

**Professor:** Sarah Carton, Ph.D.  
**E-mail:** sc2081@rutgers.edu  
**Office:** 223 Tillett Hall, Livingston

**Office Hours Online in Zoom (optional)**  
**Cog (Sec 90):** Thurs, 1-2 pm, *open OH's*  
**Cog (Sec 91):** Thurs, 2-3 pm, *open OH's*  
*Other times by appointment only*

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### **Asynchronous Remote (“AR”) Online Learning in Canvas**

This is an “asynchronous remote” course and we will be using Canvas (<https://canvas.rutgers.edu/>) as our online learning platform. This course contains self-paced weekly learning modules for students to gain knowledge of fundamental concepts in psychology, meaning that students will be working at their own pace each week. After an initial adjustment period you will be able to cultivate your self-study skills and manage expectations about the ideal amount of time to invest each week for maximal levels of continuous learning. As an AR course, all instruction and activities will be conducted asynchronously. There are no required meeting times, but courses are structured with weekly assignments that students are expected to complete by assigned dates throughout the semester. If you are international, I recommend having a VPN software that allows you to access web content and videos on the internet in the US. Set your VPN location to NY/NJ. For technical help with Canvas, please visit <https://it.rutgers.edu/help-support>.

### **Optional Office Hours via Zoom**

The virtual zoom office hours are set for a specific day and time each week, and you can join if you want to, it's optional. It's a time for us to “meet” if someone needs to ask a question or wants to have social contact with the professor or other students in the class. You will have everything you need posted on Canvas, including printable slides, homework files, readings, narrated lectures, video segments, discussion board, etc., so you can work on your own timeline. You can find the Zoom link for weekly OH's in the main menu on our Canvas page.

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### **Course Description**

This course emphasizes theories and research regarding the mental processes involved in acquiring and retaining information for later retrieval, and the manipulation of that information for complex skills such as recognition, thinking, reasoning, decision-making, and problem solving.

**Prerequisite:** a passing grade in an entry-level course, i.e., Introductory Psychology.

### **Course Goals**

- In this class students will examine and discuss research that is conducted to study cognitive processes, namely how we are able to perceive, learn, remember and reason about objects, actions and events in the world around us.
- This course will provide you with a scientific basis for understanding human cognition.

### **Student Learning Objectives**

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

- Describe behavioral research methods devised for evaluating a variety of cognitive abilities and mental processes in humans and non-human animals.
- Differentiate between neuroscience techniques used with humans vs. non-human animals.

- Develop analytical thinking and statistical skills when evaluating scientific research articles.
- Describe the theoretical models of memory processing, language acquisition, and mechanisms of attention, and describe major phenomena in each cognitive capacity.
- Identify the neural substrates subserving working memory, long term memory formation, speech production, language understanding, creativity, consciousness and abstract thinking, as well as mechanisms of attention, and perception in all five senses.

### **Textbook and Homework Readings**

Goldstein, E. B. (2015). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, 4<sup>th</sup> ed. Stamford, CT: Cengage Learning. (ISBN-13: 9781285763880)

### **Reading Assignments**

- Weekly reading assignments may include a textbook chapter and/or a journal article.
- There is a PDF of the textbook available to view and download on our Canvas course page. You can also purchase a copy of the textbook at the bookstore or online wherever available.
- *Lecture summaries, study guides, practice quizzes, optional extra credit, video clips, practice test questions, and readings will all be available for you online in our course page in Canvas.*

### **Grading**

60%	Exams (20% each, 3 non-cumulative unit-based exams online in Canvas)
40%	Written Work (completed homework responses, all submitted on time in Canvas)
20%	Optional Extra Credit (additional homework or discussion board items in Canvas)

### **Course Requirements and Expectations**

This is an online course. We will be exclusively online. Students must have access to a stable reliable internet source for weekly readings, lecture slides, writing assignments, and exams. If you do not have the appropriate technology for financial reasons, please email the Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other personal or financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

To do well in this course, you will need to engage in approximately 6-9 hours of time for this class each week for reading, listening to lectures, note-taking, and/or writing. For optimal performance, it is highly recommended that students participate in class on a regular basis, complete assignments and exams as scheduled, and keep up with weekly activities and readings. Optional extra credit will be available, stay tuned. All students should complete the online course evaluations for this class at the end of the semester.

### **Active Learning and Study Advice**

Film director Woody Allen once said: *80% of success in life is simply showing up*. So, my advice to students is to participate weekly in our class, meaning the physical experience of listening and watching lectures. Read over the slides in advance, listen to the lecture, and write your own supplementary notes down to go along with it. Then review them as soon as possible, ideally on a weekly basis, just be re-reading, rewriting and organizing your own notes on what you have written. This way you revisit the lecture before you forget it. Information piles up fast, and the topics change quickly – if you don't regularly review and organize your notes, it may be challenging to keep up. If you follow the above advice, you can review material quickly and do

an active mental replay, and in doing so, you are effectively preparing yourself for the scheduled exam. **Research in cognitive science has shown time and again that frequent (e.g., weekly) and brief reviewing (e.g., 1-2 hours) is more powerful for long-term learning and retention than single session cramming!**

### **Homework Readings with Question Sets**

The required reading assignments will typically involve a textbook chapter, sometimes will include watching a recorded TedTalk, and/or a supplementary reading in the form of a primary research article from a scientific journal. There will be a question set for each of these assignments to go along with the video and/or article. You would be asked to type your responses into the document and complete the submission online in Canvas. These articles will be available as PDF's for you to download on Canvas. **You must complete FOUR homeworks to earn full homework credit.**

These assignments will help you learn at a deeper level about particular topics in psychology. Homework will include your responses to a set of guiding questions in a short answer format and each written assignment will be approximately 2 pages in total length. All written work should be submitted on time, or early, online in Canvas. Please be mindful of due dates. Homework must be completed and submitted in Canvas on or before the due dates. Late work may be offered partial credit. A late assignment can be submitted within a 24-hour window of the due date/time for 20% deduction in points (e.g., maximum score of 8/10). Homework submitted more than 24 hours late but within one week of the due date/time will still be accepted for up to half credit (e.g., maximum score of 5/10). **There are more writing assignments offered than are required. This means you can skip or miss one for any reason without penalty, and it will not affect your grade. If you complete the optional extra item(s), the points earned will be added as extra credit toward total grade at the end of the semester.**

### **Policy on Written Assignments**

- Honor Pledge: All of your written work must be done by you and written in your own words using your own thoughts and ideas. Please type your responses directly in the Word file provided on our Canvas page. Remember to cite your sources of information in the references.
- All work must be typed and uploaded to Canvas as per instructions on or before the due dates in order to earn full credit.
- E-mailed assignments will **NOT** be accepted and will NOT receive credit.
- Do not email your work to the Professor or to the TA.
- Students are expected to submit all assignments on or before the given due date using Canvas.
- Late work will be accepted for partial credit (20% deduction if received within 24 hours of due date, 50% deduction for late work received within one week).
- All work must be completed and submitted in Canvas prior to the due date to be eligible for full credit (see syllabus schedule for all due dates).

### **Exams (3 non-cumulative exams)**

There are three exams and they are “unit-based” non-cumulative types of examinations. Questions on each exam will focus evenly on topics covered in the weekly slides and associated readings from each module leading up to that exam on content covered since the prior exam. Exams will be comprised primarily of multiple choice, fill-in the blanks, and/or matching questions. Materials covered both in lecture and homework readings may be included on exams. You are responsible for all assigned readings, whether or not they are discussed at length in class.

This is an online course, and the Exams will be administered online in Canvas. They will be timed. There will be a specified due date and the link to the online exam will be available on Canvas for a 24-hour period, e.g., from 12:00 am until 11:59 pm NJ time on the specified date. Students can start whenever they want to, but they must complete the exam on the specified date (the link will be available for 24 hours) in the specified amount of time. You will typically have about 80-90 minutes that is representative of the time that would normally be given during a real class period. Exams will be pre-programmed with a timer that begins as soon as you click on the link. Questions will appear one at a time, and you can only go forward, without the ability to return to prior questions. The ordering of all the questions as well as the answer options will be randomized for every student. You will not be able to pause and start again, meaning that you will need to complete an exam all in one sitting, so plan accordingly.

NOTE: Take advantage of practice quizzes in each chapter to test yourself on each topic. Practice with self-quizzes are important parts of the learning process and will help you do well on tests.

### **Optional Extra Credit**

Opportunities for optional extra credit may be offered to students who wish to participate. Stay tuned for announcements and instructions if and when it is available. Late work and extensions will not be permitted for optional extra credit items as this is not core required work for students.

### **General Attendance & Participation Policy**

Your participation and presence in our virtual learning environment is an integral part of a successful classroom format. Participating in class means regularly logging into our course page on Canvas, keeping up with reading weekly materials, listening to the recorded lectures, doing the homework, joining the optional office hour sessions in Zoom (if you want to) and completing exams and written work on time. These are valuable and important components of the college experience and in life more generally.

In this course, students are required to take 3 exams. Each exam is to be taken during 24-hour window of availability on the scheduled date during the allotted duration (~ 80 min) of what would have been a typical class period if we had met in person. Please make note of the exam dates on your personal calendar. Ideally you should speak to the Professor during the first two weeks of the semester if you anticipate a problem with the scheduling of assignments.

If you have extenuating circumstances and a prolonged period of inability to complete your work, you would need to provide verification of your extenuating or urgent situation. If you have such circumstances for a prolonged period (i.e., more than a week) during the semester, please contact the Dean of Students Office and have them assist in your situation.

If you are experiencing something that is affecting your ability to keep up with your academic work for more than a week, then you should contact the Dean of Students. They will help each student access available support services, if needed, and will advocate on their behalf with their professors, if they wish. With a letter from the Dean of Students, we can discuss any appropriate longer-term accommodations with the affected student. Anything affecting less than a week of work will not affect your grade since our course policy allows students to skip or miss 1 written homework item without penalty. In the case of other extensive or extenuating emergent circumstances, late work is accepted with accommodations and a letter of verification from the Dean of Students. As a further clarification, you do not have to complete all the offered homework assignments. You can skip or miss one of the writing assignments for any reason without penalty, and it will not affect your grade.

**Student Evaluations of Instruction**

You are responsible for completing the Student Evaluations for this course and for all your courses with an enrollment of five or more students. The Instructors value your feedback and will use it to improve on teaching and planning in the future sections of the course. Please complete the online survey during the open period at the end of the semester.

**Accommodations for Students with Disabilities**

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students, and the university is committed to providing access to all programs and curricula to all students. If you have a disability that requires an academic accommodation or the use of auxiliary aids and services in the classroom, and/or testing accommodations based on the impact of a disability, please let the instructor know within the first two weeks of classes. You should also contact the Office of Disability Services (ODS) as soon as possible. The ODS determines the specific needs of students with disabilities, and develops and implements programs and policies to meet those needs.

Procedures for registering with ODS can be found online at:

<https://ods.rutgers.edu/students/registering-for-services>

The ODS will provide instructors an Accommodation Memo verifying the need for accommodations. Assessing and providing services requires advanced planning, and students are encouraged to request accommodations as close as possible to the beginning of the semester.

**Student Learning Center (Tutoring)**

If you would like tutoring, or to be a tutor for your peers, contact the peer tutoring office on campus.

Visit the website for locations and times:

<https://rlc.rutgers.edu/student-services/peer-tutoring>

**Student Health Services and Psychological Counseling Center (CAPS)**

To set up an appointment, visit the website:

<http://health.rutgers.edu/medical-counseling-services/appointments/>

**CAPS.** Tel: 848-932-7884, just call and leave a voicemail with your name, phone number, and RU ID. Try to speak slowly and clearly into the phone. Calls are returned promptly within a few minutes during regular business hours. They call you back from a private number.

**Scarlet Listeners**

[scarlet.listeners@gmail.com](mailto:scarlet.listeners@gmail.com)

**Career Resource Center**

Get helpful assistance building your resume, finding volunteer opportunities and summer internships.

Visit the website for more information: <https://careers.rutgers.edu/>

**Statement on Academic Integrity**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate disciplinary action.

Academic honesty in writing assignments, examinations, and participation is expected of all students in this class. Academic dishonesty is one of the most serious offenses a student can commit in college. Not only does it violate the University's policy, it severely inhibits your opportunity to develop academically, professionally, and socially.

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

**Academic dishonesty may be intentional or unintentional. Here are some examples:**

- Plagiarism (copying word for word or even paraphrasing illegitimately, without proper citation or acknowledgment, from any other written, electronic, or online source)
- Cheating on examinations (regardless of whether you are on the providing or receiving side)
- Unauthorized collaboration or receiving unauthorized assistance on an assignment
- Submitting work for one course that has already been used for another course
- Unauthorized distribution of assignments and exams (including taking screenshot of exam contents)
- Forgery (alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee)
- Lying to an Instructor or College official
- Obtaining advance knowledge of exams or other assignments without permission
- Sharing contents and answers on quizzes and exams, whether publicly or privately

**Cheating** is defined as giving or obtaining information by improper means in meeting any academic requirements. Receiving credit for the same work in more than one course without knowledge or consent of the instructor(s) is also a form of cheating and is a serious violation of academic integrity.

**Plagiarism** is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus.

**Schedule of Weekly Topics and Assignments**  
(schedule of topics and order may be subject to minor changes)

Module #	Date	Module Topics for Class	Readings	Assignment Due
1	Jan 17-21	Research Methods in Cognitive Psychology	Ch. 1-2	-
2	Jan 24-28	Cognitive Neuroscience	Ch. 2	<a href="#">Practice Quizzes 1 &amp; 2</a>
3.1	Jan 31 - Feb 4	Perception 1	Ch. 3	-
<b>HW #1</b>	<b>4-Feb</b>	<b>Homework #1 Due (improving studying strategies)</b>	Article PDF	<b>HW #1 (study strategies)</b>
3.2	Feb 7-11	Perception 2	Ch. 3	-
<b>Exam 1</b>	<b>18-Feb</b>	<b>Exam 1 (Topics 1, 2, 3 only)</b>	<b>Modules 1-3</b>	<b>Exam 1</b>
4	Feb 21-25	Attention	Ch. 4	<a href="#">Discussion Board Post (stroop task)</a>
5	Feb 28 - Mar 4	Consciousness	slides/video	-
6.1	Mar 7-11	Memory 1 (Encoding, STM, WM, LTM)	Ch. 5, 6, 7, 8	-
<b>HW #2</b>	<b>11-Mar</b>	<b>Homework #2 Due (antioxidants and hippocampus neurons)</b>	Article PDF	<b>HW #2 (hippocampus)</b>
***	<i>Mar 14-18</i>	<i>No Classes – Spring Recess!!</i>	***	-
6.2	Mar 21-25	Memory 2 (Retrieval & False Memory)	Ch. 5, 6, 7, 8	-
<b>HW #3</b>	<b>25-Mar</b>	<b>Homework #3 Due (False Memory &amp; Eyewitness Testimony)</b>	E. Loftus TedTalk	<b>HW #3 (False Memory)</b>
<b>Exam 2</b>	<b>1-Apr</b>	<b>Exam 2 (Topics 4, 5, 6 only)</b>	<b>Modules 4-6</b>	<b>Exam 2</b>
7	Mar 28 - Apr 1	Cognitive Development	slides/video	-
8	April 4-8	Concepts, Semantic Knowledge, Categorization, Thinking & Intelligence	Ch. 9	-
9	Apr 11-15	Creativity	slides, article & PBS Video	-
<b>HW #4</b>	<b>15-Apr</b>	<b>Homework #4 Due (Creativity)</b>	slides, article & PBS Video	<b>HW #4 (creativity)</b>
10	Apr 18-22	Mental Imagery	Ch. 10	-
11	Apr 25-29	Language	Ch. 11	-
<b>HW #5</b>	<b>29-Apr</b>	<b>Homework #5 Due (Aging Well)</b>	Article PDF	<b>HW #5 (aging well)</b>
12	2-May	Aging & Dementia	Article PDF	-
-	<i>May 2 (Mon)</i>	<i>Last Day of Classes!!!</i>	-	-
<b>Exam 3</b>	<b>Final Exam TBD May 5-11</b>	<b>Exam 3 (Topics 7 through 12)</b>	<b>Modules 7-12</b>	<b>Exam 3</b>