE ON BRIGHTSPACE FROM 9:00 AM-10:00 PM

**Session 19 – Monday 4<sup>th</sup> April, 2022**

Knowledge

Required Reading: Goldstein Chapter 9

**Session 20 – Wednesday 6<sup>th</sup> April, 2022**

Knowledge

Required Reading: Goldstein Chapter 9 & Honore-Chedozeau et al (2020)

Supplemental Reading: [What makes someone an expert?: The Cognitive Psychology of Expertise](#)

**Session 21 – Monday 11<sup>th</sup> April, 2022**

Visual Imagery

Required Reading: Goldstein Chapter 10

CogLab: Mental Rotation

**Session 22 – Wednesday 13<sup>th</sup> April, 2022**

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## Visual Imagery

### Brainstorming Final Paper Topic

Required Reading: Goldstein Chapter 10, Greenberg & Knowlton (2014) OR Aydin (2017)

## **Session 23 – Monday 18<sup>th</sup> April, 2022**

### Language

Required Reading: Goldstein Chapter 11

Chapter Activity: Phonemic Restoration

## **Session 24 – Wednesday 20<sup>th</sup> April, 2022**

### Language

Required Reading: Goldstein Chapter 11 and Yu & Schwieter (2018)

## **Session 25 – Monday 25<sup>th</sup> April, 2022**

### Problem Solving & Creativity

Required Reading: Goldstein Chapter 12

## **Session 26 – Wednesday 27<sup>th</sup> April, 2022**

### Problem Solving & Creativity

Required Reading: Goldstein Chapter 12 and Gube & Lajoie (2020)

ARTICLE CRITIQUE 3 DUE THURSDAY 28<sup>TH</sup> APRIL, 2022

FINAL PAPER TOPIC MUST BE APPROVED

## **Session 27 – Monday 2<sup>nd</sup> May, 2022**

### Decision Making

Required Reading: Goldstein Chapter 13

CogLab: Risky Decisions

DEADLINE TO CHOOSE WRITTEN RESEARCH CREDIT OPTION

**Deadline To Withdraw From Course With A “W” Or Declare Pass/Fail Option**

## **Session 28 – Wednesday 4<sup>th</sup> May, 2022**

### Decision Making

Required Reading: Goldstein Chapter 13 and Cassotti et al (2012)

Supplemental Material: [The Difference Between Adults and Grown-Ups](#)

## **Session 29 – Monday 9<sup>th</sup> May, 2022**

### Last Day of Class: Exam 3 Review

Required Reading: Exam 3 Study Guide

FINAL PAPER DUE BY 11:59 PM

LAST DAY TO PARTICIPATE IN RESEARCH VIA SONA.

WRITTEN OPTION FOR RESEARCH CREDIT DUE.

ALL CHAPTER ACTIVITIES AND COGLABS FOR CHAPTERS 9-13 DUE



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**Wednesday 11<sup>th</sup> May, 2022 – Monday 16<sup>th</sup> May, 2022**

FINAL EXAMS

EXAM 3 AVAILABLE UNTIL 10PM ON MAY 16TH

## **Classroom Etiquette**

Students should use their NYU email address for all communication and course related activities. Students are also encouraged to check their NYU emails regularly for any course updates or other NYU communications.

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (i.e. COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.
- In communicating with the professor, please be proactive, polite and professional. All email correspondence should include a greeting. Please allow 24 - 48 hours (excluding weekends and holidays) for a response to your email.

## **Suggested Co-Curricular Activities**

N/A

## **Your Lecturer**

Chynere Best, PhD is a developmental psychologist from Trinidad and Tobago. She received her bachelor's, master's and doctoral degrees from Howard University. Dr. Best's research focuses on parent-adolescent communication about risk behaviors, particularly among members of the Caribbean diaspora.

## **Academic Policies**

### **Grade Conversion**

The grade for this course will be determined according to the following formula:

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Assignments/Activities	% of Final Grade
Participation	5%
Article Critiques	25%
CogLab	10%
Final Paper	25%
Research Participation	5%
Exams	30%

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0  
A- = 90-93 or 3.7  
B+ = 87-89 or 3.3  
B = 84-86 or 3.0  
B- = 80-83 or 2.7  
C+ = 77-79 or 2.3  
C = 74-76 or 2.0  
C- = 70-73 or 1.7  
D+ = 67-69 or 1.3  
D = 65-66 or 1.0  
F = below 65 or 0

## Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, significant mental or physical discomfort, Moses Center accommodations, religious observance, or emergencies. Your professor or site staff may ask you to present a doctor's note, a Wellness Counselor's note, or permission from an NYU-DC staff member or an onsite Residence Life Administrator as proof. Emergencies or other exceptional circumstances that you wish to be

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treated confidentially must be presented to staff. Doctor's or other notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU-DC site staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Washington, DC Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

## **Academic Honesty/Plagiarism**

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As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using *TurnItIn* or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

### **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer *and* NYU DC's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the instructor will schedule a make-up examination or extend the deadline for assignments and can use the Academics Office for support as needed. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

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## **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through [dc.academics@nyu.edu](mailto:dc.academics@nyu.edu).

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277