

# PSY 522: Advanced Cognitive Processes

**Instructor:** Greg Elvers, Ph.D.

**Office:** SJ 312

**Phone:** 229-2171 (office)  
433-0390 (home [between 8 AM and 8 PM **ONLY**])

**Email:** greg.elvers@notes.udayton.edu

**URL:** <http://academic.udayton.edu/gregelvers/psy522>

**Class:** SJ 325, MW 1:15 - 2:30 PM

**Office Hours:** Monday, Wednesday, and Friday: Noon to 12:50 PM. Please note that I have class until 11:50 AM and may need to put equipment away. Thus, I may be a few minutes late to my office.

**Text:** Medin, D. L., Ross, B. H., & Markman, A. B. (2005). *Cognitive psychology* (4th ed.). Hoboken, NJ: John Wiley & Sons

**Grading:**

3	100 point exams
1	100 point presentation
10	10 point reaction papers
8	5 point presentation summary papers
20	5 point participations

595 – 640 points = A  
576 – 594 points = A-  
556 – 575 points = B+  
531 – 555 points = B  
512 – 530 points = B-  
448 – 511 points = C  
0 – 384 points = F

Make-up exams will not normally be given. If you do not notify Dr. Elvers *before* missing an exam, you will receive a grade of 0 on that exam and will not be eligible to take a make-up exam. Make-up exams will be essay exams given during the regularly scheduled final exam period. There are no exceptions.

**Exams:** Each exam will consist of five essay questions. You will have to answer four of the five questions; if you answer all five, only the first four answers will be graded. Your answers will be graded on the quality of the response and not necessarily the quantity of the response. The exams are closed book and closed notes.

**Presentation:** During the last weeks of class, each student will make an in-depth presentation on an approved topic of the student's interest. Make sure that you seek approval from the instructor for your topic early in the process. The presentations are to:

- be at least 30, but no more than 35, minutes in length; allow five minutes at the end for questions and discussion
- be professionally presented
- address a topic in depth rather than being broadly defined
- be at a level that is appropriate for a graduate level class

**Reaction Papers:** For the 10 articles marked with ? , you are to write a two page reaction paper. The paper is to include:

- a summary of the article (not to exceed one page)
- a paragraph that discusses the article's relation to the text and lecture (not to exceed one-half page)
- a paragraph that discusses *either* the theoretical *or* the practical contribution that the article makes (not to exceed one-half page)
- an unanswered question in the literature on the general topic of the article and a brief outline of a study that addresses that unanswered question (not to exceed one-half page)

The paper is to be double-spaced with one-inch margins. The font is to be a readable font in approximately this size. The paper is to be no less than two pages and no more than three pages in length. The papers are **due at the start of class on the day they appear in the syllabus.**

**Presentation Summary Papers:** To ensure that you attend to and process the information in the student presentations, you will have to write a one page (double spaced, one inch margins) summary of each presentation. Each paper should also include a short paragraph that discusses the strengths or weaknesses of the content of the presentation. These are due at the start of the next class period.

**Class Participation:** If you are not an active participant in the class, you are not learning the material. To encourage participation, each day of class that is not an exam or presentation will have five participation points. Both quality and quantity of participation will be considered; however, quantity cannot compensate for poor quality participation.

**Late Assignments:** All assignments are due at the beginning of class on the assigned due date. Late assignments will not be accepted.

**Honesty Policy:** Dishonest behavior, which includes but is not limited to lying, cheating and plagiarism, will minimally result in a one letter grade reduction in your final grade, and a grade of 0 on that assignment or exam.

**Attendance:** Attendance is required unless excused by the instructor.

**Notes:** This syllabus is only an approximation of when material will be covered in class. The syllabus may need to be changed depending on the flow of the class or for other extenuating circumstances.

## Schedule

Date	Topic	Text Chapter	Chapter or Article
Wed 1/5	Introduction and History	1	
Mon 1/10	Learning	2	Skinner, B. F. (1950). Are theories of learning necessary? <i>Psychological Review</i> , 57, 193-216
Wed 1/12	Learning	2	? Urushihara, K., Stout, S. C., & Miller, R. R. (2004). The basic laws of conditioning differ for elemental cues and cues trained in compound. <i>Psychological Science</i> , 15, 238-271.
Mon 1/17	No class – Martin Luther King, Jr. Day		
Wed 1/19	Perception	3	Wertheimer, M. (1938). Laws of organization in perceptual forms. In W. Ellis (Ed. & Trans.), <i>A Source Book of Gestalt Psychology</i> . London: Routledge & Kegan Paul.
Mon 1/24	Perception	3	? Rensink, R. A. (2004). Visual sensing without seeing. <i>Psychological Science</i> , 15, 27-32.
Wed 1/26	Attention	4	Kahneman, D., & Treisman, A. (1984). Changing views of attention and automaticity. In R. Parasuraman (Ed.) <i>Varieties of Attention</i> . New York: Academic Press.
Mon 1/31	Attention	4	? Laeng, B., Svartdal, F., & Oelmann, H. (2004). Does color synesthesia pose a paradox for early-selection theories of attention? <i>Psychological Science</i> , 15, 277-281.
Wed 2/2	Exam 1		

Mon 2/7	Memory: Remembering New Information	5	Atkinson, R. C., & Shiffrin, R. (1968). Human memory: A proposed system and its control processes. In K. Spence & J. Spence (Eds.) <i>The Psychology of Learning and Motivation (Vol. 2)</i> . New York: Academic Press.
Wed 2/9	Memory: Remembering New Information	5	? Baddeley, A. (2001). Is working memory still working? <i>American Psychologist</i> , <i>56</i> , 851-864.
Mon 2/14	Memory Systems and Knowledge	6	Collins, A. M., & Quillian, M. R. (1969). Retrieval time from semantic memory. <i>Journal of Verbal Learning and Verbal Behavior</i> , <i>8</i> , 240-247.
Wed 2/16	Memory Systems and Knowledge	6	? May, C. P., Hasher, L., & Foong, N. (2005). Implicit memory, age, and time of day paradoxical priming effects. <i>Psychological Science</i> , <i>16</i> .
Mon 2/21	Remembering New Information: Beyond Basic Effects	7	? Gonsalves, B., Reber, P. J., Gitelman, D. R., Parrish, T. B., Mesulam, M., & Paller, K. A. (2004). Neural evidence that vivid imagining can lead to false remembering. <i>Psychological Science</i> , <i>15</i> , 655-660.
Wed 2/23	Spatial Knowledge, Imagery, and Visual Information	8	Shepard, R. N., & Metzler, J. (1971). Mental rotation of three-dimensional objects. <i>Science</i> , <i>171</i> , 701-703.
Mon 2/28	Spatial Knowledge, Imagery, and Visual Information	8	Novick, L. R., Hurley, S. M., & Francis, M. (1999). Evidence for abstract, schematic knowledge of three spatial diagram representations. <i>Memory &amp; Cognition</i> , <i>27</i> , 288-308.
Wed 3/2	Exam 2		
Mon 3/7	Language	9	? Katz, A. N., Blasko, D. G., & Kazmerski, V. A. (2004). Saying what you don't mean: Social influences on sarcastic language processing. <i>Current Directions in Psychological Science</i> , <i>13</i> , 186-189.
Wed 3/9	Concepts and Categories: Representation and Use	10	Lynch, E. B., Coley, J. D., & Medin, D. L. (2000). Tall is typical: Central tendency, ideal dimensions and graded category structure among tree experts. <i>Memory and Cognition</i> , <i>28</i> , 41-50.

Mon 3/14	Reasoning	11	Johnson-Laird, P. N., Legrenzi, P., & Girotto, V. (2004). How we detect logical inconsistencies. <i>Current Directions in Psychological Science</i> , 13, 41-45.
Wed 3/16	Problem Solving	12	? Grant, E. R., & Spivey, M. J. (2003). Eye movements and problem solving: Guiding attention guides thought. <i>Psychological Science</i> , 14, 462-466.
Mon 3/28	No class – Easter recess		
Wed 3/30	Expertise and Creativity	13	? Burns, B. D. (2004). The effects of speed on skilled chess performance. <i>Psychological Science</i> , 15, 442-447.
Mon 4/4	Judgment and Decision Making	14	? Oppenheimer, D. M. (2004). Spontaneous discounting of availability in frequency judgment tasks. <i>Psychological Science</i> , 15, 100-105
Wed 4/6	No Class – Stander Symposium		
Mon 4/11	Exam 3		
Wed 4/13	Presentations 1 & 2		
Mon 4/18	Presentations 3 & 4		
Wed 4/20	Presentations 5 & 6		
Mon 4/25	Presentations 7 & 8		
Wed 4/27	Presentation 9		