Winter 2024 Syllabus

Goals of the Course

This course dives into how we understand the workings of the human mind and the brain's role in creating our thoughts and experiences. It's a cross-disciplinary field that combines insights from psychology, neuroscience, computer science, language studies, and philosophy to map out mental processes. We'll primarily explore cognitive psychology's contributions while also touching on techniques and ideas from related areas. These investigations are often in the news, from studies on brain activity during different tasks, to the psychology behind daily decisions like driving, personal relationships, or managing finances. Through this course, you'll gain a clearer insight into such reports and be able to think critically about them.

We'll cover key topics in cognitive psychology, including how we form concepts, recognize objects, remember past events, pay attention, and regulate emotions. You'll learn about decision-making, reasoning, problem-solving, and how we process language. This course will also show you how there are practical applications of cognitive psychology everywhere—from designing user-friendly technology, improving memory, learning strategies, to the ever-evolving world of Artificial Intelligence (AI). By the end of this course, you'll not only have a solid understanding of the fundamental principles of cognitive psychology but also an appreciation for how these principles affect everything from the ads you see on social media to the way you remember your to-do list.

Learning Outcomes

By the end of this course, our students will have:

1. **Understand Core Cognitive Processes**: Students will be able to identify and describe the core cognitive processes, including perception, attention, memory, language, problem-solving, and decision-making.

2. **Apply Theoretical Frameworks**: Students will demonstrate the ability to apply key theoretical frameworks of cognitive psychology to understand human behavior and mental processes.

3. **Research Methods in Cognitive Psychology**: Students will understand the various research methods used in cognitive psychology, including experimental, correlational, and observational techniques.

4. **Critical Thinking, Analysis, and Communication Skills**: Students will develop critical thinking skill enabling them to analyze and critique cognitive psychology theories and enhance their ability to communicate psychological concepts effectively.

5. **Real-world Applications**: Students will be able to apply cognitive psychology principles to real-world scenarios, understanding how cognitive research can inform issues in areas such as education, artificial intelligence, human-computer interaction, and mental health.

6. **Lifelong Learning**: Students will be encouraged to develop a mindset of lifelong learning, recognizing that the field of cognitive psychology is continuously evolving, and to stay informed about new theories, research findings, and applications.

Course Team

Course Instructor

Dr. Dwayne E. Paré

Contact

Email: dwayne.pare@utoronto.ca

You can expect a response within 1-2 business days.

Course TAs

Di Mo - di.mo@mail.utoronto.ca
Gahyun Kim - gh.kim@mail.utoronto.ca
Kristina Knox - kristina.knox@mail.utoronto.ca

Office Hours

Wednesdays **in-person:** Room: SW415 (times to be posted on Quercus)
By appointment **via Zoom**

Course Communication

Important course information will be communicated to you **via announcements on Quercus**, and/or via **email**.

This course uses the University's learning management system, **Quercus**, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the UofT Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYB57. You may need to scroll through other cards to find this.

You are expected to monitor email and course announcements on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical.

Make sure that the email you have associated with your account in ACORN is your official UofT email. If you want to set up forwarding to another account, here are the instructions: https://onesearch.library.utoronto.ca/ic-faq/36244

Textbook

Barenholtz, et al. (2022). Cognitive Psychology, Tophatmonocle Corp.
This textbook is only available through the Top Hat platform. This allows significant savings for students compared to some of the other frequently used Cognition textbooks, and integration of all course materials into one platform.

Lectures

PSYB57 is a **"web-optioned"** course. This means that the live classroom lectures are recorded and posted online later that same day. Note that both the LEC01 and LEC02 students can access these recordings.

You are responsible for learning all of the content in the textbook AND all of the content in the lectures.

Content

The Brain & Science of the mind

Perception

Attention

Working Memory & Long-Term Memory

Autobiographical Memory

Knowledge

Visual Imagery

Language

Problem Solving

Reasoning and Decision Making

Evaluation

Weight	Assignment	Delivery	
1% (Bonus)	Welcome Activity	Online	
10%	Chapter Quizzes (participation grade)	Online	
11%	Online Labs & Assessments	Online	
14%	Online activities (peerScholar)	Online	
30%	Midterm exam	**IN PERSON**	(Date TBD)
35%	Final exam	**IN PERSON**	(Date TBD)

Please note **you must be on campus to write your exams.** This applies to students in both the LEC01 and LEC02 sections of the course. There is no option to complete these components online.

Detailed information about each course activity will be posted to Quercus once it is time to begin that activity.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact us as soon as possible if you think there is an error in any grade posted on Quercus.

Welcome Activity: Aabiish gaabinjibaayen? Where did you come from?

Dr. Pamela Rose Toulouse, an esteemed Anishinaabe woman from the Sagamok First Nation in Northern Ontario with over 29 years in education, recently worked with the Dwayne Paré & his team to create a Welcome Activity that integrates Indigenous ways of knowing, doing, and thinking. This activity emphasizes the importance of honoring the physical, emotional, intellectual, and spiritual dimensions of oneself and others. In this activity you will create personal stories using any mediums you would like (e.g., text, video, poetry, music, etc). You will then review and reply to the stories of your peers. This activity underscores the significance of mutual respect and recognition in Indigenous pedagogy, highlighting the value of community and self-awareness. Your participation will earn the full 1% activity mark.

Top Hat Participation

There are 2 types of Top Hat participation in this course: Online questions & assessments – and online labs.   These are worth a total of 21% where half the grades will come from participation and the other half will come from performance. More details will be posted on Quercus.

Online activities (peerScholar)

For the peerScholar assignment, there are three phases:

1) You will be given instructions to create a particular assignment.
2) You will be randomly assigned to anonymously evaluate assignments submitted by your peers. At the same time, your peers will be anonymously evaluating your work.
3) You revise your assignment in light of the feedback you received, and reflect upon the changes you made.

Midterm and Final Exams

The midterm and final exam will consist of multiple-choice questions as well as short answer questions.

The content will be based on material from both the textbook AND the lectures.

Although the final exam is not cumulative, there will be some relevant material from the first half of the course that is discussed in the 2nd half as well (so that would be fair game for the exam).

Please note **you must be on campus to write your exams.** This applies to students in both the LEC01 and LEC02 sections of the course. There is no option to complete these components online.

The Registrar's Office is responsible for the scheduling of the exams, so we will not know the date until later on. Full exam details will be posted to Quercus, once available.

Course Policies

Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to Dwayne.pare@utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed *TERM TESTS,* - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed *ASSIGNMENTS,* - If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your **Accommodation Letter** to the course email and specify how many days extension you are requesting. - If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Notes:

-   The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
-   [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
-   For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.

- Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, accommodations are only possible via the Registrar's Office petition process.
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Technical Issues

The following policies apply with regard to technical issues. If there is a system-wide issue with any of our course activities, we will post an announcement.

- **You must back up any written assignments in a [Google Doc](#) as you work on them.**
  - Google Docs will auto-save your work as you go, and will show timestamps of all changes made, so that you can prove you completed your work before the deadline if you encounter submission problems.
  - We do not accept the excuse that one of our systems failed to save your work as a reason for an extension. You should back up your work in a Google Doc as you go.
  - If you encounter an issue with submission, we will ask you to share your backed-up Google Doc with us, with editing permissions so that we can see the version history of the document and make sure your work was completed before the deadline.
- **Technical issues need be reported (by email to the course account) BEFORE an activity is due**.
  - Any problems reported after a deadline will not be accommodated.
  - You should **submit your assignments at least an hour before they are due**, to avoid slow connections at the last minute, troubleshoot any issues, and double check that everything submitted properly.
  - Note that a deadline of, for example, 2 PM, means exactly 2:00:00 PM. If you send a screenshot of an issue showing your computer time as 2 PM, then you are trying to submit late and your work will not be accepted.
  - Please try different computers/browsers if you are experiencing problems. If the problem persists, you should follow the following procedure:

To report a technical issue, email the instructor **BEFORE** the assignment deadline with:
  - your name and student number,
  - a brief description of the problem,
  - **a copy of your work** (i.e. attach the essay or other work you are trying to submit), and
  - **screenshots/videos** of the issue to the course email account. Screenshots/videos must show the date and time on your computer.

Special cases:

If your **wifi is out**, please take a screenshot/video that shows your dead connection and has the computer time and date visible. Report this to the course email as soon as your connection is restored.

If your **power is out**, report this to the course email as soon as your power is restored. If available, please provide a screenshot of the outage info from your electricity provider.

Invalid Excuses for Missed Work include:

- personal travel
- confusion about deadlines or instructions
- failing to check your email or course announcements
- technical issues reported *after* the deadline for an activity

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students **may not use artificial intelligence tools** for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or

that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.