Introduction to Cognition

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Introduction to Course

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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:
Wadsworth/Cengage Learning, Belmont, CA.
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.

\[ y = 21.061x + 63.029 \]

\[ R^2 = 0.16071 \]

\[ r (103) = .40, p = .00001 \]

Test and Paper Grades (average)

Attendance

Course Performance and Attendance
Includes students who completed all the assignments
\( N = 105 \) (4 sections over 2 semesters)
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 test will earn extra-credit points applied to your grade.

Course Performance and Attendance

Includes students who completed all the assignments

N = 105 (4 sections over 2 semesters)

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.
The Pen is Mightier Than the Keyboard
Mueller & Oppenheimer (2014)

Students watched a recorded lecture and took notes under three conditions.

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

Figure 1. Self-reported frequency of cell phone use vs final grade.
Laptop multitasking hinders classroom learning for both users and nearby peers. 

Sana, Weston, & Cepeda (2013)

Proportion correct on the comprehension test as a function of condition (view to multitasking vs. no view to multitasking). Being in view of multitasking peers lowered test performance by 17%, $p < .001$.

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.