

SYLLABUS

PSYCHOLOGY 3312

Memory and Cognition

Spring 2023 – Classes #: 28777 and 27271

COURSE OVERVIEW

Basic information

Credit hours: 3

Prerequisites: Introductory Psychology: Psych 1100 or 1100H

Mode of delivery: In person

Dates: Jan 10 – May 1, 2023

Times: Tuesdays and Thursdays 9:35-10:55 am (“morning section”, 28777)
Tuesdays and Thursdays 2:20-3:40 pm (“afternoon section”, 27271)

Classrooms: Psychology Building, Room 006 (for the “morning section”, 28777)
Hitchcock Hall, Room 324 (for the “afternoon section”, 27271)

Instructor: Dr. Alexander Petrov, petrov.11@osu.edu

Instructor's office hours: After class: Tue & Thu 11:00-11:30 am and 3:45-4:15 pm

Graduate course assistant (CA): James Teng, teng.164@buckeyemail.osu.edu

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct classroom instruction in addition to 6 hours of homework (reading, Carmen quizzes, and exam preparation, for example) **to receive a grade of (C) average**.

Course description

This course surveys selected topics in modern cognitive psychology with an emphasis on memory, categorization, thinking, and problem solving. It is intended for undergraduate students with basic knowledge of psychology (prerequisite Psych 1100). Some questions we will consider are: What is cognitive psychology and how does it fit into the broader framework

of cognitive science? What methods do scientists use to study memory and high-level cognition? What behavioral regularities characterize memory? What kinds of memory are there? Where does memory reside in the brain? What are some important theories and models of memory? What are their strengths and weaknesses? How does one evaluate a scientific theory? Can memory research help us study and remember better? Are the testimonies of honest eyewitnesses always reliable? How do people classify things into categories? How are concepts represented and organized in semantic memory? Are humans fundamentally rational or irrational? What tools allow us to construct, and to understand, a reasoned argument? What tools allow us to recognize a fallacious or fraudulent argument? What is the distinction between deductive and inductive reasoning? How do people solve problems? What is the role of insight in problem solving? Can the creative process be studied scientifically and, if so, how? How can fluid intelligence and creativity be measured? Can they be improved?

Course learning outcomes

By the end of this course, the students should successfully be able to:

- Summarize a representative sample of empirical and theoretical results in the scientific study of memory, categorization, and high-level cognition, as illustrated by the questions in the *Course Overview* above.
- Describe the methods that psychologists use to study learning and memory.
- Describe the biological bases of how we remember, think, decide, and create.
- Make connections from psychological research to daily life and public policy. This includes the ability to be a competent consumer of scientific research.
- Demonstrate critical thinking and job skills relevant to a wide variety of careers.

The American Psychological Association (APA) *Guidelines for the Undergraduate Psychology Major* describes a set of learning goals and outcomes for psychology majors at the completion of the baccalaureate degree. The content and organization of this course is designed to help you meet these goals by learning and demonstrating the following abilities at the **(B)**accalaureate or **(F)**oundational level, as denoted below:

Goal 1. Knowledge Base in Psychology

- **(B)** K1. Describe key concepts, principles, and overarching themes in psychology
- **(B)** K2. Develop working knowledge of psychology's content domains
- **(F)** K3. Describe applications of psychology

Goal 2. Scientific Inquiry and Critical Thinking

- **(B)** S1. Use scientific reasoning to interpret psychological phenomena

- **(B)** S2. Demonstrate psychology information literacy
- **(F)** S3. Engage in innovative and integrative thinking and problem solving
- **(F)** S4. Interpret, design, and conduct basic psychological research
- **(F)** S5. Incorporate sociocultural factors in scientific inquiry

Goal 3. Ethical and Social Responsibility in a Diverse World

- **(F)** E1. Apply ethical standards to evaluate psychological science and practice

Goal 4. Communication

- **(F)** C1. Demonstrate effective writing for different purposes

Goal 5. Professional Development

- **(F)** P5. Develop meaningful professional direction for life after graduation

COURSE MATERIALS AND TECHNOLOGIES

Required Textbook

Title:	<i>Cognition: From Memory to Creativity</i>
Authors:	Robert W. Weisberg & Laretta M. Reeves
Pub. Year:	2013
Edition:	First
ISBN:	978-0-470-22628-5
Publisher:	Hoboken, NJ: John Wiley & Sons

Each student enrolled in the class has paid for access to an electronic version of this textbook through [CarmenBooks](#). Electronic copies can also be accessed through the OSU library:

<http://library.ohio-state.edu/record=b7269751~S7>

We will supplement the textbook with additional required readings. A complete reading list is posted on [Carmen](#). All additional readings are available there in PDF format.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP); **TDD:** 614-688-8743
- **Email:** servicedesk@osu.edu

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

REQUIRED EQUIPMENT

- Computer: Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen (carmen.osu.edu). To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSESSMENT CATEGORY	POINTS PER ASSESSMENT	POINTS
Multiple-choice tests	4 tests (1 of which is dropped) x 100 points/test	300
In-class quizzes	24 in-class quizzes (4 dropped) x 3 points/quiz	60
Carmen quizzes	24 Carmen quizzes (4 dropped) x 2 points/quiz	40
Total		400

See course schedule below for the dates of the multiple-choice tests.

Your official grade in this course will be determined on the basis of three in-class exams during the semester, one final exam during Finals week, 24 in-class quizzes, and 24 Carmen quizzes. The lowest score of the four tests will be dropped and the other three test scores count toward your grade as detailed below. Analogously, the four lowest scores of each quiz category will be dropped. The maximum number of points for the course is 400. Your total points will be converted to a letter grade at the end of the semester according to the following brackets:

GRADE	% RANGE	POINT RANGE	GRADE	% RANGE	POINT RANGE
A	89 – 100%	356 – 400	C	69 – 72.9%	276 – 291
A–	86 – 88.9%	344 – 355	C–	66 – 68.9%	264 – 275
B+	83 – 85.9%	332 – 343	D+	63 – 65.9%	252 – 263
B	79 – 82.9%	316 – 331	D	57.5 – 62.9%	230 – 251
B–	76 – 78.9%	304 – 315	E	0 – 57.4%	0 – 229
C+	73 – 75.9%	292 – 303			

The instructor and course assistant make every effort to ensure that the grades are accurate, fair, and consistent. Nobody is immune to mistakes, however. If you believe that your test and/or quiz results are in error, please let us know no later than one week after the results are announced. Such notifications must be made in writing and emailed to petrov.11@osu.edu. We will review your complaint carefully and answer by email or invite you to a personal meeting with Dr. Petrov to discuss the issue. **Complaints about test results, quiz results, or**

anything else that affects your grade will not be considered or discussed unless a written statement was emailed to the instructor or course assistant in advance. There are no exceptions to these rules.

Descriptions of assessment categories

As we will study during the course, people remember much better when they study on a regular basis rather than cramming in the last few hours before an exam. The organization of this course capitalizes on this property of memory. There are three in-class exams and multiple quizzes throughout the semester. There is also a cumulative final exam during Finals week.

MULTIPLE-CHOICE TESTS

Description: All exams are closed-book multiple-choice tests. They are based on material from the lectures, the textbook, the additional required readings, and on certain videos that are clearly marked in the lecture slides and linked on Carmen. The three in-class exams are non-cumulative, whereas the final exam covers the material from the entire semester. **Each exam is worth 100 points.** Everyone can have a bad day. That is why your worst test score will be dropped from the evaluation: **only the three best scores of the four tests will count toward your grade. The total number of points that can be earned for the exams is 300.** Thus, if you are happy with your scores on the in-class tests, you can skip the Final. Missed exams will be graded with zero points. Makeup exams will only be given in cases of documented emergency or when **prior approval** has been given to miss the exam. For example, I will need an official note from the doctor's office if you were sick. If you are late for the test, you will be allowed to take it, but you must submit your answer sheet by the closing time like everybody else. Please **bring a photo ID**, a #2 pencil, and an eraser to the test room.

Academic integrity: You must complete all tests yourself. Because there have been cases of students using their smart watches to cheat and because it is difficult to differentiate a smart watch from an ordinary one, **all electronic watches must be put in your bags for the duration of all tests.** Once the test begins, no questions about any test item are allowed. Please do not leave your seat until you are ready to turn your answer sheet in. After you turn it in, leave the test room immediately. You are not allowed to discuss any test question with any student who has not yet taken the test. Soliciting or disclosing any test-content information is a serious violation of the *Code of Student Conduct* (studentconduct.osu.edu).

IN-CLASS QUIZZES

Description: As we will study during the course, research has clearly shown that good learning outcomes require a significant investment of time on the part of the student. Attending the lectures is a good start but is not enough. According to Rule 3335-8-24 of the [OSU Bylaws](#)

on Instruction (<http://go.osu.edu/credithours>), students should expect around 9 hours per week for a 3-credit course such as ours. This amounts to 6 hours of home study on top of the 3 hours of classroom time. Please read the pages from the textbook (and/or other required readings as specified by the instructor) associated with each lecture **prior to coming to class**. The in-class quizzes are based on material from the readings and are designed to verify and reward the work you have done at home. They are closed-book and are given at the beginning of class for up to 10 minutes. Each quiz is worth 3 points and typically consists of 3 short-answer questions about the previous lecture and the current lecture. **The 4 lowest-scoring quizzes will be dropped at the end of the semester, and the points from the remaining 20 quizzes will count towards your final grade. Thus, the maximum number of points that can be earned from in-class quizzes is 60 points.** Attendance is required in the sense that if you miss too many lectures you will also miss the associated quiz points, which in turn will make it difficult to accumulate enough points for a good grade. Missed in-class quizzes cannot be taken at a later date but you can substitute a 500-word essay about some material from the lecture you have missed. Note that it is a bad essay (which will not receive many points) if it simply paraphrases sentences taken from the textbook or the required readings. Your essay must show that you have thought about the material yourselves and use your own words to express your thoughts. To that end, you must pick one or two topics and develop them in enough detail to demonstrate in-depth understanding. Simply cutting-and-pasting bullet points from the PowerPoint slides is not going to score many points. The essay must be emailed to the instructor no later than one week after the absence. The first two make-up essays can score up to 3 points – the same as the missed quizzes. However, **the third essay can only score up to 2 points, the fourth essay up to 1 point only.** If you miss more than 4 quizzes, there is no way to make up for them by writing additional essays.

Academic integrity: You must complete all in-class quizzes yourself. You are not allowed to disclose any quiz questions to any student who has not yet taken the respective quiz. Soliciting or disclosing any quiz-related information is a serious violation of the *Code of Student Conduct* (studentconduct.osu.edu).

CARMEN QUIZZES

Description: In addition to the quiz done on paper in class, there is also a Carmen quiz associated with each lecture. This gives you an opportunity to review what you have learned in class and to score additional points. Each Carmen quiz is worth up to 2 points and is based on material from the latest lecture. These quizzes are open-book. A typical quiz contains 2 short-answer questions. They are graded by the course assistant. **The 4 lowest-scoring quizzes will be dropped at the end of the semester, and the points from the remaining 20 quizzes will count towards your final grade. Thus, the maximum number of points that can be earned from Carmen quizzes is 40 points.**

Academic integrity: You must complete all Carmen quizzes yourself. Your answers must be your own individual work, should reflect your unique thoughts, and be written in your own words and with a professional tone. Beware of plagiarism, including self-plagiarism and the use of text-generation software and services such as ChatGPT. Soliciting or disclosing any quiz-related information is a serious violation of the *Code of Student Conduct* (studentconduct.osu.edu).

Extra credit

There is a limited extra-credit opportunity at the very end of the course. It is described in an annex to this Syllabus that is distributed separately. Look for it on [Carmen](#).

Instructor feedback and response time

You can call **614-688-HELP** at any time if you have a technical problem.

The primary communication channel between students and the instructor and CA is via Carmen. This includes Carmen announcements, modules, posts, and other items. For confidential questions (e.g., related to disabilities), please contact Dr. Petrov by email at petrov.11@osu.edu. Emails will be responded to promptly.

OTHER COURSE POLICIES

Official announcements

Official announcements will be made primarily through Carmen. The *Syllabus* is subject to revision. If you are not in attendance when revision announcements are made, it is your responsibility to find out about them by checking the Carmen site or asking classmates. Email announcements may be sent to the class list or to individual students. These messages are always addressed to your official OSU account (with the “dot number”). This is the only account known to Carmen. Therefore, **please make sure to check your official OSU account regularly**. Failure to check the official email account is not a valid excuse for missing a requirement.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Zoom/Videoconferencing Guidelines

Should in-person classes be cancelled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via Carmen and/or email. Because the remote mode of instruction has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). I will not be able to address technical issues during a live session.
- **Preparation:** Come to the Zoom session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I may be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** Dr. Petrov.

Academic integrity policy

See **Descriptions of assessment categories** above, for my specific guidelines about collaboration and academic integrity in the context of this class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in

the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For more information, see the *Code of Student Conduct* <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Grievances and solving problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Statement on Title IX

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact Office of Institutional Equity:

1. Online reporting form at <http://equity.osu.edu>
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or

any other bases under the law, in its activities, academic programs, admission, and employment.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. Students seeking to request COVID-related accommodations may do so through the university's request process (<http://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

##	Date	Topics. [Readings]
1	T 1/10	Introduction to the study of cognition. [Chapter 1]
2	R 1/12	The “cognitive revolution.” Cognitive science. [Chapter 1]
3	T 1/17	Memory systems. Atkinson & Shiffrin’s multi-store model. [Chapter 2]
4	R 1/19	Baddeley’s working memory model. The central executive. [Chapter 2; Gluck, Mercado, & Meyers, 2016]
5	T 1/24	Brain substrates of working memory. Maintained activation in the prefrontal cortex. [Chapter 2; Gluck, Mercado, & Meyers, 2016]
6	R 1/26	Amnesia. Double dissociations. Modularity. [Chapter 2; Eichenbaum, 2002]
7	T 1/31	Episodic memory. Practice, interference, forgetting. [Parts of chapters 3 and 4]
8	R 2/02	Levels of processing. Retrieval factors. Context dependence. [Chapter 3]
9	T 2/07	Autobiographical memory. Mnemonics. Educational applications. [Chapter 4]
10	R 2/09	In-class exam #1. Bring photo ID. Covers lectures 1 – 9.
11	T 2/14	Review of neurophysiology. Neural-network models. [McLeod et al., 1998]
12	R 2/16	Pattern associator model, part 1. Input-output mapping task. Hebbian learning. Superposition of memory traces. [McLeod, Plunkett, & Rolls, 1998].
13	T 2/21	Pattern associator model, part 2. Basic concepts of memory. Content-addressable memory. Pattern completion. [McLeod, Plunkett, & Rolls, 1998]

##	Date	Topics. [Readings]
14	R 2/23	Reconstructive memory. Self-deception. Cognitive triad of depression. [Parts of Chapter 3; Baumeister & Bushman, 2017b; Nevid, Rathus, & Greene, 2018]
15	T 2/28	Memory distortions. Eyewitness testimony. [Parts of chapter 4; Loftus, 2003]
16	R 3/02	Concepts and categories. Rule- and prototype-based theories. [Chapter 8]
17	T 3/07	Exemplar-based categorization. Semantic networks. Basic level. [Chapter 8]
18	R 3/09	Psychological essentialism. Theory theory. Conceptual development. Ad-hoc concepts. Semantic deficits after brain damage. [Chapter 8]
	3/13-17	Spring break. No classes
19	T 3/21	In-class exam #2. Bring photo ID. Covers lectures 11 – 18.
20	R 3/23	Decision making. Prospect theory. Heuristics and biases. [Chapter 11]
21	T 3/28	Deductive reasoning. Introduction to logic. Content effects. [Chapter 11]
22	R 3/30	Probabilistic reasoning. Conditional probabilities. Base rates. [Chapter 11]
23	T 4/04	Problem solving. Weak and strong methods. [Chapter 12].
24	R 4/06	Dual-process theory. Analogy. Mathematics. [Ch. 12; Baumeister & Bushman, 2017a]
25	T 4/11	Insight in problem solving and creativity. [Parts of chapters 12 and 13]
26	R 4/13	Creative information processing. Case studies. Talent and expertise. [Chapter 13]
27	T 4/18	Genius and madness. Incubation. Closing thoughts. [Chapter 13; Jamison, 1995]
28	R 4/20	In-class exam #3. Bring photo ID. Covers lectures 20 – 27.
	W 4/26	Final exam: AFTERNOON SECTION (27271), 2:00 – 3:45 pm, Note unusual day and hour! Same room (Hitchcock 324). Bring photo ID. The final exam is cumulative.
	M 5/01	Final exam: MORNING SECTION (28777), 8:00 – 9:45am, Note unusual day & hour! Same room (PS 006). Bring photo ID. The final exam is cumulative.

The schedule is subject to change at the discretion of the instructor, depending on the rate of progress through the material, student interest in alternative topics, scheduling constraints related to the COVID pandemic, and possibly other factors. Every effort will be made to keep the dates of the in-class and final exams fixed.

Syllabus was last updated May 3, 2023.