Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Course website: I will use https://carmen.osu.edu regularly for course announcements, course materials and grade posting. You need to check it regularly.

Catalog Description: Training in experimental and quantitative methods in cognitive psychology; laboratory experiments include topics such as memory, perception, and attention. Prereq: 3302 (302), 3310 (310), or 3312 (312), and 2220 (220) or 2220H (220H), and 2300 (300), and enrollment in Psych major. Not open to students with credit for 4520 (520) or 510.

My Description: Welcome to Cognitive Psychology Laboratory. This is going to be a fun and challenging course that gives you a taste of graduate school in cognitive psychology by walking you through the research process using cognitive psychology as an underlying theme. You will learn how the experiments that you have read in textbooks are actually done by conducting one yourself. However, this course is much bigger than your experiment. You will finish the semester with a good understanding of what cognitive psychologists do on a regular basis – including reading journal articles, peer reviewing, collaborating with peers, writing grants, collecting data, analyzing data, writing up the results, creating conference presentations, public speaking, and more!

Transferable Skills

This course will focus on combining the knowledge you have accumulated throughout your undergraduate career and producing skills that are obviously transferable to your future careers and goals. Each student will have a different goal, but you will develop and practice skills in this course that will help you in the future. These skills include:

1. Critical thinking, decision making and problem solving
2. Teamwork
3. Project management
4. Communication (both formal and informal)
5. Information literacy
Course-specific commitments and expectations

My commitment to you: 

I will not leave you to fend for yourself in this process. I know many undergraduate students leave capstone research courses with a negative view of research because the experience they received did not mimic the mentorship model that graduate school should follow. I will guide you into projects that I am well qualified to mentor so that I can mentor you (although not hold your hand) every step of the way. I love research and run my own lab even when it’s not part of my job – even when nobody is paying me to do so. I hope that my enthusiasm for this process rubs off on you. I have purposefully left our schedule flexible, with room to meet you where you are in the research process so that I can discuss the topics you need to be successful in this course and also allow you some class time to collaborate with peers (although of course you will need to spend a considerable amount of time outside of class collaborating as well).

My course-specific expectations of you:

- **If I assign you a task, you complete it.** I cannot anticipate exactly where this course will go ahead of time because we need to have some flexibility in order for the course goals to be reached and ensure a positive and productive experience for as many students as possible. That means that I cannot, in advance, assign points to every assignment. However, everything I give you to read or do builds to the skills you need at the end of the semester. Therefore you need to be a responsible course citizen and do the work you are assigned, regardless of whether it is immediately tied to a grade.

- **You will not fall behind in this course.** We have a lot to accomplish in one semester. You are going to be working in research teams, which means that your work (or lack thereof) has a direct impact on your peers. In order to be fair to as many students as possible and reach the finish line at the end of the semester, falling behind will have severe repercussions on your grade, including possibly being removed from your research team. If you fail to accomplish team tasks and are jeopardizing the progress of other students on your team, you will be removed from your team. Removal from your research team means you will have to begin a project anew and complete all the same assignments as the rest of the course. I will not spend extra time with you to mentor this project because your failure to finish tasks on time should not create extra work for me. I reserve the right to remove you from your research team at any point during the semester and still hold you accountable for the assignments.

- **Attendance is required.** If you do not have a documented excuse, you are permitted to miss two classes and then you will lose one percentage point for each class you miss from your overall grade. If there are circumstances that will require you to miss class, you need to let your research team know once group work has begun. If you do have a documented excused absence, you are still expected to keep up with your research team. The possibility of being removed from your team as described above still applies to students who fall behind even with documented excuses. This is because, despite having documented reasons for your absence, it is an academic integrity issue to have the rest of your team pick up your work for while you receive a grade for it. I take attendance at the start of each class. I also note late arrivals. You are allowed two absences during the
semester and two late arrivals. Any late arrivals or absences beyond the allotted amount will lower your final grade by 1% point each. Late arrivals and absences will have the same repercussions when it comes to lowering your grade by 1%. See the list below for what qualifies as an excused/documented absence.

- Graduate school interview – proof of interview must be provided on letterhead from the interviewing institution no less than one week prior to your planned absence.
- OSU-sponsored athletic events – provide proof of the event on letterhead no later than one week prior to the event.
- Funeral for a loved one – provide the obituary and explanation of the person’s relationship to you. You must contact me about this as soon as possible but no less than 24 hours after the missed class.
- Mental health or medical emergencies – provide documentation from the medical professional on letterhead. You must contact me about this as soon as possible, but no later than 24 hours after the missed class period unless extenuating circumstances apply. This letter must clearly state that you had an emergency that precluded you from attending class – a non-emergency (mild illness, clinic visit, etc.) is not an excused absence.

I absolutely understand that life happens. I will understand if you want to attend a wedding, go on a family vacation, attend a job fair, accidentally oversleep, etc. However, that is why you have built in “free” days for these unexcused absences. If you know you want to attend a wedding later in the semester, you need to be extra vigilant that you do not miss class earlier in the semester. Always remember to be in touch with your research team in the event of any absences.

Caveat: An excused absence means you will not lose points under the attendance policy. It does not mean you are not held responsible for anything that happened in class that day.

<table>
<thead>
<tr>
<th>General Information and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Integrity - You have the power to achieve whatever you put effort into. You have the power to become smarter as a result of being in this class and putting effort into the assignments in this class. In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others.</td>
</tr>
</tbody>
</table>

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).”

As your instructor, I am obligated to report suspected academic misconduct. Once I report suspected academic misconduct to the Committee on Academic Misconduct (COAM), you are permitted to continue on in the course as any other student without prejudice.

2. Classroom Conduct – It was based on my experience in my undergraduate psychology courses that I developed an interest in the field and have pursued a career in psychology. I hope to ignite the same interest in psychology in many of you and am committed to
providing you with an informative and engaging experience. In order to receive this experience, I require that each student practice proper classroom etiquette. I have high expectations of your conducting yourself as the respectful, intelligent university student I believe you to be. I have even higher expectations that you will be a conscious neighbor to your fellow classmates and me, and our joint interest in a productive learning environment.

a. The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. I may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. For purposes of this class, disruptive conduct includes, but is not limited to:

1) Behavior that obstructs the learning environment (e.g., offensive language, harassment of others, repeated outburst from a student disrupting the flow of instruction or preventing concentration, failure to cooperate in maintaining classroom decorum, etc.).

2) Any use of any electronic or other device outside the assigned classroom activities. Please do not use your cell phone during my class. If you have an important call just let me know ahead of time and leave it on your desk.

3) Technology for note taking: If you plan on using a laptop or any other electronic device during this class for note taking, you must sit in the back three rows of the room. This is because studies show that technology use in class is both disruptive to your own learning as well as to the ability of your peers to learn.

3. Student Life Disability Services –

“The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu, 614-292-3307, 098 Baker Hall, 113 W. 12th Avenue”

Even after you have notified me of your accommodations, please make every effort to remind me of them leading up to events during which you require accommodations, such as exams.

4. Religious Holidays: If you anticipate having difficulty completing an assignment or exam due to a major religious holiday not listed on the syllabus, you must contact me during the first 2 weeks of the semester to make arrangements.

5. Students are responsible for all course-related announcements, regardless of where they are made -- in class, via email or on the course website. Absence is not an excuse for not knowing about anything related to this course. Exchange the
contact information with several peers and ask THEM what you missed. Do NOT ask me what you missed.

6. Disputing grades: If you believe that a grade is flawed and/or that I have made a clerical error, you must submit a grade change request to me via email within ONE WEEK of the posting of the grade to the course website. Your request must include detailed information about why you believe an error has been made and any supporting documentation. I absolutely understand that a clerical error may occur and the course assistant or I may accidentally enter the incorrect grade. However, occasionally students attempt to dispute grades at the end of the semester to try and raise their grades. The one week rule prevents this behavior and encourages you to check the course website regularly – which comes with the bonus of staying informed of any class announcements.

8. The use of cameras or video recording devices is NOT permitted. The use of an audio recording device is permitted with instructor's permission. Course-relevant files may not be shared or distributed. **The use of a camera to take pictures of anything or anyone in the classroom, including my slides, is a violation of this policy and is not allowed.**

9. Statement on sexual misconduct/relationship violence:

"Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

<table>
<thead>
<tr>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details for these assignments will be posted on Carmen and/or discussed in class.</td>
</tr>
</tbody>
</table>

Grading:

1. Progress on your project: 58% (individual grade that can be impacted by your team)
   a. I reserve the right to assess your individual and team progress at any point in the semester, through any assignment. This may include but is not limited to: in-class assignments, pop-quizzes related to journal articles you were assigned, unannounced individual or team interviews about your project, evaluation while you run a subject, requests that you send me progress at the end of a class period, and more.
   i. To accommodate absences, your two lowest grades are dropped from this category. However, there will be no other makeups or excuses for any grade items that fall into this category – whether or not you have an excused absence.

2. Paper: 22% (team grade)
   a. Rough draft: 2%: I will look at ONE rough draft of your paper. I will not provide feedback on more than one draft during the semester. Even though handing in a rough draft for comments is only worth 2% points, it would be a HUGE mistake to miss the opportunity to get my feedback on this assignment.
   i. Note that fixing everything that I comment on for the rough draft does not guarantee you will get an A. There are likely problems that I can't even detect because of the issues that are presenting in your rough draft.
b. Final paper: 20%
3. Final Presentation: 20%
   a. Poster: 12% (Caveat: You will not get any of these points if you fail to attend the poster session.)
      i. 8%: The hard copy of the poster you submitted (team grade)
      ii. 4%: The presentation of your poster during the poster session. (individual grade)
   b. Talk: 8%
      i. 4%: Overall talk (team grade)
      ii. 4%: Your part of the talk (individual grade)

Grading System
Grades are posted regularly throughout the semester on the course website. Once a grade is posted, you have one week to tell me if you suspect an error. After one week, the grade will not be changed for any reason. We will use the OSU standard grade scheme, which includes +/- grades. **Grades are never rounded.** Here are the final grade percentage points with the letter grade in parentheses:

- 93 - 100 (A)
- 90 - 92.9 (A-)
- 87 - 89.9 (B+)
- 83 - 86.9 (B)
- 80 - 82.9 (B-)
- 77 - 79.9 (C+)
- 73 - 76.9 (C)
- 70 - 72.9 (C-)
- 67 - 69.9 (D+)
- 60 - 66.9 (D)
- Below 60 (E)

Research Projects
There are five projects that we will conduct as a class. These projects ask questions I am really interested in asking in my lab but I'm not ready to examine them, in part because some legwork needs to happen to get ready for them or because I just have too many other projects going on. To be very clear, these are projects that we will likely conduct in my lab someday – they are my ideas, anything that is published will be collected under IRB approval (which is not what is happening in this class) and you will not be an author on them. However, this experience lets you know what it’s like to work on a publishable project under a mentor who is genuinely interested in the topic being studied. You will rank your interest in these projects and be placed into five separate teams of six students.

1. Does awareness of recognition-induced forgetting eliminate the results?
   a. The bulk of the work will be in **running subjects**. All students in this class (N=30) and in my lab (N=13) must be run.
2. Can emotionally arousing stimuli be forgotten?
   a. The bulk of the work will be in collecting stimuli. If you will have a hard time looking at emotionally arousing stimuli, do not pick this one.
3. What is the relationship between implicit and explicit forgetting (i.e., is there a difference in the magnitude of the forgetting effect between recognition-induced forgetting and **directed forgetting**)?
a. The bulk of the work will be examining the direct forgetting literature. I need people who are good at reading journal articles on this project.

4. Does recognition-induced forgetting unfold within the test phase?
   a. The bulk of the work will be in **data analysis**. You must be VERY organized and decent with Excel to be on this project.

5. Are **logos** vulnerable to recognition-induced forgetting?
   a. The bulk of the work will be in running subjects.