Introduction to Cognition

Stephen R. Schmidt, Ph.D.
JH 206
898-2556
e-mail: stephen.schmidt@mtsu.edu

Course Description

A survey of the fundamental concepts and current issues in human cognition.

Focus on:
- normal humans (rather than animal behavior or abnormal humans)
Learning Objectives

1) Mastering the Content Material
    The nature and function of the human mind
    *met through:*
    - lectures
    - in class demonstrations
    - readings

Learning Objectives (cont)

2) Critical Thinking
    - Becoming a good consumer of psychological ideas.
    - Learning to ask the right questions.
    *met through: lecture discussions*

3) Written Expression
    *met through: written tests, term paper*

Required Text:

Course Requirements
1. Three tests (see attached course schedule for test dates), each worth 1/4 of the course grade. Each test will cover lecture and textbook material presented since the previous test. The third test (during examinations week) will not be cumulative.
2. Research paper which accounts for the remaining 1/4 of the course grade. Details concerning the research paper will be given later in the semester.

Make-up Policy
If a student cannot take a test or turn in a paper at the appropriate time, make-ups and extensions will be given only if the student makes arrangements with the instructor prior to the test/due date.

Class Attendance Policy:
Lectures will supplement textbook material, not merely cover it again. Thus, regular class attendance is expected and required for good performance on the tests. Online notes are a poor substitute for class attendance.
I will take roll on random class days. Attendance during a roll call will earn extra-credit points applied to your grade.
Grading Scale:
The provisional grading scale will be as follows:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: Below 60%
Plus and minus grades may be given at the instructor’s discretion.
Electronics in the Classroom
Ravizza, Uitvlugt, & Fenn (2017)

Introductory Psych students logged into a proxy server during class.

<table>
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<th>Variable</th>
<th>Actual academic Internet use</th>
<th>Actual nonacademic Internet use</th>
<th>ACT score</th>
<th>Motivation</th>
<th>Interest</th>
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<td>Final-exam score</td>
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<td>-.29</td>
<td>.30</td>
<td>.59</td>
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<tr>
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<tr>
<td>Motivation</td>
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<td>ACT score</td>
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</tbody>
</table>

*Note. *p < .05.
The Pen is Mightier Than the Keyboard
Mueller & Oppenheimer (2014)

Students watched a recorded lecture and took notes under these conditions:

- People who take class notes on laptops tend to transcribe what they're hearing without thinking about it much. Please try not to do this as you take notes today. Take notes in your own words and don't just write down word-for-word what the speaker is saying.

Cell Phone use during class is negatively correlated with class grades.
(Duncan, Hoekstra, & Wilcox, 2012)

Conclusions on electronics in the classroom.
Use of electronic devices during class will impair your performance as well as the performance of those sitting around you.

Course Policy
Students may not use cell phones, laptops, iPads, smart watches, or other electronic devices during class unless these devices are part of an approved accommodation for a disability. Failure to observe this policy will be considered disruptive behavior and may lead to loss of points and/or removal or exclusion from the classroom.
Course Outline and Schedule

http://capone.mtsu.edu/sschmidt/Cognitive/outline.html

Web Page

http://capone.mtsu.edu/sschmidt/Cognitive/
Additional support material for this course
lecture notes
graphics

Optional Lab
Not a course requirement
Designed for the student interested in a career and graduate work in psychology
We will conduct research on memory processes:
design experiment
collect data
analyze the data
Meeting times to be arranged
Email me your schedule.
Class Roll

Federal requirement to establish attendance.