OVERVIEW AND AIMS

General:
Human beings have remarkable abilities to perceive, remember, and make inferences about their world. Philosophers going back at least to Classical antiquity have asked probing questions about how people create, store, retrieve, and manipulate mental representations, and of the exact relationship between mental representation and objective reality. Following the Behaviorists’ development of rigorous behavioral measurement methods, and the advent of the digital computer, the modern discipline of cognitive psychology emerged circa 1962. The last ~50 years have seen a wealth of important findings about such diverse mental processes as visual object recognition, autobiographical memory, and speech production. This course takes as its subject a broad survey of these findings. It serves as an introduction to the major sub-disciplines of our exciting field, as well as a primer on how cognitive psychology, as a scientific enterprise, is done.

Learning Outcomes:
A successful student will exit this course with knowledge of the following topics:

- Currently-relevant models of: visual and auditory perception, long-term and working memory, language, imagination, attention, and reasoning.
- Some of the key neuroanatomical structures implicated in the above processes.
- How modern researchers apply the scientific method to the organized investigation of mental processes.
- Common empirical measurement techniques in cognitive psychology, including both behavioral indices and neuroimaging methods.
- Metaphors of mind deployed in cognitive psychology, including information-processing, connectionist, and dynamical-systems-theory frameworks.

TEXTBOOK AND MATERIALS

Textbook:
There is no assigned textbook for this course.
Journal Articles:
Homework assignments will require reading research reports from behavioral science periodicals. The relevant articles will be supplied online through the course Canvas portal.

Lecture Slides:
Each lecture will be accompanied by a set of PowerPoint slides. The evening following lecture, I will post the slides to the course Canvas portal. Lecture slides will always be posted after the relevant lecture, and not before.

Canvas:
This course uses a Canvas portal for announcements, resources such as homework readings and lecture slides, and grade reporting. If you have difficulty accessing the Canvas portal, please let me know immediately.

EVALUATION

Breakdown:
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>50% (Midterm: 20%, Final: 30%)</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Homework (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit (3% possible)</td>
<td></td>
</tr>
<tr>
<td>Research Participation</td>
<td>Up to 2%</td>
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<tr>
<td>Instructor Evaluation</td>
<td>1% if response rate exceeds 75%</td>
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Exams:
This course includes two multiple-choice exams: one midterm taken in Week 3, and one non-cumulative final taken in Week 5. Students are expected to arrive prepared with a Scantron 882-E form and a #2 pencil.

Quizzes:
In weeks 1-4, students will take a brief, five-item quiz about recent material online in Canvas. Quizzes will become available Friday mornings and must be completed before 11:59PM on Saturday. They are completely open-notes. These quizzes help to ensure that students are studying material incrementally and are more likely to be prepared for the two large exams.

Homework:
Written homework assignments will be due on Tuesdays in weeks 3, 4, and 5. Specific assignment prompts will be posted in the course Canvas portal. Assignments are expected to be about two typewritten pages. Each assignment will have two parts. The first will ask the student to imagine and briefly describe a hypothetical experiment for testing some prediction of a cognitive theory discussed in class. The second part will ask the student to summarize and evaluate/critique a real-life empirical study. The article reporting the empirical study will also be posted in the course Canvas portal.
Attendance:
Lecture attendance is mandatory, and whole-class and small-group discussions conducted during lecture will be integral to the course.

Extra Credit:
Up to 2% extra credit can be gained from participating in psychological research in the department. An alternate written assignment is also available. More detailed instructions for signing up using UCSC’s SONA system, as well as information about the alternate assignment, can be found in the course Canvas portal.

Additionally, all students will receive 1% extra credit if more than 75% of the class completes their online instructor evaluation.

Final Letter Grades:

- 97.5-100% A+
- 92.5-97.4% A
- 90.0-92.4% A-
- 87.5-89.9% B+
- 82.5-87.5% B
- 80.0-82.4% B-
- 77.5-79.9% C+
- 72.5-77.5% C
- 70.0-72.4% C-
- 67.5-69.9% D+
- 60.0-77.4% D
- <60% F

COURSE POLICIES

Disability Accommodations:
The DRC reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

Academic Honesty:
Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of
academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

STUDENT SUPPORT

Title IX:
The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information, advice, referrals, and/or copies of the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment are available to all students, faculty, and staff by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Kerr Hall, 459-2462, or ttsugawa@ucsc.edu.

Slug Support:
Slug Support works to help students with financial challenges or other difficulties that are affecting their ability to do well in college. They can help students obtain financial help for food or emergency housing. They can also help students find other resources on campus, such as counseling, financial aid, advising, and so forth.
https://deanofstudents.ucsc.edu(slug-support)/program/index.html
SCHEDULE (subject to change)

06/25  Introduction, Philosophy, History, Methods

06/27  Visual & Auditory Perception
        (Complete Quiz 1 online by 11:59PM on 06/29)

07/02  Imagery & Representation, Categorization

07/04  NO CLASS
        (Complete Quiz 2 online by 11:59PM on 07/06)

07/09  MIDTERM  (HW 1 DUE before class in Canvas)

07/11  Long-Term Memory
        (Complete Quiz 3 online by 11:59PM on 07/13)

07/16  Working Mem, Exec. Function, & Attention  (HW 2 DUE before class in Canvas)

07/18  Language Perception & Production
        (Complete Quiz 4 online by 11:59PM on 07/20)

07/23  Problem Solving & Decision Making  (HW 3 DUE before class in Canvas)

07/25  FINAL EXAM