Cognitive Psychology
Psychology 363-001 (CRN: 22310)
Winter 2018
Arlo Clark-Foos, Ph. D.

Lecture (3.0 Credits)
Location: 1012 CB
Time: TR, 11:00 - 12:15 PM

Instructor
Office: 4056 CB
Office Hours: By Appointment
Phone: 313-583-6341
Email: acfoos@umich.edu

Required Materials and/or Technology
- Traditional Hard Cover Book (9th ed.: $212.99), ISBN : 1111834547 (Older editions are encouraged)
- In some cases (e.g., the new edition), this access code can be packaged with the textbook.

Course Website (also on Canvas): http://www-personal.umd.umich.edu/~acfoos/Courses/363.html

Course Description (from University Catalog): “Analysis of human perceptual and cognitive functioning from an information-processing point of view. Emphasis will be placed on attention, pattern-recognition, memory, problem solving and other cognitive processes.”

There will be several methods of instruction used in this course, including textbook, listening to lectures, participating in class discussions, and participating in laboratory experiments. I have intentionally attempted to keep the amount of readings to a minimum for this course. For those pursuing careers as cognitive psychologists, you will receive more in-depth information in specialized classes and seminars (e.g., perception, biopsychology, learning and memory). I hope to provide you with the foundational principles in cognitive psychology so that you may put the more contemporary findings in perspective.

Course Objectives:
- Understand the scientific approach to the study of thinking, learning, and behavior.
- Understand the abilities and limitations in how organisms acquire information from their environments and bodies (i.e., the information processing perspective).
- Be able to understand and apply current theory, research in, and applications of the scientific study of thinking, learning, and behavior.

Disability Statement: The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Counseling & Disability Services (DS) every semester they are enrolled. DS is located in 2157 UC (https://umdearborn.edu/students/disability-services). To be assured of having services when they are needed, students should register no later than the end of the add/drop deadline of each term. If you have a disability that necessitates an accommodation or adjustment to the academic requirements stated in this syllabus, you must register with DS as described above and notify your professor.

Academic Integrity Policy: The University of Michigan-Dearborn values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth by the Code of Academic Conduct (http://umdearborn.edu/697817/), as well as policies established by each college. Cheating, collusion, misconduct, fabrication, and plagiarism are considered serious offenses and violations can result in penalties up to and including expulsion from the University. Disciplinary action will be taken in cases of plagiarism. At the instructor's discretion, the penalty may be a grade of zero on the assignment up to and including recommending that the student be expelled from the University. It is the sole responsibility of the student to understand and follow academic guidelines regarding plagiarism.

Drop/Add
It is your responsibility to be aware of the drop/add dates for this course. The instructor will not grant withdrawal requests made after that date unless extenuating circumstances are presented (i.e., failing due to lack of effort does not qualify).
Attendance
A student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student’s responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (F) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.

There is no attendance policy in this course. Please keep in mind, however, that all exams are based on a combination of lecture-only, book-only, and lecture and book material.

Late Assignments
The final copy of any assignment is due at the beginning of class. Your grade on that assignment will be penalized 10 points for any day, or part of a day, that it is late.

Make-Up Exams
Make-up exams will not be given. The only way you may take an exam at another time is with a preapproved excuse or a documented medical emergency. Should a make-up exam be necessary because of a medical emergency, an alternative (typically essay based) version of the exams will be used.

Religious Observances
If there is an academic requirement stated on this syllabus that conflicts with a religious observance for your faith, you must notify me in writing no later than the end of the add/drop deadline. Upon receipt of your written notification, we can discuss a reasonable accommodation.

University-Sponsored Activities
If your athletic schedule or your schedule for another University-sponsored extracurricular activity will interfere with your participation in this class in any way, please bring me a letter from the director of the relevant program, specifying the reason and the affected dates, no later than the end of the add/drop deadline. Upon receipt of your official written notification, we can discuss a reasonable accommodation.

Plagiarism Checking
All written assignments (literature review papers and lab reports) must be submitted in a paper copy (for grading) and an electronic copy, via Canvas, for plagiarism checking. Any paper that is not checked, or does not pass the check, for plagiarism, will receive a zero for the assignment.

Emergency Preparedness
All students are encouraged to program 911 and UM-Dearborn’s University Police phone number (313) 593-5333 into personal cell phones. In case of emergency, first dial 911 and then if the situation allows call University Police.

The Emergency Alert Notification (EAN) system is the official process for notifying the campus community for emergency events. All students are strongly encouraged to register in the campus EAN, for communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information:
http://umdearborn.edu/emergencyalert/.

If you hear a fire alarm, class will be immediately suspended, and you must evacuate the building by using the nearest exit. Please proceed outdoors to the assembly area and away from the building. Do not use elevators. It is highly recommended that you do not head to your vehicle or leave campus since it is necessary to account for all persons and to ensure that first responders can access the campus.

If the class is notified of a shelter-in-place requirement for a tornado warning or severe weather warning, your instructor will suspend class and shelter the class in the lowest level of this building away from windows and doors.

If notified of an active threat (shooter) you will Run (get out), Hide (find a safe place to stay) or Fight (with anything available). Your response will be dictated by the specific circumstances of the encounter.
Grading
There will be three closed-book, closed-note exams. Each exam will be worth 25% of your total grade (250 points each). The last exam will be taken during finals and will not be cumulative. These exams will consist of some weighting of multiple-choice, fill-in-the-blank, and essay questions. The exams will cover material presented in lectures and in the book but heavily weighted towards lecture. Note that some material will come from both book and lecture, but some will come from lecture only and some will come from book only. You will also have a writing assignment. All written assignments will require submission via Canvas and in paper copy before they will be graded. NO PAPERS WILL BE GRADED THAT HAVE NOT BEEN CHECKED FOR PLAGIARISM!!

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<thead>
<tr>
<th></th>
<th>Exam 1</th>
<th>250 points</th>
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<tr>
<td>Choose between two lab reports OR one literature review paper</td>
<td>Exam 2</td>
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<td>Exam 3</td>
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<td>50 points</td>
<td>5%</td>
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<tr>
<td>Literature Review Paper</td>
<td>250 points</td>
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<td>Total</td>
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<td>1000 points</td>
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I will usually round up, for example from 79.5% to 80%, but do not count on it. As a general principle, I will never work harder for your grade than you do. Students who have poor attendance and participation should not expect me to “make up” points for them. Students who have done all that is in their power to do their best can be assured that will be carefully considered in making any borderline decision. I try to apply consistent standards and treat students fairly, as well as fulfill my responsibilities to UMD in making difficult decisions about grades.

UM-D Writing Center
The Writing Center offers support in all stages of the writing and research process. Consultants are not editors, but experienced readers able to offer students guidance on a range of issues relevant to improving their communication effectiveness. Consultants can help students in many ways, including understanding assignment goals; formulating an approach to an assignment; developing confidence for new writing tasks; considering audience, purpose, and context; developing a focus/thesis; articulating and organizing ideas; discussing supporting evidence and whether additional evidence is needed; generating revision strategies; identifying and using appropriate resources; improving control of grammar and mechanics; and becoming more skilled in using APA, MLA, Chicago, and other documentation styles. Let me know how helpful this service is for you.

Drop-in sessions are sometimes available, but it is best to make an appointment. During midterms and finals, consulting sessions are by appointment only.
Contact information for the Writing Center:

Phone: 313-593-5543
Website: http://www.casl.umd.umich.edu/writ_center/

Writing Center Extra Credit: It is because I feel that the Writing Center can help any writer of any ability that I will award you ten extra credit points on any ONE assignment for visiting the writing center for help and providing proof (email from the Writing Center is typical) that you visited them for assistance.

Policies on Incomplete Grades for CASL from the Registration and Records website:
http://umdearborn.edu/casl/687370/

Psychology Program Goals
This class is designed to teach you content unique to this course (Cognitive psychology) as well as any skills necessary to conduct yourself as a professional in the field. Doing so will allow you to attain the goals we, as psychology faculty, have set out for you as a psychology student. For more information on these goals, visit the following link:

https://umdearborn.edu/casl/fileadmin/casl/departments/behavioralsciences/public/psychology/forms/Psychology_Program_Goals__1_.pdf
Supplemental Instruction for Cognitive Psychology (PSYC 363)

Supplemental Instruction (SI) sessions are offered as a free service for students in this class. Because SI targets both introductory and other courses perceived as having difficult material, sessions are for all learners from straight A to struggling students. SI helps you to integrate diverse concepts, retain information effectively, reduce the time you need to study because you will be more efficient in what and how to study, and generally tend to improve the performance of anyone who attends 5 or more sessions!

A Supplemental Instruction (SI) component is provided for all students who want to improve their understanding of the material taught in this course. SI sessions are led by a student who has already mastered the course material and has been trained to facilitate group sessions where students can meet to compare class notes, review and discuss important concepts, develop strategies for studying, and prepare for exams. Attendance at SI sessions is free, voluntary, and anonymous to the professor. Students may attend as many times as they choose. SI sessions begin by the second week of class and continue throughout the semester. Session schedules will be announced in class. For information about SI, visit:
http://www.umkc.edu/asm/umkcsi/index.cfm

Your SI leader is: Mary Powers

Her e-mail address is: powersem@umich.edu

Research with Dr. Clark-Foos in the Incredible Human Learning & Creativity Laboratory

The Incredible Human Learning & Creativity (HuLC) Laboratory is actively immersed in both basic and applied research on issues related to human memory. Our particular areas of expertise include emotion and memory, source monitoring, prospective memory, cryptomnesia, and general kick-assery. Although the HuLC lab is particularly suited for individuals aiming to move onto graduate programs in Cognitive Psychology, we are able to offer a range of research experiences that can benefit any student with post-graduate plans. If you find you are particularly well-suited to understanding and conversing about Cognitive Psychology (your exam grades may be an indication), then please feel free to complete an application to become a research assistant in the Incredible HuLC Lab!

Human Learning & Creativity (HuLC) Lab Website: http://www-personal.umd.umich.edu/~acfoos/lab/index.html
Research Assistant Application: http://www-personal.umd.umich.edu/~acfoos/lab/resasst_app.doc
Lab Email Contact: umdmemory@gmail.com
Topic Outline

Section I
- History and Conceptualizations (Ch. 1).
- Attention (Ch. 3)
- Perception & Pattern Recognition (Ch. 2)
- Representations – Schemata (Ch. 9)
- Representations – Visuospatial / Imagery (Ch. 7)
- Representations – Categories (Ch. 8)

EXAM 1 (February 6th)
Visit Library, 1216 Mardigian Library (January 30th)
Research Article Analysis (February 8th)
Lab Report #1 (February 22nd)
Spring Break (February 26th-March 2)

Section II
- Memory – Basics: STM/WM (Ch. 4)
- Memory – Long Term Memory (Ch. 5)
- Memory Codes (Ch. 6)
- Memory – Picture memory, Distortions, Mnemonics... (No Chapter)
- Psycholinguistics I (Ch. 10)
- Psycholinguistics II (Ch. 11)

EXAM 2 (March 27th)

Section III
- Problem Solving (Ch. 12)
- Reasoning (Ch. 12/Ch. 13)
- Judgment and Decision Making (Ch. 14)
- Neuroscience (No Chapter)
- Mnemonics (time permitting)
- Generalist Approaches to Memory Research (time permitting)

EXAM 3 (Tentative: April 18th)
Lab Report # 2 (April 12th)
Final Draft of Literature Review Paper (April 12th)
Data from all 10 CogLab experiments must be completed and saved online before the final exam.

This syllabus is a general plan for the course. Deviations to this plan may be necessary and will be announced by the instructor.

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<th>Letter Grade</th>
<th>Percentage Equivalent</th>
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<td>A+</td>
<td>&gt; 100%</td>
<td>&gt; 996</td>
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<tr>
<td>A</td>
<td>93%-100%</td>
<td>926-996</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
<td>896-925</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
<td>866-895</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
<td>826-865</td>
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<tr>
<td>B-</td>
<td>80%-82%</td>
<td>796-825</td>
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<td>C+</td>
<td>77%-79%</td>
<td>766-795</td>
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<td>73%-76%</td>
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<td>C-</td>
<td>70%-72%</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60%-62%</td>
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<tr>
<td>E</td>
<td>&lt; 60%</td>
<td>&lt; 596</td>
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Cognitive Psychology Writing Assignment
Option 1: CogLab Online Experiments and Lab Reports

**Please note that any students choosing this writing assignment must purchase a CogLab 5 Instant Access Code via www.cengagebrain.com (ISBN: 1285461088)**

CogLab: The coglab.cengage.com website lists 46 distinct experiments, all classics in the Cognitive Psychology literature. Many of these studies will be discussed throughout the course and those that appear in both places are likely to occur on exams. The website allows you to participate in replications of these classic studies so that you can experience the role of the participant in a Cognitive Psychology experiment. It also generates data from your participation that can be analyzed individually, with data from your classmates, or from the global data set archived by the CogLab website.

The purpose of this writing assignment is twofold. First, I would like you to gain experience participating in actual cognitive psychology experiments, some of which we will also be discussing in lecture. Doing so will give you a unique appreciation for the role of the participant in psychological research as well as a degree of humility in interpreting the results of experiments. Second, I believe writing research reports is an invaluable experience that even the best of students can still find rewarding and educational. As such, this writing assignment will require you to participate in at least five online research experiments, of your choosing, and complete two written lab reports.

The assignment:

- Choose and participate in at least 10 different experiments of your choosing. Be sure to save your data to the global data set at the end of each experiment.
- Out of the 10 (or more) experiments in which you elected to participate, select two that you would like to write up for lab reports. It is irrelevant (to me) which two you select or which is turned in first, just be sure to complete both lab reports AND the additional participation in experiments.
- At the end of the semester I will check online to be sure you have completed at least 10 different experiments to receive full credit for this section.
- Research Article Analysis of your research topic: Due electronically on February 8th (worth 10 points).
- Lab Report #1 (100 points): Due February 22nd
- Lab Report #2 (100 points): Due April 11th
- Additional Data (50 points): Data from all 10 experiments should be saved online by the start of the final exam.
- Extra Credit (up to 10 points): Complete 20 or more CogLab experiments. Notify me if you have done this.

More Details

- 6-8 pages of written text (does not include title page or references)
- Times New Roman, 12pt font, double-spaced, 1” margins.
- Use APA 6th ed. for all references, section headings, and other formatting.
- Absolutely no quotations are allowed!!
- A rubric will follow but to preview, 4 primary written sections are required in each lab report: Introduction, Methods, Results, and Discussion. Additionally, a title page and references section are required.
- Introduction: The website for each experiment lists some rudimentary background. This will not be enough to complete your introduction (i.e., find additional sources). Be careful not to plagiarize or quote unnecessarily.
- Methods: Some of this information can be obtained from the website while further details may require you to access the primary source on which the replication was based.
- Results: This section requires you to perform simple statistical analysis comparing your individual data to the global data reported by CogLab. Please ensure you are performing the appropriate analysis, see me for assistance.
- Discussion: Now is the time to evaluate your results and put them in a broader framework of research. (i.e., Who cares, what does it mean, why should I be excited by these findings? How do they affect the theories you discussed in the introduction? Do they confirm, disagree?).

*Note: Instructions for logging into CogLab for the first time are found on subsequent pages.*
Cognitive Psychology Writing Assignment
CogLab Online Experiments and Lab Reports

Lab Report Grading Rubric

Introduction (20 pts.)
• Clearly stated purpose of the experiment _____/5
• Clearly stated hypothesis(es) _____/5
• Summary of relevant background research _____/10
  o Included in this is the requirement that your background research come from reputable sources. Please see me if you are unsure of what this means.

Methods (15 pts.)
• Description of the stimuli, materials, and participants _____/5
• Detailed explanation of the procedure _____/5
• Statement of IV’s and DV’s and relationship between them _____/5

Results (15 pts.)
• Remind reader of hypothesis(es) _____/2
• Present statistical analysis/comparisons of your findings _____/8
• Summarize major outcome(s) of the experiment _____/5

Discussion (20 pts.)
• Theoretical conclusions and real-world implications _____/10
• One or more of the following: _____/10
  • Anything you think should have been done differently? It is not enough to simply say “increase sample size.” Why would your suggestion of a change make any difference?
  • Further ideas (experiment ideas) relating to your hypothesis(es) What would you expect to occur if your experimental ideas came to fruition?

Style (20 pts.)
• References _____/3
• Paper Formatting (APA Style) _____/7
• Grammar/spelling errors (lack of) _____/5
• Overall writing (concise, informative, well-written). _____/5

Relative Evaluation (10 pts.)
• Overall quality of your paper in comparison to those of your classmates. _____/10

VeriCite Check: ______

TOTAL POINTS: _____/100
Instructions for getting started with CogLab 5

These instructions describe how students in the class *PSYC 363 Cognitive Psychology* for instructor Dr. Arlo Clark-Foos at *University of Michigan Dearborn* create their individual accounts. Students in other classes will follow similar directions, but the login information and passwords will be different.

1. Open your Web browser and go to [https://coglab.cengage.com/help/register.shtml](https://coglab.cengage.com/help/register.shtml)
2. Towards the bottom of the page is a form that asks for three pieces of information. If you do not see the form, your Web browser probably has JavaScript disabled. Please enable JavaScript and re-load the page to continue.
3. Enter the requested information:
   - In the *Group Name* text field, enter the Group ID *Winter2018CogUMD*
   - In the *Group Password* text field, enter *ilovecognition*
   - In the *Registration Code* text field, enter your registration code. The registration code could be in one of several formats. It may be on a sticker on the inside front cover of your CogLab Student Manual. It may have been bundled with your textbook on a postcard. Or, you may have purchased a registration code electronically (sometimes this is also called an e-Pin). There are two types of codes:
     - A CogLab2 code: This is made up of 11 letters and numbers, and will look something like this: yij2d9v6fu0
     - A CogLab5 code: This is made up of 16 letters and numbers, and will look something like this: sjkq8b632dvh4u0
     - Both are valid on this website. However, do not purchase used CogLab registration codes! If the registration code has already been used, it will not work for you. Each valid registration code can be used only once.
4. After filling in all the text fields, click or tap on the *Start Registration* button.
5. Your Web browser will connect with the CogLab server to verify your information. If the information is correct, a new window will appear. The first line, highlighted in yellow, is your User ID. You should *write this down* because you will need to access CogLab.
6. The second line is your registration code.
7. The next two lines ask for your first name and your last (family) name.
8. Next, enter a password. You’ll use this when you login. The password must be at least 8 characters long. It is best not to enter a password you use on other web sites. The next line asks you to re-enter the password.
9. The next two lines ask for your email address and then confirmation of this address. This email address will be used if you forget your password.
10. Next, enter a security question and answer. Make sure to use a question that only you can answer correctly. Also, remember whether you use uppercase or lowercase letters in your answer: you'll need to enter your answer exactly the same if you forget your password.
11. If necessary, select your keyboard layout (for keyboard help, see [http://coglab.cengage.com/info/keyboard.shtml](http://coglab.cengage.com/info/keyboard.shtml)).
12. Finally, decide if you want CogLab to remember you so that you don’t need to login each time. If not, uncheck the box next to *Remember Me*.
13. After filling in all the text fields, click or tap on the *Complete Registration* button.

You CogLab account is now ready to go!

To start doing labs, just click or tap on the **Labs** menu and select the lab. When you are finished, you’ll be asked if you’d like to contribute your data to the global data set. Submitting your data to the global data set is entirely optional. There is no way to tell whether a particular individual has submitted his/her data. At the end of each lab, a message will appear saying “End of lab... Sending to server...” and then you will see your results. Once you see your results, you know that your data have been saved. On this page, you’ll also be able to see your trial-by-trial data, the group data for your class, and the global data.

You can access details about your account, and view your data, data from your group, and data from around the world by selecting **Access Account** from the **Home** menu.
Cognitive Psychology Writing Assignment  
Option 2: Literature Review Paper

**Assignment:** You will complete a thorough literature review on a topic of your choosing. Your topic can be on anything related to the broad field of cognitive psychology, including topics ranging from attention and perception or memory and reasoning. All topics should be approved or the resulting papers may not be appropriate for the assignment or course. The goal is to select a topic that interests you and then to conduct library and online research to learn as much about the topic as possible. You will then communicate your findings back to me through your written literature review. As should be intuitive, a literature review should attempt to synthesize all published research related to a given topic (i.e., it reviews the literature). To wit, literature reviews most often culminate with a tentative research proposal for a new study to be conducted on the topic. As such, it is best to begin your research with a specific question about human behavior that might be answered through a new study. For example, how do humans use memory for prior experiences when interpreting complex visual stimuli (i.e., how does our past help us figure out what we are looking at now?)! **Absolutely no quotations are allowed!**

Completing this assignment will require you to use numerous research journals (both empirical and review) and possibly your textbook. Utmost care should be taken to avoid plagiarism (i.e., if it was not your original insight or language, cite the original). That being said, this paper is to be written by you, the student, and not by the authors of your sources. Please avoid using quotations whenever possible. Part of your college education and requirement for this assignment is to be able to synthesize and summarize others’ work in your own words while still giving credit where it is deserved.

There is no formal requirement for sections to this paper. That is, you can structure the paper similar to a long introduction section from an empirical research article. If you choose to implement section headers, please be careful to do only when necessary and useful and do so according to APA style. Abstracts are not required for this assignment but are strongly encouraged as good practice.

**Diabolus in singulis est (The Devil is in the Details):**
- APA 6th ed., 12pt Times New Roman, Double Spaced, 1” margins
- 8-12 pages, not counting references or title page
- Minimum of 8 cited sources (at least 5 must be empirical articles, no website-only sources)
- Research Article Analysis of your research topic: Due electronically by February 8th.
- Final printed copy of your paper must be turned in by the start of class on April 12th.
- Any students wishing to receive advanced feedback on their paper must turn in a draft no later than February 22nd.

**Choosing a Topic**
In order to start writing this paper you will need to seek approval for a topic related to this course. This can be a very broad and even stretched relationship but it must still be there for you to write about it in this class. When searching for a topic it may help to browse the contents of the textbook and ask yourself what questions you might have about the various topics we will cover in the class. Here are some examples to help get you started:

- How does our attention system work to allow us to multi-task in a modern environment, such as driving a car while talking on a cell phone? How did this system evolve? What do people with synesthesia demonstrate about the way we perceive stimuli around us as recognizable patterns? Do different parts of our brains perceive different aspects of vision (e.g., color vs. motion)? Are categories of naturally occurring phenomenon (e.g., colors) the same across all cultures? What are the components of working memory?

Be smart and creative and do not just use the examples that I provided. Think about what interests you most as that will make this the best paper for you to write and for me to read. Come up with several possible questions that interest you and I will help to guide you in the best direction in terms of available research and depth of topic. Good luck!
## Literature Review Rubric

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### ASSIGNMENT STRUCTURE (75 points)

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<th>Length</th>
<th>Format</th>
<th>Grammar</th>
<th>Reference Sheet</th>
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<tr>
<td><strong>Information is gathered</strong></td>
<td>from multiple (8), research-based sources.</td>
<td>Adheres to 8-12 page criteria.</td>
<td>Font, spacing, and APA format are correct.</td>
<td>There is 1 or less grammatical error.</td>
<td>Information is cited properly and in APA format.</td>
</tr>
<tr>
<td><strong>Information is gathered</strong></td>
<td>from multiple sources.</td>
<td>Unnecessarily exceeds or does not meet page criteria by a page.</td>
<td>Font and spacing, font and APA, or spacing and APA are correct.</td>
<td>There are 2 grammatical errors.</td>
<td>Information is cited, but has a few small errors.</td>
</tr>
<tr>
<td><strong>Information is gathered</strong></td>
<td>from a limited number of sources.</td>
<td>Unnecessarily exceeds or does not meet page criteria by more than 1 page.</td>
<td>Font, spacing, or APA format is correct.</td>
<td>There are 3 grammatical errors.</td>
<td>Information is cited, but has multiple errors.</td>
</tr>
<tr>
<td><strong>Information is gathered</strong></td>
<td>from a single source.</td>
<td>Unnecessarily exceeds or does not meet page criteria by multiple pages.</td>
<td>Font, spacing, and APAP format are incorrect.</td>
<td>There are 4 or more grammatical errors.</td>
<td>Information is not cited at all or is completely incorrect.</td>
</tr>
</tbody>
</table>

### LITERATURE REVIEW CONTENT (175 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Theme/Research Problem</th>
<th>Flow/Structure</th>
<th>Background/Foundation</th>
<th>Research Questions and Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The topic is introduced</strong></td>
<td>The problem is clearly stated as to the direction of the report.</td>
<td>Well organized, demonstrates logical sequencing and structure.</td>
<td>Thorough (theoretical and empirical) review of existing research findings.</td>
<td>Conclusion(s) are well formed through the literature review and clearly stated. Research question(s) may be posed.</td>
</tr>
<tr>
<td><strong>Readers are aware of the problem, challenge, or topic that is to be examined</strong></td>
<td>Readers are vaguely aware of the overall problem but not much detail is given.</td>
<td>Fair review of some findings (perhaps not empirical) with some attention to theory or data.</td>
<td>Adequate coverage of existing literature with some attention to theory or data.</td>
<td>Conclusion(s) are well formed through the literature review.</td>
</tr>
<tr>
<td><strong>Neither implicit nor explicit reference is made to the topic that is to be examined.</strong></td>
<td>No organization, sequencing, or structure.</td>
<td>Existing research is sparsely covered with little attempt to explain theory or data.</td>
<td>Fair review of some findings (perhaps not empirical) with some attention to theory or data.</td>
<td>Conclusion(s) were not formed, roughly formed, or unclearly stated (but could have been formed through the literature review).</td>
</tr>
</tbody>
</table>

### MISCELLANEOUS

- Failure to complete the Research Article Analysis on time will result in a ten point deduction.
- Late papers will be penalized 10 points for any day, or part of a day, that it is late.

**TOTAL POINTS**: 250

**SCORE**: / 250

**Question**: Did you cheat or plagiarize? What does Turnitin.com have to say about it?
Extra Credit Assignment - Make a Mnemonic

**Background:** As students you engage in a variety of strategies aimed at helping you to learn material for your classes. Most of us passively re-read material, quiz ourselves, and sometimes even study in groups. A few of us go further to create unique methods for helping us to learn the material. For example, someone may have once taught you the colors of the rainbow by asking you to remember the name, Roy G. Biv. Each of the letters in the name correspond to the first letter in the color of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo, & Violet). Similarly, you may have learned the various classification levels of organisms by remembering that *King Phillip Came Over From Germany Saturday* (Kingdom, Phylum, Class, Order, Family, Genus, & Species). Each of these, and many many more, are called mnemonics, techniques that aim to improve memory retention. There are a variety of types of mnemonics that one may employ to help aid in studying and some are more appropriate for certain types of to-be-remembered information (e.g., Method of Loci). Note that not all mnemonics are language based. One might remember the number of days in each month by counting the months across one’s knuckles, see below. Any mnemonic you create *for material in this class* is acceptable for this assignment, as long it passes a simple evaluation to ensure it is actually helpful and not just something you came up with on the day it was due.

![](https://example.com/knuckle_mnemonic.png)

Knuckle mnemonic for the number of days in each month of the Gregorian Calendar. Each projecting knuckle represents a 31-day month (Wikipedia).

**Assignment Details:** If you have created any mnemonics to aid in your studying this semester, please take this opportunity to earn points for them AND to share them with your peers. For every mnemonic that is submitted (and passes an evaluation by myself and the TA), you will receive **two points** on your final exam grade. You are allowed to submit **up to 5** different mnemonics and they can be on the same material. With each mnemonic, I would like you to estimate the mnemonic’s effectiveness in helping you study the material. Please do so using a 0-100% scale, where 0% indicates it was not helpful at all and 100% indicates that it was very helpful. If you did not actually use it in studying then please indicate that it was not used. Please note that we will be checking these online for authenticity so please do not attempt to plagiarize someone else’s work and pass it off as your own for this assignment. Doing so would represent a violation of the university’s academic integrity policy.

In addition to earning you points for each mnemonic you submit, the best of these (as determined by myself and a TA or lab manager) will be returned to the class for evaluation. The three selected as the most effective (as averaged across class rankings) will earn additional points on their final exam, commensurate with their ranking. The mnemonic that is rated as the funniest will also earn 2 additional points on their final exam.

**Due Date:** All mnemonics must be **typed** and submitted via email by the end of the semester.