



**PSYC 4455-01** **SPRING 09**  
**Cognitive Psychology w. Lab: Syllabus**

<b>INSTRUCTOR:</b>	Dr. Pam Marek
<b>Office:</b>	SO 4011
<b>Office Hours:</b>	MTWR 5:00 PM to 5:45 PM and by appointment in afternoons
<b>Phone:</b>	678-797-2265
<b>E-Mail Address:</b>	Use Vista email. If it is unavailable, use pammarek@yahoo.com or pmarek@kennesaw.edu
<b># SEM HOURS:</b>	4
<b>CLASS TIME:</b>	T 6:00 PM – 7:40 PM Social Science 2021 R 6:00 PM – 7:40 PM Social Science 3017 (Psychology Lab)
<b>REQUIRED TEXTS &amp; REGISTRATION CODE:</b>	Goldstein, B. E. (2005). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (2nd ed.). Belmont, CA: Thomson Wadsworth. Francis, G. & Neath, I. (2007). CogLab Online <b>with Access Code</b> Version 2.0. Belmont, CA: Thomson Wadsworth. CogLab Online Registration code: At the KSU bookstore, the bundle of materials (ISBN-10: 0495095575; ISBN-13: 9780495095576) includes the textbook, a Coglab 2.0 Online Booklet, and the online access code If you opt to buy used books elsewhere, you will need buy a new registration code ( <b>a used code will not work</b> ) as well.
<b>Other required materials:</b>	You must have access to the Internet to complete the laboratory assignments (due the evening before lab meetings) and to access Web Vista for required readings. <b>**Personal “flash drive” required for saving info**</b>
<b>Required readings:</b>	Articles from professional journals related to laboratory activities will be available on Web Vista.
<b>Recommended reference:</b>	American Psychological Association. (2001). <i>Publication manual</i> (5th ed.). Washington, D. C.: APA
<b>Book companion site:</b>	<a href="http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&amp;flag=student&amp;product_isbn_issn=9780495095576&amp;disciplinenum=24">http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&amp;flag=student&amp;product_isbn_issn=9780495095576&amp;disciplinenum=24</a>
<b>PREREQUISITES:</b>	PSYC 2301/L (or 3301/L) with grade of C or better. <b>If you have not successfully completed Experimental Psychology, I will ask that you drop this course!!!</b>

**IMPORTANT NOTE:** Pages 14 through 17 of this syllabus include forms for you to read/complete and return to me by January 13.

**COURSE DESCRIPTION (from catalog)**

An examination of the experimental investigation of complex cognitive processes, including the storage and retrieval of information, concept formation, reasoning, problem solving, and decision-making



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## COURSE OBJECTIVES AND EXPECTATIONS

### PRIMARY COURSE OBJECTIVES

After completing this course, you should be able to:

1. Recognize concepts and theories from cognitive psychology and the contributions of key figures in cognitive psychology.
2. Apply the concepts and empirically tested theories of cognitive psychology to personal and other life situations.
3. Compare and contrast different theories that explain how people perceive, attend to, process, and remember information, solve problems, and make decisions.
4. Critically evaluate evidence for cognitive concepts and distinguish characteristics of reliable, scientific sources of information.
5. Recognize errors in thinking and situations in which they will likely occur.
6. Identify cultural differences in cognition.
7. Engage in meaningful discussion of psychological concepts and issues.
8. Use a statistical program to analyze data from class experiments in cognition, interpret results, and link findings to existing research.
9. Effectively communicate ideas in laboratory reports, written using correct APA style.

Please see the chapter learning modules on Web Vista for specific chapter learning objectives. Chapter objectives are consistent with the "Test Yourself" questions that conclude each chapter subsection. Additionally, chapter objectives include items related to laboratory assignments.

### EXPECTATIONS

To maximize understanding of the material and to perform effectively on exams, it is expected that you will:

- Budget your time to complete readings and other assignments by the due date specified on the syllabus, allowing time to study accompanying figures and diagrams.
- Elaborate on and question what you have read.
- Pay attention in class. During lab, use your computer only for course material. Turn off cell phones to avoid disrupting class. Do not engage in personal conversations that might distract other students.
- Attend class regularly, asking questions if you do not understand a concept or procedure. If you remain silent, you will be even more confused by later discussions that are built on these concepts or procedures.

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## COURSE ORGANIZATION: OVERVIEW

The course is divided into three units.

- In Unit 1, we will review historical and modern approaches to psychology and its methodology focusing on how we recognize patterns, the role of our brain in cognition, how we perceive stimuli in our environment, and attention.
- In Unit 2, we will probe how we remember, how we categorize things, and how we organize knowledge.
- In Unit 3, we will explore visual imagery, language, reasoning, and decision-making and problem solving.

### Your thorough independent reading and understanding of your text is crucial for success in this course.

We will spend **one** week (two class periods) on each chapter, which you should read thoroughly **BEFORE** coming to class. Each Unit will include two multiple-choice quizzes covering two chapters (5 points from each chapter), given at the *beginning* of the period during which we will be discussing the second chapter. Thus, although you will be given an opportunity to ask questions before the quiz, questions from the second chapter **will be based strictly on your reading** rather than topics discussed in class. No make up quizzes will be available because we will go over answers in class immediately after the quiz. The schedule of quizzes is designed to encourage you to stay up to date in your reading, to help you understand the material rather than just memorizing it, and to prepare you for exams. Each unit ends with an exam.

During each unit, you will also be completing three CogLab experiments online, three required lab readings (available on Web Vista), three homework assignments related to the lab – reading, and one mini-lab report. The report is called "mini" because rather than searching the literature for source material, your introduction will only include information from the required lab reading, the CogLab online book, and your textbook. Toward the end of each unit, as one form of pre-exam review, you will participate in an online discussion encompassing multiple objectives from one of the chapters in the unit.

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## GRADING AND ATTENDANCE INFORMATION

### GRADING SUMMARY

Your grade in this course will be based on the number of points earned from a basic maximum of 620 possible points, allocated as follows. Note that I reserve the right to add, delete, or adjust the point value of assignments. If the number of total points for assignments increases or decreases, the number of points required for a specific final grade will change as well, but the percentage of total points (e.g., 80% for a B) will remain the same.

Assessment Item	Point Value		Apx. % of Grade			
	Each	Total	Each	Total		
EXAMS, 3	90	270	270	14.5	43.5	43.5
QUIZZES, 6 (2 per unit)	10	60	60	1.6	9.7	9.7
LAB ASSIGNMENTS			240			38.7
On-time data submission, 9 labs	5	45		0.8	7.3	
Lab homework assignments, 9 labs	10	90		1.6	14.5	
Mini-Reports (with class data), 3 (1 per unit)	35	105		5.6	16.9	
DISCUSSION POSTS (1 set per unit, pre-exam review)			30			4.8
Initial posts	8	24		1.3	3.9	
Responses to classmates	2	6		0.3	.9	
CLASS PARTICIPATION (approximately 10, points vary)			20			3.2
<b>Total all points</b>		<b>620</b>				<b>100</b>

**Extra credit:** There may be opportunities to earn a few extra credit points via "extra" questions on exams, research participation, or optional assignments. I will announce such opportunities in class and via e-mail. Extra credit points do NOT influence the criteria for a specific grade; they just give you a chance to earn extra points.

### FINAL GRADING SCALE

Grades are based on the total points scored on the unit exams, quizzes, laboratory assignments, discussion posts, and class participation assignments outlined in the Grading Summary section (maximum 620 points), plus any points that may be added for other assignments or activities. If such additional activities occur, the number of points required for each grade will be adjusted, so that for the final grade 90%=A, 80%=B, etc. Based on the 620 points included on the syllabus, grades will be based on the following standard scale.

Points	Apx. %	Grade
558-620	90-100	A
496-557	80-89	B
434-495	70-79	C
372-433	60-69	D
Less than 372	>60	F

### POSTING OF GRADES

I will keep track of the points you earn on each assignment on an Excel spreadsheet that I will update at least once a week. I will post the grade sheet on WebCT Vista. There is a grade posting preference form at the end of this syllabus. Please use it to indicate whether you want me to include your points on this class grade sheet. Please sign the preference form, and **return it to me the second day of class**. If you elect to have your grades posted, I will assign you a random three-digit identification number that I will use on the class grade sheet. If you do not elect to have your grades posted, please check with me periodically to view your grades. I will return a copy of the preference form to you with your identification number on it on the third day of class.

I will return hard copies of class participation exercises, homework assignments, and mini-reports to you after they are graded. However, the psychology department policy mandates that instructors should not return quizzes and exams to students; therefore, we will review answers in class. Additionally, you are welcome to visit me during office hours to review questions in more detail. If you notice an error on the grade sheet, please bring it to my attention immediately so it can be corrected, avoiding problems later in the semester.

### ATTENDANCE

You are strongly encouraged to attend class regularly to discuss questions about your reading and complete your labs. An attendance sheet will be passed around regularly. Although there is no penalty for absences, you are responsible for getting class notes from a classmate if you miss class. **If you are absent, you will not receive credit for in-class participation assignments or activities that may be completed during the class you missed.** In addition, although I will be available to answer questions about material you do not understand, I will NOT individually "reteach" an entire class period. If you arrive late, please sit down quietly and avoid disrupting the class.

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## AVAILABILITY OF COURSE MATERIALS ON VISTA

Course materials (other than quizzes and exams) will be available through WebCT (Web Course Tools) Vista, via your browser (either Internet Explorer or Fire Fox). Access to Vista requires a valid and functional NetID. If you do not have a functional KSU NetID, you should obtain one at <https://netid.kennesaw.edu/>. If you are unsure about something I said in class about an assignment, please check WebCT Vista before emailing me. The syllabus will also be available on Vista, and may contain the answer to your question.

Lab readings, instructions for laboratory homework assignments, criteria for laboratory reports, and instructional materials for use of SPSS and Excel will be available ONLY on WebCT Vista. I will not be distributing printed copies of the readings or assignments. For grading, you are required to turn in paper copies in class. If for some reason you cannot attend class, you may submit your assignment via Vista email. Use this ONLY for emergencies to avoid a late assignment if you cannot attend class.

### ACCESSING WEBCT VISTA

- To log into your course, go to KSU Vista access page: <http://vista.kennesaw.edu/>
  - Vista has specific Browser Requirements. To determine if your browser is compatible with Vista, use the link to the browser checker on the KSU Vista access page. The browser checker is also accessible via the following University System of Georgia (USG) link: <http://www.usg.edu/usgweb/browserchecker/>
    - Vista relies on Pop-Ups. If your pop-up blocking software enabled, use the right-click option to allow Pop-Ups from <https://u.view.usg.edu>, or disable pop-up blocking from the TOOLS drop down menu.
    - Vista relies on Java to display screens. Certain versions of JAVA are not compatible. A safe version is JAVA 2 Platform Standard Edition (J2SE) 5.0 Update 5, available at [http://java.sun.com/products/archive/j2se/5.0\\_05/index.html](http://java.sun.com/products/archive/j2se/5.0_05/index.html) Choose the Windows Online Installation, Multi-Language. (Note: You must remove older versions of JAVA first.)
  - If your NetID is valid and functional, but you have difficulty logging into WebCT Vista, email the KSU service desk at [service@kennesaw.edu](mailto:service@kennesaw.edu) or call 770-423-6999.
  - Help for WebCT Vista is available via a link on the Vista access page to the USG On-line Support Center: <http://help.view.usg.edu>
    - At this link, you will find answers to the most frequently asked questions regarding Vista using the Online Support Center Knowledge Base. If the Knowledge Base articles do not provide the information you need, you may contact the Online Support Center Helpdesk toll-free by calling 877-708-2910. For hearing impaired users, please dial 866-334-9180 (also toll-free).
- Although you may email me to let me know if you are having technical problems, I will not be the one to solve them. To solve technical problems, please contact the sources listed above.

### ORGANIZATION OF VISTA MATERIAL

The Learning Modules are organized into three units: Unit 1 (four chapters, January 8 to February 10), Unit 2 (four chapters, February 11 to March 24), and Unit 3 (four chapters, March 25 to April 30), with the Unit 3 exam scheduled on May 5 (during finals week). Within each Unit, the following materials will be available for specific chapters: Chapter Goals, Objectives, Activities & Assessment, Chapter Outline, a Power Point, and possibly a video or video link for independent viewing. Most videos will be shown in class. Discussion board links will be available in unit modules and on the "toolbar" at the top of the page. A laboratory module will contain lab readings, homework, and criteria for Mini Reports.

### REMINDERS ABOUT WHAT YOU WILL NOT BE DOING IN VISTA

- You will NOT be uploading your completed assignments to Web Vista. Rather, you will be turning in printed (using word-processor) copies of your assignments in class on the day they are due.
- You will NOT be taking quizzes (or exams) in Web Vista, although you may use a link to the textbook companion website to take practice quizzes. Regular quizzes will be taken in class, as indicated on the detailed course calendar.

### SOFTWARE NEEDS:

- To access basic course materials, you will need Microsoft Word, Adobe Reader, and Microsoft Power Point. All paper assignments must be prepared and submitted using Microsoft Word.
- If you opt to independently watch any of the videos that will be included in the course, you will most likely need to download and install **RealPlayer** (available free at <http://www.real.com/>) and set it as the default player. Most of the videos are .wmv files (but on some computers the Windows Media Player does not "read" them properly). **Quicktime** would be the player needed for .mov files (available free at <http://www.apple.com/quicktime/download/>).

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**Do not buy a CogLab registration code that has already been used by another student. It will not work.**

### COGLAB ONLINE REGISTRATION CODE

Many of you will buy your CogLab Online registration code -- E-pin -- in the KSU bookstore. It has been bundled in a package that includes a new textbook and student manual. However, if you purchase your textbook or manual elsewhere, unbundled CogLab Online registration codes can be purchased electronically. To do so, go to the CogLab website at <http://coglab.wadsworth.com/>. Scroll to the bottom of the page; under Product Information, click How To Order. You will be directed to a page with a link to iChapters.com. A US credit card is required to purchase the CogLab Online Version 2.0 Instant Access Code (Price: \$27.49). As quoted from the web site, "This version does not include a copy of the CogLab Student Manual, but you can download an electronic copy from the CogLab home page." Alternatively, to purchase an access code, you may call 1-800-354-9706. Place your order using ISBN 0-495-10778-6. After purchasing your access code, return to the CogLab website and follow the step-by-step instructions below to set up your CogLab account.

### INSTRUCTIONS FOR GETTING STARTED WITH COGLAB

1. Open your Web browser and go to <http://coglab.wadsworth.com/Information/studentscreate.shtml>
2. Go to the bottom of the Web page. There should be three text fields and one button. If these are not visible, your Web browser does not have Java enabled or has an out of date version of Java. Go to the CogLab Browser Check page for details.
3. In the top text field, enter the group ID: *CogSpring09*. In the second text field, enter the access password: *wundt1879*. In the third text field, enter your registration code. The registration code could be in one of several formats. It may be on a sticker on the inside front cover of your CogLab Student Manual. It may have been bundled with your textbook on a postcard, or you may have purchased it electronically. **Do not purchase used CogLab registration codes!** If the registration code has already been used, it will not work for you. Each valid registration code can be used only one semester. After filling in all the text fields, click on the *Submit information* button.
4. Your Web browser will connect with the CogLab server to verify your information. If the information is correct, a new window will appear. Make sure that the school name, instructor name, and class name are correct. If they are not, you may have accidentally accessed a different group than your instructor intended. The field marked as 'Your log-in ID:' lists your assigned log-in ID, which you will use to access your CogLab account and complete experiments. **You cannot change this log-in ID.**
5. Enter your first name, last (family) name, a password, and a security question and answer. For the security question and answer, pick a question that will be easy for you to answer (e.g., the name of your first pet).
6. Click on the *Apply* button. Your Web browser will again connect with the CogLab server to save your data and register your account. If all of your information is valid, your account is ready to go! When your information is saved, your registration code will be marked as being used.
7. When your data is saved, your Web browser will load a new window that lists all the properties of your CogLab account. Especially important is the log-in ID and password. Print or save this Web page for your records. (*Note: some pop-up blockers will prevent this window from appearing. If your data does not appear, click the link below the text fields to view this page. Go to the CogLab Browser Check page for details.*)
8. To start doing experiments, point your Web browser to <http://coglab.wadsworth.com>. Select the experiment that you want to perform by clicking on the link. Read the information and instructions carefully. At the bottom of the page are two text fields and two buttons. Enter your log-in ID and password and then click on the *Submit information* button. After your log-in information is verified, the *Start experiment* button can be selected. Click on the *Start experiment* button to open a new window where the experiment will take place. Read the instructions before you can complete the experiment.
9. At the end of the experiment, the browser window will load a summary of your data for the experiment. When you see this window, you are finished with the experiment.
10. You can access details about your account, and view averages from your group and around the world by directing your Web browser to <http://coglab.wadsworth.com/Information/studentsaccess.shtml>.

**If you have any problems, contact tech support at <http://coglab.wadsworth.com/support/techsupport.html>**

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## COMMUNICATION

### STAYING IN TOUCH WITH ME

Although I may possibly be in my office at times other than scheduled office hours, the best way to "find" me (either during the day, "after hours," or on weekends) is via email or the Questions and Comments Discussion Board. I will check both Vista email and my [pammarek@yahoo.com](mailto:pammarek@yahoo.com) email regularly, but if questions pertain to something the entire class may be interested in, I encourage you to use the Questions and Comments Discussion Board instead. You may also be receiving e-mails from me.

#### "Questions and Comments" Discussion Board

I have created a discussion board "Questions and Comments" on which you can post questions that might be of interest to the whole class. I also encourage you to post comments on articles you have seen or experiences you have had that relate to the course, and to comment on your classmates posts. I will check this discussion board daily (almost) and respond to your inquiries.

#### Email

For more personal questions, use the WebCT-Vista Mail Tool to send emails to me. If Vista is unavailable, use my [pammarek@yahoo.com](mailto:pammarek@yahoo.com) email address (which is why I will also ask for "alternate" emails for you). I generally respond to emails that contain a question within 24 to 48 hours. If you send me an email right before class, I may see you in class before I have a chance to respond. So – just ask me in person. I will post an announcement for the entire class if I will be unavailable for more than two days.

**Important note about WebCT Vista email:** \*\*WebCT Vista CANNOT receive e-mail from anywhere other than its own e-mail program.\*\* Additionally, anything you attempt to send to WebCT Vista e-mail from any other account (a textbook companion site, your Kennesaw e-mail account, Yahoo, AOL, etc.) will get LOST IN CYBERSPACE. What's more, you will not know it is lost because you will not get an "undelivered" message. So, only use WebCT Vista email to correspond with other WebCT Vista addresses! ([Back to Table of Contents](#))

## DETAILS OF COURSE COMPONENTS

### EXAMS AND QUIZZES

Because understanding and application of the course information and the development of critical thinking skills are course objectives, quiz and exam questions will be designed to assist in meeting these goals. Practice quizzes, available on the textbook companion site, address basic concepts. Actual quiz and exam questions, aligned with chapter objectives, are sometimes more complex. Thus, in depth understanding will be required for quizzes and exams; you should understand the results of the various experiments discussed and how the results illuminate knowledge of cognitive processes. Although understanding the definitions of key terms would be a good starting point for your study, definitional knowledge will **NOT** be sufficient for successful quiz and exam performance.

**Quizzes:** There will be two 10-point multiple-choice quizzes per unit. Each quiz will encompass material from two chapters (five questions per chapter). Questions will be derived from chapter objectives, consistent with the Test Yourself questions at the end of each chapter subsection. The quizzes will be scheduled at the beginning of class, during the class in which we initiate discussion on the second chapter. Thus, half of each quiz will be based exclusively on your reading.

**Exams:** Each unit concludes with a unit exam. Exam dates are **Feb 10, March 24, and May 5 (during Exam week)**. Each exam is worth up to 90 points. Each exam will include questions about labs and the related CogLab Reader articles (covering similar information as your homework assignments), as well as textbook and class material. Questions will be predominantly multiple-choice, divided approximately equally between the four chapters. **Exams are NOT cumulative**. Each exam will only include material from the four chapters in the unit (plus related classroom activities and labs), but knowledge of prior material will clearly facilitate understanding current material.

**Make-up exam:** If you have a legitimate, documented (medical report, court document, funeral program) that you provide to me no later than 24 hours after an exam, together with an absence form (copy available on Vista in Syllabus module), you will be permitted to take a **COMPREHENSIVE (cumulative, over all 12 chapters) MAKE UP FINAL EXAM during exam week** (*in addition to* the regularly scheduled Exam 3). **Do not verbally request permission to take a comprehensive final if you do not have verification for your absence.** If you miss more than one exam, you will receive a zero for the second and/or third exam missed.

**Quizzes on publisher web site:** For each chapter, practice quizzes are available at the publisher's textbook companion website. To assess your basic knowledge most effectively, I recommend that you attempt these quizzes with the textbook closed. These quizzes are for your own personal use. Please do not send them to me. To encourage you to attempt the practice quizzes, each exam will include a few questions from the web quizzes. Follow the steps below to access the quizzes:

1. Go to [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&flag=student&product\\_isbn\\_issn=9780495095576&disciplinenu\\_mber=24](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780495095576&disciplinenu_mber=24) (There is a link on the Course menu of WebCT that will take you directly to this site.)
2. In the box at the top, above the picture of the text, select the chapter for which you are taking the quiz
3. On the left, under Chapter Resources, click **Tutorial Quiz**.
4. Take the quiz, click the **Submit** button, then click **End** quiz and see summary.

## LAB/LAB ASSIGNMENTS

**Note: During lab periods, computers should be used solely for class related activities (e.g., doing lab activities, following the PowerPoint, or for other relevant demonstrations assigned to the class).**

**Bring a flash drive to all labs! Be on time!** To complement the reading and class discussion material in each unit, you will be participating in nine laboratory activities (three per unit). Labs will be completed online no later than 11:59 PM the Wednesday evening prior to lab. The computer will automatically record the date and time you complete each lab. In class, for most labs, we will import class results into SPSS and conduct basic analysis. After the lab, you will be reading a related article available on Vista. I will provide you with questions about each article, with answers due the class meeting after you participate in the experiment. Then, for **one** of the three labs in each unit, you will prepare a mini-report based on class data. This mini-report is due one week after the lab is reviewed in class. **Late assignments may be penalized. I reserve the right to set a cut off date for late assignments, after which they will not be accepted.**

**Data from class experiments:** A total of 45 points has been allocated for completion and submission of data for nine lab experiments. With the exception of Lab 1, which deals with a particularly interesting topic, labs are scheduled as close as possible to discussion of the related chapter.

**Homework questions pertaining to articles from professional journals:** A total of 90 points has been allocated for responding to questions related to articles (one for each lab). I will post the questions for each reading on Vista. Your responses are due on the first class meeting day following review of the lab. Please type your answers. Submit a printed copy at the beginning of class on the day the assignment is due. The exam will include questions based on these lab homework assignments.

**Mini-Reports:** For each lab, **approximately 1/3 of the class** will be assigned (by random drawing) to prepare a mini-report based on the class data. A total of 105 points has been allocated for completion and submission of three such mini-reports (1 per unit). **General mini-report guidelines, detailed grading criteria for each specific mini-report, and detailed instructions for using SPSS to conduct the appropriate data analysis will be posted on Vista.** This information will also be discussed in class. The class data will be available to you from the time we discuss the lab in class. Mini-reports are due one week after the initial discussion. As you prepare the mini-reports, although key APA pointers are listed on the detailed grading criteria, the APA Publication Manual (5<sup>th</sup> ed.) should be your "ultimate" source for APA style questions. Submit a printed copy at the beginning of class no later than the due date. If there is an emergency that prevents you from attending class, you may email the mini-report. If you email a mini-report, **both the subject line of the e-mail and title of the attachment should contain your last name, the name of the lab, and the words "mini report" (e.g., Lastname visual search mini report)**).

## PRE-EXAM REVIEW DISCUSSIONS

The course includes three "sets" of graded discussions, one per unit, each worth up to 10 points. A "set" includes your initial post and your reply to at least one of your classmates' posts. Overall, you may earn up to 30 points for participation in discussions. The objective of these discussions is to focus your attention closely on a few of the more difficult topic areas. The discussion prompts include a series of questions, with at least one opinion question, for you to answer. You may access graded discussion via links in the corresponding learning modules or via the discussion board icon on the toolbar.

**Discussion scheduling:** All discussions will be available from the first day of the unit to which they apply. The actual due dates are all on Monday evenings, by 11:59 PM. The deadline for the initial post is approximately a week before the unit exam. The deadline for replying to at least one of your classmates' posts is the night before the unit exam. Obviously, you may make your posts earlier than the due dates. However, I do suggest you use the discussion as an opportunity for review, after you have thoroughly read, studied, and "digested" the relevant material.

Unit	Chapter	Initial post	Response to at least 1 post
1	2	11:59 pm Mon Feb. 2	11:59 pm Mon Feb 9
2	7	11:59 pm Mon Mar. 16	11:59 pm Mon Mar. 23
3	10	11:59 pm Mon Apl. 27	11:59 pm Mon May 4

**Discussion etiquette:** When communicating in writing through discussion boards (and email) in an academic context, you should adhere to the same classroom conduct that you would in a face-to-face setting. Please write in complete sentences (rather than using the type of abbreviations used when instant messaging). When you communicate with me and with each other, please abide by the following guidelines from Florida Community College (2006), available at <http://www.distancelearning.org/howtosucceed.html>

- Avoid writing messages in all capital letters and/or bold, because it is considered shouting.
- Be careful what you put in writing. Even if you are writing a post just for your classmates, assume that the post is available to the general public.
- Never use profanity. The transcripts of course discussion boards (and email) can be saved.
- Avoid unkindly criticism and hurtful comments to others.
- Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may be misinterpreted.

**Discussion content:** Your initial post should include your meaningful responses to all of the questions asked. It should be approximately 200 to 250 words long. Your second required post (minimum 60 words) involves a meaningful, substantive response to or comment on one of your classmates' opinions or examples. Feel free to clarify something that your classmates' have said.

"Meaningful" posts are those in which you carefully state and justify your position/answer or respond to someone else's position. Please treat these discussions as you would discussions in class. That means respecting others' opinions and *politely* disagreeing if you have a different point of view. Note that responses such as "I agree," "I disagree," or "That happened to me also" are NOT considered meaningful, substantive responses. Feel free to bring up information related to the topic at hand, even if it goes beyond the questions asked. For example, if you have the time and interest in doing so, you might refer your classmates to web pages with information relevant to the general topic. However, such referrals are not required for your grade. I will seldom intervene in your discussions, because one purpose of such interaction is to help you learn from each other. Within five days after each discussion is completed, I will post discussion grades.

**Discussion grading:** You will earn 10 points for a discussion if you meaningfully address all required items in your initial post, offer a meaningful response to at least one of your classmates' posts, meet stated deadlines for posts, and include clear answers to required items. However, points will be deducted for the following:

Rubric item	Points lost (max. 10)
Initial post (responses to questions)	
Missing first post	-8
First post not made on time	-2
Not responding to part of a question	-1 (for each part)
Overall post is not meaningful, substantive, or relevant to topic	-2
Second post (reply to at least one classmate)	
Missing second post	-2
Reply not made on time	-1
Overall post is not meaningful, substantive or relevant to topic	-1

### CLASS PARTICIPATION POINTS

During some classes, you will participate in demonstrations or lab exercises (other than those formally designated on the calendar). Some of these in-class assignments will be "participation point" assignments (typically 2 points). They will NOT be announced prior to class. Although the demonstrations may be mentioned on Power Points posted on Web Vista, only assignments actually turned in during class will be awarded points for class participation. Therefore, it is to your advantage to attend regularly. ([Back to Table of Contents](#))



**TECHNICAL SUPPORT**

See "Accessing WebCT Vista" and "Accessing & Registering for CogLab" for tech support links.

**ACADEMIC SUPPORT**

**Psychology Lab:** The Psychology lab (Social Science Building, Room 4026; phone: 678-797-2226) is equipped with computers you might use for course activities. Additionally, the Laboratory Coordinator or lab assistants will show you how to complete or improve an assignment or to conduct a statistical analysis. If you have a question on an assignment, it would be helpful if you bring a copy of my criteria to the lab. If you have questions about citations, it would be helpful if you bring copies of actual source articles. Ask me directly (in person or via e-mail) if you have a question about the actual criteria. The Psychology Lab website is <http://www.kennesaw.edu/psychology/lab.shtml>.

**PsycSeries:** Includes information on advising, curriculum, course selection, practica, clubs, and plagiarism, <http://www.kennesaw.edu/psychology/psycseries.shtml>

**Internet:** Take advantage of study materials available on the textbook companion site (link on WebCT Course Menu) [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=0534577326&discipline\\_number=24](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0534577326&discipline_number=24)

**KSU's Writing Center:** The Writing Center (Humanities Building, Room 242; phone: 770-423-6380) is sponsored by the English Department. Personnel provide general help with writing. If you have a question on an assignment, it would be helpful if you bring a copy of my criteria to the lab. If you have questions about citations, it would be helpful if you bring copies of actual source articles. The Writing Center website is <http://www.kennesaw.edu/english/WritingCenter/index.shtml>.

**Websites:** Helpful information on grammar, spelling, punctuation, sentence structure, and overall writing is available at <http://owl.english.purdue.edu/handouts/index.html>. Important information about evaluating materials for inclusion as scientific references and about avoiding plagiarism is available at [http://library.apsu.edu/guides/1\\_3\\_20.htm](http://library.apsu.edu/guides/1_3_20.htm).

**KSU's Library:** KSU's Sturgis Library (Building 17) provides a variety of resources to KSU students. It features books, and many current and bound periodicals. KSU's library also has a searchable website from which you might access newspaper and journal articles. The library website is <http://www.kennesaw.edu/library/resources/resources.htm>.

**GENERAL STUDENT SUPPORT SERVICES**

**KSU's Student Development Center:** The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, and international students. The Student Development website is [http://www.kennesaw.edu/stu\\_dev/isrs/](http://www.kennesaw.edu/stu_dev/isrs/).

**KSU's Counseling, Advising, and Testing services (CAPS):** The CAPS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education & Prevention and a Collegiate Recovery Center. The CAPS website is <http://www.kennesaw.edu/caps/index.htm>.

**KSU's English as a Second Language (ESL) Study and Tutorial Center:** The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or [dschmidt@kennesaw.edu](mailto:dschmidt@kennesaw.edu). The ESL Study and Tutorial Center website is [http://www.kennesaw.edu/university\\_studies/esl/center.shtml](http://www.kennesaw.edu/university_studies/esl/center.shtml).

**SUPPORT FOR STUDENTS WITH DISABILITIES**

**KSU's disABLED Student Support Services (DSSS):** Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. DSSS, a part of KSU's Student Development Center (Carmichael Student Center, Suite 267), provides information on how to register for support services, how to obtain accommodations, potential accommodations and the Disabled Students Organization (ABLE). Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the DSSS via Ms. Carol Pope, ADA Compliance Officer for Students, at 770-423-6443 (V) or 770-423-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from DSSS. The website for DSSS is [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html). (Back to Table of Contents)

**GENERAL COURSE AND KENNESAW POLICIES**

## TEACHING ASSISTANTS

Undergraduate teaching assistants (UTAs) may sometimes assist in this course (e.g., by giving a few presentations, finding APA-style errors in papers, assisting in labs). The UTAs, whom I directly supervise, have signed a contractual agreement, including a professional confidentiality agreement and responsibility statement, both of which have been approved by the Department Chair. UTAs are ethically and legally obligated to keep student information confidential, sharing such information *\*only\** with me. If you have any questions or concerns about UTA performance, please contact me directly.

## DISRUPTION OF CAMPUS LIFE

It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening, and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.

## ACADEMIC INTEGRITY

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate catalog. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, ad misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Specifically, regarding plagiarism and cheating, the Student Code states: "No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information, or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged (<http://www.kennesaw.edu/judiciary/code.conduct.shtml#II>)."

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## UNDERSTANDING AND AVOIDING PLAGIARISM

You are likely to know that turning in someone else's paper or copying sentences directly from a source is considered plagiarism. You are less likely to be aware of more subtle forms of plagiarism. For example, changing a few words in a sentence and then citing the author is also plagiarism. Furthermore, using exact quotations, with quotation marks and appropriate citations, is very strongly discouraged. Rather, when you write, you are expected to express ideas in your own words, with appropriate citations to the sources of these ideas. To help you avoid both the problems of what I call unintentional plagiarism (primarily attributable to inappropriate paraphrasing, also called relexification) and overuse of quotations, the information that follows clarifies when quotations should be used and the differences between appropriate and inappropriate paraphrasing. Much of the information was taken directly from <http://www.coloradocollege.edu/dept/PY/Plag.html>. I have received written permission to include it in this syllabus.

**Quotations:** A quotation is an exact copy of the language from a source; for this you use quotation marks, cite the reference and the page number(s)--as detailed in the APA Publication Manual (1994, see pp. 168-174). In general, one quotes scientific writing only when the original text contains memorable words or phrases. These quotes generally have emotional overtones, and often express the original author's bias. **Quotations are very rare in scientific writing. Overuse of quotations detracts from a paper in both style and content, and generally reflects a lack of effort on the part of the writer.**

**Paraphrasing:** Paraphrasing is a presentation of information from another source in your own words (and therefore **in your own style and syntax**). For an in-text citation, you only need to give the source of the original

text (no page number). Paraphrasing is very common in scientific writing because you often base your arguments on information synthesized from other sources. You should paraphrase when you want to simplify or summarize ideas presented in the original text. The following example is an excerpt from a paper and illustrates paraphrasing. The sentence summarizes the general findings from several studies and thereby emphasizes only very general information, that is, the main findings of the cited sources. This is probably the most common type of paraphrase in scientific writing.

Age-related metabolic alterations include a global reduction in the brain's energy requirements, as manifested by decreases in cerebral blood flow (Kety, 1956; Melamed et al., 1980) and cerebral glucose utilization (Leenders et al., 1990).

**Avoiding the mistake of relexification (synonym-substitution):** Appropriate paraphrasing avoids BOTH the exact words AND syntax (grammar) of the original source. Simply substituting synonyms within the syntax of the original sentence is plagiarism insofar as the original idea and syntax are being copied, **even if the source is cited**. The following is an example of relexification.

**Original text:** "States of consciousness occur when the system responsible for awareness becomes privy to the activity occurring in unconscious processing systems." (LeDoux, 1996, p. 19).

**Plagiarized version (because of relexification):** States of awareness happen when the system controlling awareness receives access to the workings of unconscious mechanisms (LeDoux, 1996).

### Additional examples of paraphrases

1. Example of appropriate paraphrase, including both parenthetical and in-text use of citations.

Although several human studies have examined age-related changes in synaptic density (Huttenlocher, 1979), few have specifically addressed spine density in the aging brain. One human investigation (Schierhorn, 1981), however, quantified spine alterations in three prefrontal regions and the angular gyrus. In 20 individuals between 40 and 88 years of age, Schierhorn found that spine density (ranging from 0.35 to 0.45) on the apical dendrite of layer V neurons decreased by approximately 20-30%.

2. Example of both inappropriate and appropriate paraphrase

**Original text:** "The intangible atmosphere of the jobless world is less familiar only because it is ordinarily more private, often downright obscure" (Trippett, 1982, p. 90).

**Bad paraphrase:** According to Trippett (1982), the untouchable realm of joblessness is not very well known because it is private and sometimes hard to understand. (This "bad paraphrase" example illustrates relexification.)

**Better paraphrase:** It is often difficult to understand what it is like to be jobless because it is a matter that is seldom open to public display (Trippett, 1982). (This "better paraphrase" demonstrates more meaningful understanding of the original sentence.)

### Hints for correct paraphrasing

To paraphrase correctly, **you must understand the material** in the context in which it is presented. To gain such understanding, you need to read at least a few paragraphs before and after the one that contains the information you are paraphrasing.

1. As you read, take notes **in your own words, with an appropriate citation** for each note.
2. As you write, integrate your notes (and related citations) into your paper (**without the source material in front of you**).
3. After you have written your draft, check back with the source articles to be sure that:
  - a. you have correctly interpreted the information
  - b. you are not guilty of relexification.

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## TIPS FOR SUCCESS

### Understanding your reading

1. Set a **READING - STUDY SCHEDULE** designed to complete the assigned material by the due date indicated.
2. Read a maximum of **ONE SECTION AT A TIME**, making sure you know and understand all **FIGURES**, **TABLES**, and **DIAGRAMS**.
3. Be **thoroughly** familiar with each of the topics, applications, and terms.
4. After you read a section, answer as many of the Test Yourself questions as you can (or respond to related Chapter Objectives), initially **WITHOUT** looking back at the text. Go back through the section to check your answers for accuracy and completeness and to find answers for questions you skipped. Re-read material related to any questions that were difficult for you. Ask me about any questions you have difficulty answering.
5. **Review** the Key Terms, making sure you know not just what they mean, but also how they were studied, and (in the case of terms that applied to specific theories, who studied them).
6. Take a practice test at the Textbook Companion site: [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&flag=student&product\\_isbn\\_isbn=9780495095576&disciplinenu mber=24](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_isbn=9780495095576&disciplinenu mber=24)

### Understanding class coverage

1. Complete assigned reading **no later than the DUE date** on the course calendar.
2. During class, **ATTEND TO WHAT IS BEING SAID** as well as to taking notes. Ask questions.
3. After each class, summarize as much as you can without looking at your notes. Review what you did not recall in your summary. Try to create or think of your own **EXAMPLES** of different concepts.
4. **INTEGRATE THE CLASS MATERIAL WITH THE TEXT**. Some parts of class coverage supplement the text, (new material) while other parts explain the text or reinforce the text.

**SEE ME DURING OFFICE HOURS IF YOU ARE HAVING PROBLEMS UNDERSTANDING MATERIAL AFTER WE TALK ABOUT IT IN CLASS. If you are unable to meet with me during office hours, I will arrange another mutually convenient time at which we might meet.**

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## DETAILED COURSE CALENDAR

	QUIZ	TEXT	LAB DATA	HW Qs	LAB	UNIT DISCUSSION
	At start	READING	Due 11:59 pm	Related to Cog	MINI-REPORT	Due 11:59 pm
DATE	of class	Discussed	On date indicated	Lab reading	(as assigned - ONE per unit)	By date indicated
R Jan 8		Overview of Course/Intro				
T 13 <sup>a</sup>		Historical-Modern Approaches	C1			
R 15	C1&2	Cognition & the Brain	C2	1 Change Detection(1/14)		
T 20				1. Change Det		
R 22		Perception	C3	2 Brain Asymmetry (1/21)		1. Change Det
T 27				2. Brain Asym		
R 29	C3&4	Attention	C4	3 Stroop (1/28)		2. Brain Asym
T Feb 3				3. Stroop		1 <sup>st</sup> post by Mon Feb 2 <sup>nd</sup>
R 5		Lab/Exam review			3. Stroop	Reply by Mon Feb 9 <sup>th</sup>
T FEB 10		<b>Unit 1 EXAM</b>				
R 12		Sensory & STM	C5	4 Memory Span (2/11)		
T 17				4. Memory		
R 19	C5&6	Long-Term Memory	C6	5 False Memory (2/18)		4. Memory
T 24				5. False Mem		
R 26 <sup>b</sup>		Everyday Memory & Errors	C7			5. False Mem
T Mar 3						
R 5	C7&8	Knowledge/Categories	C8	6 Prototypes (3/4)		
WK7-13		<b>SPRING BREAK</b>				1 <sup>st</sup> post by Mon Mar 16 <sup>th</sup>
T 17		Knowledge/Networks		6. Prototypes		
R 19		Lab/Exam review			6. Prototypes	Reply by Mon Mar 23 <sup>rd</sup>
T Mar 24		<b>Unit 2 EXAM</b>				
R 26		Visual Imagery	C9	7. Mental Rotation(3/25)		
T 31				7. Mental Rot		
R Apl 2	C9&10	Language	C10	8. Word Superiority(4/1)		7. Mental Rot
T 7				8. Word Sup		
R 9		Problem Solving	C11			8. Word Sup
T 14						
R 16	C11&12	Reasoning & Decision Making	C12	9. Risky Decisions(4/15)		
T 21				9. Risky Dec		
R 23					9. Risky Dec	1 <sup>st</sup> post by Mon Apl 27 <sup>th</sup>
T 28		Applied Decision Making				
R 30		Lab/Exam review				Reply by Mon May 4 <sup>th</sup>
T May 5	ExWk	<b>Unit 3 EXAM</b>				

a – Friday, Jan. 14 is the last day to petition to graduate. b – Tuesday, March 3 is the last day to withdraw without academic penalty.

Note: I expect to follow this schedule, but reserve the right to add, delete, or adjust the point value of assignments, or to adjust the schedule, if necessary. If the number of total points for assignments increases or decreases, the number of points required for a specific final grade will change as well, but the percentage of total points (e.g., 80% for a B) will remain the same. You are expected to turn in assignments as scheduled. You are expected to have read the assigned materials by class time on the day they are due. Exam dates will NOT change unless there is an emergency class cancelation on a scheduled exam day. ([Back to Table of Contents](#))

## GRADE POSTING PREFERENCE FORM

My preference for the posting of my grades is as follows, as indicated by my signature below.

( ) I do NOT authorize the publication and posting of my grades. I understand I will not be receiving a periodic printed review of my grades with the rest of the class. I will make my own arrangements periodically to see the instructor to review my grades.

( ) I authorize the publication and posting of my grades in this course by a number to be selected at random by the instructor and returned to me with a copy of this slip to keep for reference. A course grade sheet, on which I will be identified only by this code number, will be posted on Vista.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Course/Section#: \_\_\_\_\_

(For instructor to fill in) # \_\_\_\_\_

## SIGNATURE PAGE

This page contains three statements for you to read carefully, sign, and return to me on the second day of class. The statements relate to academic honesty, plagiarism, and understanding of the course syllabus. Please **print** your name and KSU ID# below:

Print Name: \_\_\_\_\_ KSU ID# \_\_\_\_\_

### KENNESAW STATE UNIVERSITY: ACADEMIC HONESTY STATEMENT

In any academic community certain standards of ethical behavior are required to ensure the unhindered pursuit of knowledge and the free exchange of ideas. Academic honesty means that you respect the right of other individuals to express their views and opinions, and that you properly recognize the work of others. More specifically, academic honesty requires that you, as a student, not engage in plagiarism or cheating, illegal access, misuse or destruction of university property, or falsification of university records or academic work.

As a member of the Kennesaw State University academic community, you are expected to adhere to these ethical standards. You are expected to read, understand and follow the code of conduct as explained in the KSU graduate and undergraduate catalogs. You need to be aware that if you are found guilty of violating these standards, you will be subject to certain penalties as outlined in the university judiciary procedures. These penalties include permanent expulsion from KSU.

I have read the above statement and fully understand the ethical standards expected of anyone in the academic community and the consequences of violating these standards.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### PLAGIARISM STATEMENT

I have carefully read the section in this syllabus on academic honesty, including the information on plagiarism, and understand the examples given. I am aware of how to use quotations in writing; however, I am also aware that in writing papers and reports for psychology, the use of quotations is strongly discouraged. I understand that the use of paraphrasing is an important component of writing in APA style. **Further, I understand that inappropriate paraphrasing (including relexification or synonym substitution) is considered plagiarism, even if the source is cited.** I have read the suggestions for avoiding plagiarism. When preparing my lab reports, if I have any doubts about whether a sentence is plagiarized, I will consult the instructor BEFORE submitting my paper to resolve the potential problem.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### COURSE SYLLABUS REVIEW STATEMENT

I have carefully read the syllabus for Dr. Marek's section of Cognitive Psychology 4455-01, Spring 2009, and have had the opportunity to ask Dr. Marek any questions I may have about it. I understand its contents, including the course requirements and grading policy.

\_\_\_\_\_ Date: \_\_\_\_\_

These statements were adapted from Dr. Ziegler  
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**STUDENT PROFILE**

**PLEASE ATTACH A RECENT PHOTO (COPY OF ID PHOTO IS FINE).**

Name: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

**\*\*E-MAIL OTHER THAN KSU:** \_\_\_\_\_

Home Town: \_\_\_\_\_ State: \_\_\_\_\_ Major or Expected Major \_\_\_\_\_

Do you live on campus (CIRCLE ONE)? Yes No

Approximate number of credits completed (through the most recent completed semester): \_\_\_\_\_

Number of credits enrolled in this semester: \_\_\_\_\_

Have you completed Experimental Psychology (PSYC 2301 or 3301) with a grade of C or better? Yes No

If Experimental Psychology NOT completed:  
Are you currently enrolled in Experimental Psychology (PSYC 2301)? Yes No

Have you completed or are you currently taking MAT 1107 (Elementary Statistics)? Yes No

Looking over the schedule of topics, what aspect or aspects of the planned topics do you find most interesting as of now? Why?

What psychology courses, other than General Psychology, have you completed prior to this semester?

What other courses are you taking this semester?

Other than attending classes, in what organized activities/clubs/teams or employment/volunteer work are you involved during the time that you are taking this course? (If employed, please indicate activities involved in your job.)

About how many hours per week will you be spending in organized activities/clubs/teams or employment/volunteer work during the time that you are taking this course? \_\_\_\_\_



About how many hours per week outside of class do you initially plan to spend studying or completing assignments related to this course? \_\_\_\_\_

Do you feel comfortable using the Internet to retrieve material and/or do exercises?                      Yes              No

Do you have a computer, or access to a computer, at home or in your dorm room?                      Yes              No

    If you have a computer, or access to a computer, does it have Internet access?                      Yes              No

List any of your outside interests, activities, or hobbies not mentioned previously that you think might give me a better sense of who you are.

What are your plans (or dreams) for the first year after graduation?

(Note: I use this form for multiple courses. We will not be using all the various programs I ask about in all courses.)

Please indicate whether you have had experience using a computer word processing program (e.g., Microsoft Word), and, if so, which program and the extent of your experience.

(For Research Methods, Experimental, and Cognitive students only) Please indicate whether or not you have had experience using the SPSS statistical analysis program and, if so, the extent of your experience.

Please indicate whether you have had experience using a computer spreadsheet program (e.g., Excel), and, if so, which program and the extent of your experience.

Please indicate whether you have had experience using computer "presentation software" (e.g., PowerPoint), and, if so, which program and the extent of your experience.

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