Course Objectives

The purpose of this course is to familiarize the student with the current body of knowledge in the cognitive bases of behavior. Historical developments and recent trends in cognitive psychology, cognitive neuropsychology, and cognitive neuroscience will be reviewed and applications of findings to research in clinical and health psychology will be explored. Coverage of the topical areas described below will emphasize the study of normal cognition, though some review of cognitive disorders will be undertaken when relevant findings inform or constrain theories of cognitive processes. Completion of the course should enable the student to: (a) understand and critically evaluate theory and research in cognitive psychology, (b) develop technical and conceptual expertise in evaluating cognitive research methods, (c) apply recent developments in cognitive psychology to their own work, and (d) identify and understand sources of individual differences and diversity in cognitive abilities and processes. Students should also be able to understand the relevance of developments in cognitive psychology for basic and applied work in counseling and clinical psychology.

Course Format

The course will be conducted in the form of a graduate seminar. Class will meet Thursdays from 1:00pm - 4:00pm. The majority of each class will consist of lectures or demonstrations given by the course instructor. Three debates/discussions, organized and presented by students, will be undertaken throughout the term. Student participation is expected, and will comprise a portion of the final course grade.

Grading

Course grading will be determined by two in-class quizzes (40%), a final examination (30%) and a brief paper (30%). The schedule for these events and deadline for paper submission can be found in the course plan below. Examinations will consist of both objective and short answer portions covering topics discussed in class and in readings. Study questions will be provided periodically during the semester to assist in learning and in exam preparation. The paper assignment is an opportunity for the student to perform further research on a topic of their choice, and should consist either of an empirical review of the status of a cognitive construct (e.g., spatial attention, reading comprehension, object perception) or of a theory/model (e.g., central capacity theory, feature-integration theory, MEM, ACT). The paper must involve outside reading and must be in APA format. Papers should not exceed 10 pages in length, using double-spacing and at least an 11-point font.
Students will also take part in one of the debates scheduled throughout the semester. In these debates, students are required to advocate a position and support their argument with theory and/or data. More specific information on the format of the debates will be given during the first or second class meeting. Students are expected to participate actively in class sessions by expressing ideas, asking questions, and discussing relevant issues and experiences.

The grading scale will be as follows: A = 90-100; B=80-89; C=70-79; D=60-69; F=below 60. Grades will be weighted according to the number of points available for each component. Decimals will be rounded to the nearest whole number. Final grades will be calculated as a percentage of the highest score.

**Class Attendance**

Attendance is expected. Students needing to miss class should make prior arrangements with the instructor.

**Policy on Make-up Work**

Students who miss an examination or a paper deadline because of a conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination must be missed because of illness, a doctor’s note is required.

**Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Text and Readings**

The required text for the course is Eysenck, M.W. & Keane, M.T. (2005). *Cognitive Psychology: A Student’s Handbook (5th Edition)*. New York: Psychology Press. Lecture notes will be available by 8:00am the day of class (in both .ppt and .pdf formats) at the following URL: [http://www.phhp.ufl.edu/~rbauer](http://www.phhp.ufl.edu/~rbauer). Scroll down to Cognitive Bases of Behavior and click on the link.

**Class Schedule and Reading Assignments**

Listed below is a minimally flexible schedule of classes and accompanying reading assignments. Students are asked to complete readings prior to class so that they can maximally benefit from presentations and discussions. I will pop quiz the class if it is detectibly lethargic.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td><em>Introduction and Historical Background</em></td>
<td>E &amp; K, Chapter 1 Posner &amp; Rothbart (2007)</td>
</tr>
<tr>
<td>Sept 4</td>
<td><em>No Class - Bauer at Florida Society of Neurol</em></td>
<td></td>
</tr>
<tr>
<td>Sept 11</td>
<td><em>Visual Cognition</em></td>
<td>E &amp; K, Chapters 2-4 Peissig &amp; Tarr (2007)</td>
</tr>
<tr>
<td>QUIZ 1</td>
<td><em>Debate/Discussion I</em>: Repressed memories are more likely to represent memory distortions rather than true, unearthed recollections of past experience.</td>
<td></td>
</tr>
<tr>
<td>Oct 16</td>
<td><em>Language I: Language Perception and Comprehension</em></td>
<td>E &amp; K, Chapter 10-11</td>
</tr>
<tr>
<td>QUIZ 2</td>
<td><em>Debate/Discussion II</em>: There is one and only one semantic system</td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td><em>Guest Lecture: Cognition and Emotion I: TBA</em></td>
<td></td>
</tr>
<tr>
<td>Nov 27</td>
<td><em>No Class - Thanksgiving</em></td>
<td></td>
</tr>
<tr>
<td>Dec 4</td>
<td><em>Final Examination (Papers due 5pm, Dec 8)</em></td>
<td></td>
</tr>
</tbody>
</table>
References/Assigned Articles


