Spring 2-1-2022

PSYX 565.01: Advanced Cognition

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PSYX 565 – Advanced Cognition

Spring, 2022

Course Location and Time

SB 303
Tu/Th 9:30 – 10:50am

Instructor Information

Instructor: Yoonhee Jang, Ph.D.
Email: yoonhee.jang@umontana.edu (the best way to contact me)
Office: SB 205 (in person) or refer to Moodle (for the Zoom link).
Office hours: Tu/Th 2:00 – 3:30pm or by appointment

Recommended Textbooks and Readings

Anderson, J. (2020). Cognitive Psychology and Its Implications. Macmillan Learning.
Journal articles will be copied by students or can be found on Moodle.
For additional materials, consult the instructor.

Course Description

This course is an advanced introduction to core topics in cognitive psychology and other areas of psychology, which are related to cognitive processes, such as cognitive neuroscience and affective processes. Specifically, the course is designed to serve students to receive the process of learning specialized knowledge about cognition (discipline-specific), and advanced and integrative knowledge about how cognitive psychology relates to affective and neurocognitive bases of behavior (integrative). Students are expected to pay attention to identifying important general principles of how the mind functions, the evidence for those principles, and the applicability of the theories and findings to issues of cognitive processes.

Course Guidelines and Policies

Safety messages

- Mask use is required within the classroom.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please do not come to class and contact the Curry Health Center at (406) 243-4330.
    - For COVID-19 related questions or information/guidance, please contact or visit the Curry Health Center and/or Missoula City/County Public Health Department.
- If you are required to isolate or quarantine, please contact me via email.
- Drinking liquids and eating food is discouraged within the classroom.
- Students should be discouraged from congregating outside the classroom before and after class.
    - Students are also encouraged to remain vigilant outside the classroom in mitigating the spread of COVID-19.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office of Disability Equity (ODE, formerly Disability Services for Students). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE in Lommasson Center 154 or call (406) 243-2243. I will work with you and ODE to provide an appropriate modification.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Technology policy

If you have technical difficulties when using Moodle, then please contact UM Online at umonline-help@umontana.edu or (406) 243-4999 – I cannot help, unfortunately!

Grading

90%=< A 80-89% B 70-79% C 60-69% D =<59% F

Final Grades will be based on the following:

Component	Percentage	Note
Presentation		
Reading articles	30%	
Final research	12%	
Discussion on particular topics	19%	Two of the first three=15%; the last one=4%
Paper: research proposal	24%	by 11:59pm, Thursday, 5/5/2022, on Moodle
Research plan/idea	3%	
Class attendance & participation	12%	

- **Presentation: reading articles and research proposal**

  Reading article presentation: Each student will lead presentation of background material or recent research during 2 class meetings (15% for each). Presenters should use power point slides to provide an overview of the readings for 30-40 min. It is not expected that the presenters will understand every aspect of the readings, but rather enough to lead class discussion. Towards that end, prepare discussion questions.

  Final research presentation: The last 2 classes will be devoted to 23-25 min student presentations based on your research proposal (see below). This will allow others to benefit from your research and you to benefit from everyone's feedback before you complete the final draft. You should provide your presentation using power point slides.

- **Discussion on particular topics**

  There will be 4 discussion sessions, and for each, students will receive one particular topic. Every student will be asked to talk about two of the first three (15%) for no longer than 18 min as a panelist; and the last one (4%) for no longer than 12 min.

Panelists only for the first three discussion sessions: Please bring a 1-2 page (single-spaced; 12pt Times New Roman) plan/summary to the discussion session and submit it (via email) by 9am. It does not have to be a formal paper, but it must show that you have prepared for the discussion. If preferred, you can bring power point slides, but they are not required. Discussion points will reflect the quality of discussion, rather than the presentation mode (i.e., talk only vs. talk + visual presentation) or length of talk.

- **Paper: research proposal**

  Each student is required to submit a 6-7 page (excluding title page, abstract, and references: see below) research proposal. The proposal must address any one or a combination of the main topic areas covered in the course. For example, your proposed study can be an extension of a single study which has been read in class (i.e., presented by yourself or other students) or you've learned from lectures; or the one of which topics are combined (as found in some reading articles).

  The proposal must be in **APA style** (e.g., double-spaced; 1 inch margins all around; 0 pt spacing for both before/after; 12pt Times New Roman) and include the following sections: title page, abstract, introduction, method, expected results, discussion, and references.

  The proposed research must make a potential contribution to the existing research literature: you must propose a study that has not already been conducted. Also, the proposed research must be experimental or quasi-experimental (not correlational/survey) studies using human subjects. Finally, the proposed study must sufficiently differ from prior research.

- **Research plan/idea**

  Every student will be asked to talk about the plan/idea for the paper (research proposal) briefly for no longer than 12 min. You can change the plan/idea after then if needed. The initial step towards your research will benefit you more than procrastinating.

- **Class attendance and participation**

  I expect you to be in the classroom on time and to be awake and attentive. I understand there will be circumstances beyond your control that will require you to leave class early. Please plan accordingly by notifying me before the class begins. In addition, if you have to miss class (e.g., medical emergency), you must let me know via email in advance or hand in a formal documentation (such as a doctor's note) whenever necessary.

  I expect to hear at least one question (to presenters or everybody) or comment from each of you for each reading article presentation. Participation points will reflect the quality of discussion, not the quantity.

Course Schedule

Subject to changes by instructor! (NOTE. no class on 2/22 and 3/17)

	Date	Topic	Readings; Presenters
Tu	1/18	Introduction	
Th	1/20	Background, History, and Methods	
Tu	1/25	Background, History, and Methods	
Th	1/27	Visual perception: Introduction	
Tu	2/1	Attention & Consciousness: Introduction	
Th	2/3	Perception, Attention & Consciousness	1
Tu	2/8	WM; Sensory memory and STM	2
Th	2/10	WM; Sensory memory and STM	3
Tu	2/15	Discussion 1	
Th	2/17	Memory phenomena: introduction (LTM)	
Th	2/24	Memory phenomena: introduction (LTM)	
Tu	3/1	Memory phenomena: implications	4
Th	3/3	Memory phenomena: implications	5
Tu	3/8	Memory phenomena: implications	6
Th	3/10	Discussion 2	
Tu	3/15	Research plan/idea	
Tu	3/29	JDM and metacognition: introduction	
Th	3/31	JDM and metacognition: applications	7
Tu	4/5	JDM and metacognition: applications	8
Th	4/7	JDM and metacognition: applications	9
Tu	4/12	Discussion 3	
Th	4/14	Cognition & Emotion: introduction	
Tu	4/19	Cognition & Emotion	10
Th	4/21	Cognition & Emotion	11
Tu	4/26	Cognition & Emotion	12
Th	4/28	Presentations	
Tu	5/3	Presentations	
Th	5/5	Discussion 4	

Reading List

Subject to changes by instructor

1 Ward, E. J., & Scholl, B. J. (2015). Inattentional blindness reflects limitations on perception, not memory: Evidence from repeated failures of awareness. *Psychonomic Bulletin & Review, 22*(3), 722-727.

2 Thiruchselvam, R., Hajcak, G., & Gross, J. J. (2012). Looking inward: Shifting attention within working memory representation alters emotional responses. *Psychological Science, 23*(12), 1461-1466.

3 Plancher, G., Massol, S., Dorel, T., & Chainay, H. (2019). Effect of negative emotional content on attentional maintenance in working memory. *Cognition and Emotion, 33*(7), 1489-1496.

4 Verkoeijen, P. P. J. L., Bouwmeester, S., & Camp, G. (2012). A short-term testing effect in cross-language recognition. *Psychological Science, 23*(6), 567-571.

5 Wilson, J. C., & Westerman, D. L. (2018). Picture (im)perfect: Illusions of recognition memory produced by photographs at test. *Memory & Cognition, 46*(7), 1210-1221.

6 White, C. N., Kapucu, A., Bruno, D., Rotello, C. M., & Ratcliff, R. (2014). Memory bias for negative emotional words in recognition memory is driven by effects of category membership. *Cognition and Emotion, 28*(5), 867-880.

7 Eskenazi, T., Montalan, B., Jacquot, A., Proust, J., Grèzes, J., & Conty, L. (2016). Social influence on metacognitive evaluations: The power of nonverbal cues. *The Quarterly Journal of Experimental Psychology, 69*(11), 2233-2247.

8 Jackson, A., & Greene, R. L. (2014). Impression formation of tests: Retrospective judgments of performance are higher when easier questions come first. *Memory & Cognition, 42*(8), 1325-1332.

9 Oganian, Y., Korn, C. W., & Heekeren, H. R. (2016). Language switching—but not foreign language use per se—reduces the framing effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 42*(1), 140-148.

10 Yuan, J., Hu, X., Lu, Y., Bodenhausen, G. V., & Fu, S. (2017). Invisible own- and other-race faces presented under continuous flash suppression produce affective response biases. *Consciousness and Cognition: An International Journal, 48*, 273-282.

11 Halberstadt, J., & Winkielman, P. (2014). Easy on the eyes, or hard to categorize: Classification difficulty decreases the appeal of facial blends. *Journal of Experimental Social Psychology, 50*, 175-183.

12 Hourihan, K. L., Fraundorf, S. H., & Benjamin, A. S. (2017). The influences of valence and arousal on judgments of learning and on recall. *Memory & Cognition, 45*(1), 121-136.