

COGNITIVE PSYCHOLOGY

Online Super-Accelerated Summer Version

Mon June 2nd to Sat July 5th, 2025

PSYC 208 section 702 — Summer 2025 — 3 credit hours

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- **Asynchronous Lectures:**
https://www.youtube.com/playlist?list=PLeqON3UbIhzVjyVJRwUXR_tRqqNnJRrug
 - **Office hours:** get help, and/or chat!
 - Email me and we can schedule a Zoom meeting
 - **Last day to drop (100% refund):** June 6th
 - **Last day to withdraw (W grade):** June 20th

Your instructor:

- **Dr. Jason Finley**
 - email: jafinle@siue.edu
 - phone/text: 949-433-4216

Required course text [available online via Blackboard]:

Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Cengage.

You do not have to buy the book! It's all available to you online.

Tech we will be using:

- **Blackboard:** <https://bb.siue.edu>
 - PowerPoints, exams, lecture worksheets, and links to everything else
- Cengage MindTap [linked via Blackboard]
 - eBook, CogLab experiments, Mastery Training
- **YouTube:** lecture playlist:
https://www.youtube.com/playlist?list=PLeqON3UbIhzVjyVJRwUXR_tRqqNnJRrug
 - Instructional material created by the professor is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (CC BY-NC-SA 4.0). Meaning that you can share and adapt the material as long as you give credit and it is for non-commercial purposes. Content created by third parties (e.g., movies, textbooks) is covered by its own copyright licenses.

My Teaching Philosophy

My goal is to spark a sense of wonder in students, and to equip them with the skills to think better and become better people.

How to communicate with me?

I will do my best to respond to emails within 24 hours on weekdays. Please use a descriptive subject line (e.g., “PSYC208: question about visual imagery”). Please address me as Dr. Finley, Professor Finley, or Prof. Finley.

Course Catalog Description: This course offers a broad survey of cognitive psychology. Topics covered include attention, perception, memory, language, reasoning, and decision making.

Prerequisite(s): PSYC111 or equivalent (intro psych).

Course Description from Dr. Finley:

How does the mind work? Here’s an analogy: think of the brain as the hardware of a computer, and the mind as the software. Cognitive psychology is about using science to try and reverse-engineer the software of the mind. How does the mind receive information from the world, how does it store and process that information, and how does it output responses? The topics of cognitive psychology underly everything about the everyday human experience. You will learn a lot of really interesting things about your own mind, and you will learn about the research that has yielded such knowledge.

Course Objectives:

The learning activities, assignments, and exams in this course assess your mastery of these learning outcomes:

- **Understand the key findings and theories in cognitive psychology.**
- **Understand the scientific process by which findings are evaluated and theories are created and tested.**
- **See how cognitive psychology is relevant to your existence.**

Note that my job is to *help* you learn, not *force* you to learn. Learning requires time and effort. I am here to help you, but you need to also take responsibility for your own learning.

Overview of what you need to do for this course:

- Watch the lecture videos and do the lecture worksheets that go with them.
- Read the book chapters.
- Do the Mastery Training for the chapters.
- Do the CogLab experiments.
- Take the three exams.

- Ask me for help when you don't understand something.

HOW TO LEARN AND DO WELL IN COLLEGE:

General Lessons from Cognitive Psychology

1. Create a study group that meets before each exam to review class material. Talk through things together, explain things to each other, make connections between concepts.
2. If you have three hours total to study, three 1 hour sessions spaced apart are much more effective than one three hour session the night before the exam.
3. Learning requires adequate sleep. So get some sleep.
Also, stay hydrated (i.e., drink water).
4. **Taking notes in your own words** is a far more effective learning tool than either writing down exactly what I say or simply reviewing the text or lecture notes. Simply reviewing PowerPoint slides may be the worst strategy you could use, especially if you were not in class that day. Also, if you take notes on paper, the process of physically organizing your notes will influence your mental organization as well. Taking notes on computer can be fine too, and has the added benefit of searchable text.
5. **QUIZ YOURSELF.** The **retrieval practice effect** (aka the testing effect) shows us that every time you retrieve something from memory, you strengthen that memory. Wanna hear some really ineffective study strategies? Re-reading your notes, looking over the powerpoints, re-reading the book and highlighting/underlining. Those things might make you *feel* like you understand and remember stuff, but that doesn't mean you actually do! Instead, try things like this:
 - a. After class, think back over the topics you learned. Flip to a blank page in your notes and jot down the main topics from memory. Make an outline. Maybe try explaining to someone else what you learned that day.
 - b. When reading the book, read a few pages, then pause to mentally review what you learned. Jot things down on a blank page without looking back at the text yet. See? You're quizzing yourself!
 - c. Make and use flashcards (on paper or online using websites like quizlet.com or the Flashcards built into MindTap). But don't cheat! Look at one side of the card (e.g., a key term) and actually retrieve the meaning and say it out loud before flipping over the card to see the answer. If you just flip without retrieving first, and you're like "yeah I knew that!" you're not doing yourself any favors.
 - d. Use any practice exam/quiz questions if available. Don't look at the answers until after you've tried to retrieve from your memory.
 - e. Each chapter has an optional quiz (for no graded points) in MindTap.
 - f. Try writing your own multiple choice questions about key topics
 - g. Think of it this way: let's say an upcoming test would require you to throw a basketball into the hoop from a certain distance. What do you think would be the most effective way to prepare for that test: (a) reading about basketball over and

over again, (b) watching videos of other people throwing basketballs, or (c) actually practicing throwing the basketball yourself? Obviously, c. It's the same with academic tests. Your task on the test will be to remember things and apply the concepts you've learned; so that's what you should actually practice!

6. *You are not the multi-tasker you think you are!* You can only do one task at a time that requires controlled attention. Switching between tasks has cognitive costs. If you're using a computer to take notes, and you also have other programs like messages going, your attention is divided and your comprehension will suffer. If you're studying and there is noise or other stuff going on, your attention is divided and your comprehension will suffer. Study in a quiet environment with no distractions.
 7. Relate concepts to your personal experience when applicable.
 8. If you've made it this far in the syllabus, go to the Syllabus Extra Credit on Blackboard and enter the underlined key phrase from point 5 above to get some extra credit.
 9. Don't wait until you are struggling to come to me for help! **Thinking you understand** and **actual understanding** is not the same thing. Successful people seek out feedback about their knowledge rather than rely on subjective internal evaluations of learning.
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Evaluation: Your grade in this course will be based on:

Exams Exam 1 (chapters 1-4): 10% Exam 2 (chapters 5-8): 10% Exam 3 (chapters 9-13): 10%	30%
Lecture Worksheets 13 worth 2% each	26%
Mastery Training 13 worth 2% each (drop lowest)	24%
CogLab Experiments 11 worth 2% each (drop lowest)	20%
Total:	100%

There are 100 points possible in this course.

A note about this, since a few students complain every year: There will be fractional points available on everything, so having “only” 100 total points in the course does *not* by itself make the course more difficult. It just makes your grade calculation simpler and easier to understand. If this still bothers you, just imagine there is an extra zero after everything and it’s 1,000 total points instead, okay?

Final letter grades will be based strictly on the following scale:

89.50	≤	A	≤	100
79.50	≤	B	<	89.50
69.50	≤	C	<	79.50
59.50	≤	D	<	69.50
0	≤	F	<	59.50

Final scores will be rounded to two digits. For example, a final score of 89.495 would be rounded up to 89.50, and a final score of 89.494 would be rounded down to 89.49.

Exams (30%):

There will be three exams, worth 30% of your class grade total. Exams will each consist of 50-56 multiple choice questions on Blackboard. Exam 1 will cover chapters 1-4, Exam 2 will cover chapters 5-8, and Exam 3 will cover chapters 9-13. There will be study guides available for each exam, outlining the major topics, and there will be practice questions.

Exams are open-book and open-notes. You can use any resources, except do not communicate with other people. Exams are time-limited (1 hr for Exams 1 and 2, 1 hr 10

min for Exam 3), and you only get one chance. You should actually study for them, otherwise you won't be able to do well in the time limit.

Exams can be completed any time before their due date. There will be no make-up exams.

Lecture Worksheets (26%):

These consist of questions integrated with the lecture videos. They are each worth 2% of your grade. *Tips on using the lecture videos:*

- *You don't have to watch an entire lecture video in one sitting. Set your own pace. You can pause it and keep your place, come back and continue later. (This is equivalent to there being multiple shorter videos!) And also you can save your work on the lecture worksheet on Blackboard without having to submit it yet. There's a Save Answer button next to each question so you can save as you go along, and at the bottom of the worksheet, there is a "Save All Answers" button too. (Just remember when you're eventually done with the worksheet to click "Save and Submit".)*
- *You can also try watching the videos at an increased speed in YouTube, by clicking on the Settings icon (looks like a little gear) and you can set Playback speed to be slower or faster, for example 1.25. This seems to work well for some students but not others, so your experience may vary, see what works for you. You can always change the speed as needed.*

Mastery Training (24%):

These are interactive activities that help you learn key terms and concepts for each chapter. ***In order to get full points, you must work on a Mastery Training across at least 2 separate days.*** Each one is worth 2% of your grade. You can drop the lowest score.

CogLab Online Experiments (20%)

These give you some background and also firsthand experience participating in tasks like those in the research you will be learning about! There will be 11 of these, linked from Blackboard. Each experiment is worth 2% of your grade. You can drop the lowest score. *Each CogLab has 2 parts:*

1. *Do the CogLab activity on the MindTap site. At the end of the activity there will be a page of text explaining more about it. It's a good idea to leave this open for the next part:*
2. *Back in Blackboard, you'll then answer some questions about the CogLab.*

Late Policy

The three exams have hard due dates and cannot be attempted after those dates are passed. The lecture worksheets, mastery training, and experiments are all due by the due date of their corresponding exam. You can earn half credit for late lecture worksheets, mastery training, or experiments completed before the due date for Exam 3. No late work is accepted after that.

Extra Credit (?%)

I reserve the right to *potentially* offer extra credit opportunities, but don't count on them. Any such opportunities would be equally available to all students, so don't ask me for special extra credit just for you.

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 the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at <https://siue.edu/access> or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you have accommodations from ACCESS, you MUST COMMUNICATE WITH ME, so I can know what your needs are and work with you. For example, if you are approved for extra time on exams, and you want to use that accommodation, you have to tell me so that I can manually set up the extra time for you in Blackboard; it won't just automatically be applied.

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 virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for

reporting bias incidents at

https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Academic and Other Student Services

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

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

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

Mental Health Support

Dealing with the fast-paced life of a college student can be challenging, even when we're not in the midst of a worldwide crisis. I encourage you to reach out when you need mental health support (e.g., anxiety, depression). Students have access to counseling services on campus (Student Success Center, 0222).

Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Through either a mobile app or your desktop, TimelyCare provides 24/7 access to virtual care from anywhere in the United States at no cost. Visit timelycare.com/SIUE or download the TimelyCare app from your app store and register with your school email address.

Find an online therapist through PATH: <https://www.pathmentalhealth.com/siue>

If you're in crisis: <https://www.siu.edu/counseling/online-emergency-services/index.shtml>

Self-help resources: <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself>

Online therapy worksheets and activities: <https://www.therapistaid.com/>

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

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 the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) 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!

ANY case of academic dishonesty (e.g., cheating on a writing assignment, quiz, or exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. 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. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>

Psychology Department writing policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (i.e., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the [writing center](#) on campus or utilize one of the many [online resources](#) they have identified to help students. 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 stop the grading process and return the paper to you with the grade of 0. You will have 48 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Except for the 3 actual due dates, the dates are suggestions for when you should be working on things in order to stay on track.

Day	Date	Topics	Assignments
1	Mon	6/2/25	Ch. 1: Intro to Cog Psych, the Science of the Mind Lecture worksheet Mastery Training CogLab: Simple Detection
2	Tues	6/3/25	
3	Wed	6/4/25	Ch. 2: Cognitive Neuroscience Lecture worksheet Mastery Training
4	Thurs	6/5/25	
5	Fri	6/6/25	
6	Sat	6/7/25	Ch. 3: Perception Lecture worksheet Mastery Training CogLab: Müller-Lyer illusion
7	Sun	6/8/25	
8	Mon	6/9/25	Ch. 4: Attention Lecture worksheet Mastery Training CogLab: Stroop
9	Tues	6/10/25	
10	Wed	6/11/25	
11	Thurs	6/12/25	DUE DATE (11:59pm) for Exam 1 and all Chapter 1-4 assignments

Day	Date	Topics	Assignments
12	Fri 6/13/25	Ch. 5: Memory: short-term/working	Lecture worksheet
13	Sat 6/14/25		Mastery Training
14	Sun 6/15/25		CogLab: Memory Span
15	Mon 6/16/25	Ch. 6: Memory: long-term: structure	Lecture worksheet
16	Tues 6/17/25		Mastery Training CogLab: Serial Position
17	Wed 6/18/25	Ch. 7: Memory: long-term: encoding, retrieval, consolidation	Lecture worksheet
18	Thurs 6/19/25		Mastery Training CogLab: Encoding Specificity
19	Fri 6/20/25	Ch. 8: Memory: everyday and errors	Lecture worksheet
20	Sat 6/21/25		Mastery Training
21	Sun 6/22/25		CogLab: False Memory
22	Mon 6/23/25	DUE DATE (11:59pm) for Exam 2 and all Chapter 5-8 assignments	

Day	Date		Topics	Assignments
23	Tues	6/24/25	Ch. 9: Conceptual Knowledge	Lecture worksheet
24	Wed	6/25/25		Mastery Training CogLab: Lexical Decision
25	Thurs	6/26/25	Ch. 10: Visual Imagery	Lecture worksheet
26	Fri	6/27/25		Mastery Training CogLab: Mental Rotation
27	Sat	6/28/25	Ch. 11: Language	Lecture worksheet
28	Sun	6/29/25		Mastery Training CogLab: Word Superiority
29	Mon	6/30/25	Ch. 12: Problem solving & Creativity	Lecture worksheet
30	Tues	7/1/25		Mastery Training
31	Wed	7/2/25	Ch. 13: Judgment, Decisions, Reasoning	Lecture worksheet
32	Thurs	7/3/25		Mastery Training
33	Fri	7/4/25		CogLab: Typical Reasoning
34	Sat	7/5/25	DUE DATE (11:59pm) for Exam 3 and all Chapter 9-13 assignments	