

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Cognitive Psychology (PSYC 208)

Course Syllabus — Fall 2026

COURSE INFORMATION

QUICK INFO

Course Number:	PSYC 208-001 [35903]
Credit Hours:	3 credit hours
Class	T-Th 2:00 – 3:15 Alumni Hall 2401
Instructor:	Ashley Abraham, PhD
Office Hours:	Tuesday 3:30 – 4:30 Friday 2 -3 By appointment
Office Location:	Alumni Hall — 0136
E-mail:	ashabra@siue.edu
Prerequisites:	Undergraduate level PSYC 111, Minimum Grade of D
Required Textbook and Software (Cengage Open Access):	Cognitive Psychology: Connecting Mind, Research, and Everyday Experience, Goldstein CogLab 5 (https://coglab.cengage.com/index.shtml)

COURSE DESCRIPTION

"Every act of perception is, to some degree, an act of creation, and every act of memory is, to some degree, an act of imagination." — Oliver Sacks

Cognitive psychology is the scientific study of the mind and mental processes. We will learn about processes such as attention, memory, language, and decision-making. Students examine major discipline-related concepts, theories and theoretical trends, and have opportunities to reflect and apply their knowledge of human cognition in their own lives. Evidence-based learning strategies are emphasized throughout this course. It is my hope that throughout the course you will develop an understanding of how cognitive psychologists study the human mind and come to appreciate the wonder, complexity, and creativity of the human mind.

LEARNING OUTCOMES

By the end of this course, it is expected that students will be able to:

- Explain the nature, scope and history of cognitive psychology
- Describe the major psychological concepts and theories in cognitive psychology
- Understand the idea of humans as information processors
- Articulate the research methods used to study the major theories, principles and concepts in cognitive psychology
- Critically evaluate theories and research in cognitive psychology
- Understand how to use scientific information about how we think and learn to improve study habits

Activities supporting learning outcomes include, but are not limited to, class/group discussion, pre-class videos and readings, in-class demonstrations and hands-on activities, weekly quizzes, exams, presentations, team-based projects, and reflection on your own learning and study habits.

COURSE TOOLS

- **Blackboard (BB):** Primarily a "classroom" space — assignments, course material, other resources.
- **CogLab (via Cengage MindTap):** Accessed via BB. Cengage provides a suite of tools, but you are only required to use CogLab to complete online psychology experiments.
- **Microsoft Office:** Download and install at siue.edu/its/office365/install.shtml.

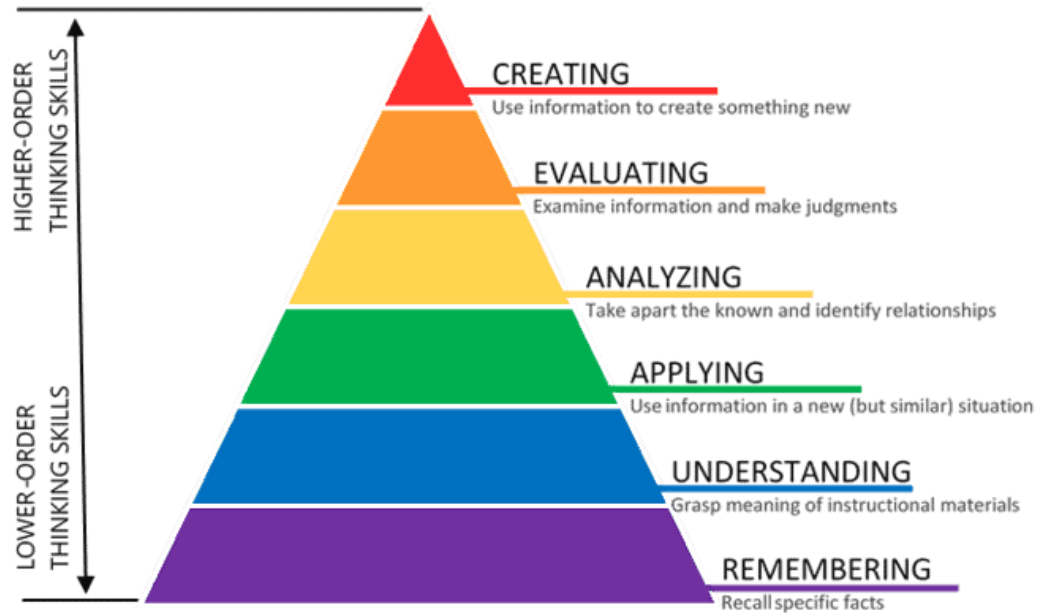
THE FLIPPED MODEL – HOW THIS COURSE WORKS!



Most of what happens in a traditional class, reading, memorizing definitions, watching someone explain a concept – that is the easy stuff!

The hard stuff, applying, analyzing, evaluating, creating, usually gets assigned as homework – alone, with no one around when you get stuck. This course flips that.

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



A TYPICAL WEEK

PREP BEFORE CLASS → IN CLASS DISCUSSION OR APPLICATION → QUIZ

Prep, not busywork – it's how you show up ready to learn. It also builds spaced study into the course. After every activity, your group members will rate your contribution using the 3-question Vibe Check survey.

Before Class	During Class	After Class
Read, watch, review the easier stuff on your own. Read the chapter, watch lecture videos, do a CogLab experiment.	<u>D</u> o the hard stuff together, with help in the room, like a discussion, demo or short activity.	Check your learning. Complete the Vibe Check, update your notes, and take the Weekly Quiz.

STATEMENT ON SENSITIVE CONTENT



Some of the topics covered in this course may touch on sensitive issues. These include but are not limited to, mental illness such as anxiety and depression, including information on suicide, trauma and abuse, identity-based violence.

Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself and seek assistance at Counseling Services (siue.edu/counseling). I also encourage you to speak with me. You do not need to share why the topic may be distressing, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to engage with course topics.

COMMUNICATION AND TECHNOLOGY

COMMUNICATING WITH THE INSTRUCTOR



You can call me Dr. Abraham, Professor Abraham; some students from my lab call me Professor A so that works too. Please feel free to come, talk to me during office hours or schedule a meeting if you have any questions or concerns. It is important to meet with me as early as possible in the semester if you are struggling in the course.

It is extremely important that you maintain communication with me. You are expected to check your email and log on to the BB course website daily. Announcements will be posted on BB (make sure your email notifications for announcements are turned on).

If you have questions about class (assignments, grades, ec.t), the fastest way to get in touch with me is to **send a Bb message**. I do my best to respond within 24 hours on weekdays. If you have more general questions, please send me an email. Depending on your question, it may take longer for a response. Please follow up if it has been more than 3 days or you require an urgent response; emails get missed.

DROP-IN HOURS

Drop-in hours (office hours) will be posted at the beginning of the semester. You can come to drop-in hours for any reason without an appointment. Come in to talk about the course, your grade, or just to say hello! Outside of drop-in hours, if my door is open, feel free to pop in. I will also be available for virtual drop-in office hours via Zoom, no appointment necessary, first come first served.

SCHEDULE A MEETING

You will use an online scheduler to book meetings outside of drop-in hours (link on BB). Select the type of meeting (in-person or virtual) and the length (15 or 30 minutes), then find a time and leave a

brief description of what you'd like to discuss. For virtual meetings, I will call you via Teams at the scheduled time.

TECHNOLOGY REQUIREMENTS: STUDENTS NEED...

- A reliably working computer that runs Windows or Mac OS. Tablets and phones might work for some things, but not everything; Chromebooks are also problematic. If you don't have a working computer, contact ITS about borrowing a laptop from the university, or use the computers in the library if possible.
- Reliable internet access on a regular basis.
- Functional SIUE e-mail, Teams, and Blackboard accounts.
- Microsoft Office 365 (Word and PowerPoint).
- The ability to use a word processor and, when needed, tracked changes and comments.
- The ability to attach files to emails and upload them to Blackboard.
- To know how to give files meaningful names and store them in organized folders.
- To know how to reach out to tech support (help@siue.edu, 618-650-5500) and troubleshoot basic issues.

SUBMITTING WORK

All work will be submitted via Blackboard. For writing assignments, upload a Microsoft Word document (not a PDF, .pages, shared doc, or another format). If you submit a document that I cannot open, read, or otherwise grade (i.e., .pages, Google doc), it will be returned to you with a zero.

In-class artifacts (posters, one-pagers, and other activities) are submitted the day they're made: either handed in physically or photographed, uploaded, or entered to BB before you leave, per that activity's instructions.

COURSE EXPECTATIONS

YOU ARE EXPECTED TO ARRIVE ON TIME TO CLASS! WHEN YOU ARRIVE LATE, YOU:

- Disrupt the instructor and your classmates
- May miss important announcements, which are typically made at the start of class
- Miss the opportunity to review material from the previous class

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN YOUR LEARNING.

In a flipped classroom, showing up does two things a lecture class never asked of you: your team needs you there help them learn. Miss class and you're not just behind on content; you're missing an opportunity to learn *from* each other.

This means you will:

- Come to every class having completed that week's prep before class
- Participate meaningfully in discussion, demonstrations, and activities

- Check your university e-mail and Blackboard several times a week for announcements and feedback
- Communicate with me about questions and issues related to the course
- Contact help@siue.edu with Blackboard or other technical difficulties

YOU ARE EXPECTED TO BE A GOOD CITIZEN OF THE CLASSROOM.

This means you will:

- Stay awake and engaged; if I notice you sleeping during class, I will ask you to leave
- Use laptops, phones, and other devices for course-related activities only (e.g., taking notes) — if I notice otherwise, I may ask you to leave for the day. Distraction from electronic devices has repeatedly been shown to hurt learning (Dietz & Henrich, 2014; Mendoza et al., 2018)
- Cooperate in creating a safe, inclusive, and productive course climate

ASSESSMENTS AND GRADING

GRADING SYSTEM

Most of your grade rewards getting things right: exams, and the accuracy portion of Weekly Quizzes (open to multiple attempts, so your grade reflects what you eventually know, not just your first try). The rest rewards effort and follow-through: Preparation is graded on completion, In-class Assignments on completion and quality that day, and Vibe Check on whether you submitted your own evaluation of your teammates.

The Project works a little differently: **meet the requirements and make a genuine effort, and you're guaranteed at least a B on that component, even with mistakes.** Exemplary work earns higher; rushed or incomplete work earns lower.

IN A NUTSHELL, HERE'S WHAT YOU'LL BE ASKED TO DO...

- Take exams
- Complete a group project in stages, with feedback along the way and a grading floor if you meet requirements
- Do short Preparation before each class, then a Weekly Quiz
- Show up and do the real work in class — some weeks a full hands-on flip unit
- Rate your teammates, and get rated by them, on how you showed up (Vibe Check)

Please note it is your responsibility to keep track of your performance in the course. Grades are calculated on a percentage (no rounding) based on the number of points you've earned.

Point Range	Percentage Range	Letter Grade
900 – 1000	90 – 100	A
800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

ASSESSMENTS FOR FINAL GRADE

Assessment	LOs	%	Points
Exams (3 @ 100 pts each)	1-5	30%	300
Classic Studies Project <i>Group-graded, in stages plus an individually-graded Project Collaboration component.</i>	1-5	20%	200
Weekly Quizzes (10 @ 15 pts each)	1-5	15%	150
In-class Assignments (10 @ 15 pts each)	2-5	15%	150
Preparation (10 @ 10 pts each)	2-4	10%	100
Vibe Check (10 @ 10 pts each)	4-5	10%	100
TOTAL POINTS		100%	1000

ASSIGNMENTS

LATE POLICY

You have seven 'late days' to use at your discretion. Each 24-hour period after the due date counts as one 'late day.' Submit within 24 hours and you've used one late day; within 48 hours, two late days. Use all seven on one assignment, or spread them across several — up to 24 hours late on 7 different assignments, 7 days late on one, or any mix in between. As long as you have late days left, you won't be penalized.

If you run out, you'll lose 50% of the total points per day late, and no late assignments will be accepted more than 3 days past the due date.

Late days can be used for missed In-Class Assignments. Miss class, and you can submit an alternate version of that day's activity (using the provided materials) within your late-day window.

Use the Missed Class form to report the absence and submit the Late Day form for the assignment you need to make up, both on Bb. Check in with me about details regarding alternatives to the in-class assignment. Schedule a time to meet with me.

Late days still do not apply to:

- Group-graded assignments or exams
- Prep: due one hour before class starts; late, it can't do its job
- Vibe Check: your teammates can't rate a day you weren't there for

If you feel there are extenuating circumstances preventing you from completing assignments on time, reach out to discuss the situation with me. NOTE: late days may not be used to exceed the final course due date for all assignments [1:59 PM on the last Friday of the semester].

Documented accommodations through ACCESS work differently and don't draw from your late-day bank [see Accommodations, below].

ACCOMMODATIONS

If an ongoing condition will cause repeated or unpredictable absences across the semester, register with ACCESS (siue.edu/access). Once your accommodation is in place:

- **Preparation & Weekly Quizzes** — no change needed, both are self-paced; your accommodation may extend deadlines.
- **In-class Assignments** — the same alternate-version option as the late-day case above, but it doesn't draw from your late-day bank and isn't capped at the usual limits.
- **Vibe Check** — graded as a percentage of the weeks you were present, not out of all 10.

See Services for Students Needing Accommodations, later in this syllabus, for how to register with ACCESS.

MAKE-UP EXAM POLICY

You must provide a valid and documented reason to be eligible for a make-up exam, ideally before you are absent. You should do everything you can to make sure you are in class for the scheduled exam date. It is your responsibility to make arrangements with me to retake your exam. Makeup exams will be administered at the end of the semester during final exam week.

ASSIGNMENT DETAILS

Assignment	What is it?	¹ How do I do it?	² When is it due?	LOs	%	Pts
³ Exams	Traditional, in-person exam consisting of multiple-choice questions, true/false, matching, etc.	Study. Sleep. Come to class. Bring a pencil.	On the day it is scheduled.	1-5	30%	300
Project	A group research project on a classic study in cognition. You start with a seed article and investigate how the area developed into what is currently known.	In stages, with guidance in class and the support of your group outside of class. You find, read, and summarize research and propose a hypothetical study. Submit on BB and/or in-class.	The final project is due during the last week of regular classes. Stages of the project are due throughout the semester.	1-5	20%	200
Weekly Quizzes	Traditional quiz with questions from each chapter (multiple-choice, true/false, matching, etc.). Randomly drawn from a test bank.	Complete on BB, in the chapter folders. Retake multiple times before the due date to increase your score.	At the end of the week during which that chapter is covered.	1-5	15%	150
⁴ In-class Assignments	Hands-on activities, labs, demonstrations, and other instruction. Completed in small, rotating groups.	Come to class. Work with your group. Complete the assignment. Submit in class.	At the end of class.	2-5	15%	150
Preparation	Lectures, labs, and other resources to prepare for the in-class activity.	Complete on BB. Watch lecture videos, read the chapter. Take notes on both. Review other materials. Complete the prep assignment.	One hour before class starts.	2-4	10%	100
Vibe Check	A 3-question survey to rate how your group members showed up for your learning today.	Show up prepared to support your classmates. Submit the Vibe Check for your group members. Qualtrics survey linked on BB.	At the end of class.	4-5	10%	100

¹ Written assignments, including components of the research project, must be submitted via BB unless otherwise specified. See the assignment for specific instructions on where to submit, file naming, and requirements. Assignments emailed to me may not be accepted!

² See Late Policy, above, for how late submissions in this category are handled.

³ See Make-up Exam Policy, above.

⁴ See Accommodations, above, for how this category is handled under a documented ACCESS accommodation.

PREPARATION AND PARTICIPATION

Preparation and participation are graded directly, not just expected. Preparation measures whether you did the work to get ready for class. Vibe Checks measure how you showed up once you got there.

COURSE POLICIES

DEPARTMENT OF PSYCHOLOGY WRITING POLICY

As a student in this course, you will be expected to display university-level writing. Specifically, all written assignments completed for this course should include:

- Clear transitions from sentence to sentence and idea to idea (organized, flows well)
- Verb tense consistency
- Clear and unambiguous sentences and ideas
- Writing free of typos, spelling errors, and major grammatical errors
- Properly formatted, including headings, citations, and references per the 7th edition of the APA manual

If you feel you need help with your writing, seek assistance from the Writing Center (siue.edu/lss/writing-center) or its online resources.

Here are some additional considerations for quality college-level writing in any discipline...

- Clear, direct organizational structure
- Has a clear thesis statement
- Paragraphs are well structured around main ideas
- Provides evidence and analysis
- Uses direct, appropriate language
- Concisely and precisely written
- Uses the appropriate vocabulary for your audience
- Includes a conclusion

COURSE WRITING POLICY

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will not grade your paper. If more than three writing errors are found on any one page, grading will stop and the paper will be returned with a grade equal to 50% of the total point value for the assignment.

AI USE POLICY

UNACCEPTABLE USE OF AI IS A FORM OF PLAGIARISM AND IS SUBJECT TO THE SAME ACADEMIC SANCTIONS. See the plagiarism policy below.

In this course, students must be the primary and majority authors of text, code, analysis, and all coursework products and assignments. Students must keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship. Assignments will be submitted via Turnitin, a tool with embedded AI detection.

ABOUT GENERATIVE AI

You are prohibited from using generative AI tools on assignments in this course. You are prohibited from using any form of AI to complete exams.

Generative AI tools are typically trained on limited, sometimes out-of-date and copyrighted datasets, and are built to produce content that seems human, not content that is accurate. It is your responsibility — not the tool's — to assure the quality, integrity, and accuracy of anything you submit. This course may require electronic submission through Turnitin, which will also attempt to detect AI-generated text.

PERMITTED USES

Use of AI tools to check grammar or style is permitted. When unsure, ask BEFORE using an AI tool. Any student work submitted using AI tools should clearly indicate what is the student's work and what part was completed by the AI.

For my class, responsible use of any AI-based tool must follow all of the below:

- Complete the AI Use Log (see BB). Screenshot and save everything: prompts, answers, where, why, and how.
- Be transparent about how you used the tool, including what is your original contribution. An AI detector such as GPTZero may be used.
- Cite everything. Any AI-assisted work must be clearly marked, including the specific tool used.
- Ensure your use doesn't violate copyright or intellectual property laws.
- Never use AI-based tools to cheat on assessments or to plagiarize without citation.

In this class, unacceptable uses of AI assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

Acceptable AI use or assistance includes:	Unacceptable AI use or assistance includes:
Brainstorming a topic	Using AI to draft entire essays or complete unfinished portions of an assignment
Generating search terms or keywords for research	Using AI to write or rewrite significant portions of a text
Formatting citations (double-check them, AI often gets these wrong)	Using AI to summarize primary source material — rewording an AI summary is still plagiarism
Finding errors and getting general suggestions without AI composing the text	Using AI-suggested sentences without quotation marks and a citation
Searching for information as you would with any search engine	Improperly crediting AI tools for artwork used illustratively
Generating AI artwork/audio/video with proper credit	Failing to document appropriate use of AI

In this class, I permit students to use ChatGPT for: outlining content; providing background knowledge (with the understanding that it's often wrong — Wikipedia is usually better for this); checking grammar and syntax; and creating materials such as survey items or sentences for research experiments.

POTENTIAL CONSEQUENCES FOR INAPPROPRIATE USE OF AI

Depending on the nature and severity of the offense, students will be subject to one or more of the following:

- Meet with instructor to develop a learning plan with a resubmission due date; likely a 0 on the assignment if not resubmitted
- Removal from group project and a 20% reduction in total project score
- Zero on the assignment and a plagiarism report to the Provost
- Zero on the research project and a plagiarism report to the Provost
- Fail the course, with a plagiarism report to the Provost

ACADEMIC INTEGRITY / PLAGIARISM

The expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences, and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per SIUE's academic dishonesty policy.

We will cover how to properly read and cite sources in class. If you have any questions about what counts as plagiarism, ask before you turn in an assignment. Unless expressly allowed by the instructor, use of AI tools to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

We have ways of detecting plagiarism and use of AI, so don't do it!

PSYCHOLOGY DEPARTMENT POLICIES

SERVICES FOR STUDENTS NEEDING ACCOMMODATIONS

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement — such as time-limited exams, inaccessible web content, or non-captioned videos — please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. To determine reasonable accommodations, students must register with ACCESS, either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also email myaccess@siue.edu or call 618-650-3726. If you would need additional help in an emergency, notify your instructor to be shown the evacuation route and discuss specific needs.

POLICY ON INCOMPLETE GRADES

It is the student's responsibility to officially withdraw from a course by the University's dates if not intending to complete it. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances may a faculty member agree to give a student an Incomplete (INC), never automatic and always requiring approval. If granted, both parties complete a Memorandum of Incomplete Grade specifying when remaining work is due (no later than the end of the following semester); unfinished work by that date converts the INC to an F.

SIUE PSYCHOLOGY DEPARTMENT TWITTER

Follow @SIUEpsychology for announcements, department news, and recent psychology news — a great way to stay connected after you graduate.

SIUE POLICIES AND STATEMENTS

SIUE STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE NONDISCRIMINATION POLICY

SIUE is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. SIUE prohibits discrimination against employees, applicants for employment, and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status.

ACADEMIC INTEGRITY

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Full text: siue.edu/policies/3c2.shtml.

RECORDINGS OF CLASS CONTENT

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning, including for a student catching up after missing class due to illness or quarantine. Recording, replicating, or sharing course content without the express permission of the instructor of record is not permitted and may violate the University's Student Conduct Code (3C1): siue.edu/policies/3c1.shtml.

DIVERSITY AND INCLUSION

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our classrooms must be places where students and teachers feel safe and supported. All students and faculty share responsibility for co-creating a classroom that affirms inclusion, equity, and social justice. Violations will be enforced in line with the SIUE Student Conduct Code.

The Hub (siue.edu/csdi) is an excellent resource for students. Anyone who believes they have experienced or witnessed discrimination or harassment can contact the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333, or use the online bias-incident reporting form.

ACADEMIC AND OTHER SUPPORT SERVICES

ACADEMIC AND OTHER STUDENT SERVICES

As an enrolled SIUE student, you have a variety of support available, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- ACCESS
- Cougar Cupboard
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out and let me know.

COUGAR CARE

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decision to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment at cougarcare.siu.edu or by calling 618-650-2842.

STUDENT SUCCESS COACHES

Student success coaches serve the SIUE student population with tools and resources to adjust to college life, including time management support and referrals to campus resources. Use Starfish to connect with a coach as soon as possible if you need academic or personal support.

TECHNICAL SUPPORT

It is your responsibility to address any computer problems that occur; such problems are not an excuse for missed deadlines. Contact ITS at 618-650-5500 or help@siue.edu, or check the ITS System Status page.

OTHER RESOURCES

LOVEJOY LIBRARY

PHONE: 618.650.4636 | WEB: siue.edu/lovejoylibrary

COMPUTER LABS

WEB: siue.edu/its/labsclassrooms

TECHNOLOGY SUPPORT — LOVEJOY LIBRARY ROOM 0005

PHONE: 618.650.5500 | EMAIL: help@siue.edu

WRITING CENTER - MUC — STUDENT SUCCESS CENTER 1254

PHONE: 618.650.2045 | WEB: siue.edu/lss/writing