

Office: 329 Olin/Rice
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Class meets on Mondays, Wednesdays, and Fridays from 10:50 - 11:50 PM in Olin/Rice 352.
Lab meets on Tuesdays from 1:20 - 2:50 in Olin/Rice 349

Course Objectives:

This course has two main objectives: 1) to provide you with an in-depth examination of human mental processes; and 2) to give you the experience of participating directly in every phase of a theoretically interesting study, from collecting the data to realizing its final form as a scientific report written in APA style. We will achieve the first objective through readings in textbook and primary source journal articles, and especially through class discussions in which the content of the readings will be reviewed and analyzed. Your diligent preparation before class, and active participation in class discussions, are fundamental to success with the first objective. The second goal of the course will be addressed mainly in the lab portion of the class. Briefly, we will work as a group to conduct experiments that bear upon several major theoretical debates in cognition. You will participate in all aspects of the project, though a special emphasis will be placed on the process of transforming the experimental ideas, actions, and results into a form from which other scientists can benefit, i.e., a written report.

Course Requirements:

1. Regular attendance and participation at all classes.
2. Attendance and participation in the weekly lab sections.
3. Timely completion and submission of the writing assignment.
4. Participation in a final group project.
5. Adequate performance on two essay-question examinations.

Grading:

Your grade for this course will be based on the following components:

- 10% - Class attendance and participation
- 5% - Lab attendance and participation
- 15% - Lab Paper
- 15% - Group Presentation
- 25% - Midterm Exam
- 30% - Final Exam

Grades will be assigned based on the percentage of available points:

93-100 %	90-92%	88-89%	82-87%	80-81%	78-79%
A	A-	B+	B	B-	C+
72-77%	70-71%	68-79%	62-67%	60-61%	<60%
C	C-	D+	D	D-	NC

Course Policies

Academic integrity

You are expected to meet the highest standards of academic integrity and honesty, which includes submitting your own original work and properly citing any other work (ideas/quotes) that you have incorporated into your work. See Macalester's detailed definitions and policies concerning forgery, cheating, and plagiarism: <https://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>. If you have any uncertainties about academic honesty/dishonesty as it might relate to your work in the course, please talk with me. Cases of suspected academic dishonesty will be reported to the Director of Academic Programs.

Accommodations

I am committed to supporting the learning of all students. If you are encountering barriers to your learning that I can mitigate, please bring them to my attention. If you think you need accommodations based on the impact of a disability, please contact Melissa Fletcher, Director of Disability Services (mfletche@macalester.edu, 651-696-6874) early in the semester to schedule an accommodations meeting. Further information about disability services and accommodations can be found at: <http://www.macalester.edu/studentaffairs/disabilityservices>

Incompletes

Macalester College strongly discourages assignment of incomplete grades, and no incompletes will be given except under dire circumstances and after consultation with the Director of Academic Programs.

Health and Well-Being Statement¹

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53

651-696-6275

www.macalester.edu/healthandwellness/

- Medical Services
 - Hours:
 - M, T, W, F: 9:00 am - 4:45 pm
 - Th: 10:00 am - 4:45 pm
- Counseling Services
 - Hours:
 - M, F: 9:00 am - 4:45 pm
 - T, W: 9:00 am - 7:00 pm
 - Th: 10:00 am - 7:00 pm
- Stress Reduction Resources
 - healthpromotion@macalester.edu
 - paws@macalester.edu

After Hours and Off-Campus Resources

In cases of life-threatening emergency, call 911.

Macalester Security

- 651-696-6555

Press 2 - Phone Mental Health Counseling

- To speak to a mental health counselor after hours, call 651-696-6275, then press "2" to be connected to ProtoCall, a free phone counseling service available 24/7.

Urgent Care Clinics

- Fairview Urgent Care
 - 651-696-5070
- Allina Health Urgent Care – Bandana Square
 - 651-241-9700

¹ This statement was provided by the Hamre Center for Health & Wellness

Overview of Class Topics, Labs, and Assignments

JANUARY 25TH 2019 VERSION

Date	Class Topic	Lab	Assignments
1 st Week (1/25)	Introduction to the course		
2 nd Week (1/28 - 2/1)	History of Cognitive Psych Sensation & Perception	“How the Mind Works” Video	Solso Chap 1
3 rd Week (2/4- 2/8)	Sensation & Perception Attention	Memento	Solso Chap 3
4 th Week (2/11 - 2/15)	Attention Memory	Attention Experiments	Moray (1959); Wood & Cowan (1995)
5 th Week (2/18 - 2/22)	Memory	Attention Experiments	Solso Chap 6 Atkinson & Shiffrin (1971)
6 th Week (2/25 3/1)	Memory	Memory Experiments	Craik & Lockhart (1972)
7 th Week (3/4 - 3/8)	Memory for Autobiographical Events	Midterm Exam in lab 3/5	Solso Chapter 7 Usher & Neisser (1993)
8 th Week (3/11- 3/15)	Memory Illusions Recovered Memories	Episodic Memory Experiments Group Work	Loftus “Desperately Seeking...”(1993) Belli et al. (1998)
	Spring Break!		
9 th Week (3/25 - 3/29)	Memory Illusions Recovered Memories	SSR Experiment Group Work	Loftus (1993) Memory Illusions packet
10 th Week (4/1 - 4/5)	The Representation of Knowledge	Analyze SSR Data Group work	Solso Chapter 9 Smith, Shoben, & Rips ('74)
11 th Week (4/8 - 4/12)	Language Comprehension	Group work on presentations	Singer & Lea (2012) McKoon & Ratcliff (1992)
12 th Week (4/15 - 4/19)	Language Comprehension	Group work on presentations	Kintsch (1994) Lab write-up Due 4/19
13 th Week (4/22 - 4/26)	Learning and Decision- Making	Class Presentations	Make it Stick Chaps 1&2 Tversky & Kahneman
14 th Week (4/29 - 5/3)	Class Presentations	Final Exam in lab 4/30	
15 th Week (5/6)	Class Presentations		