

## Course Plan: Cognitive Psychology (COGN)

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
<b>Day 1</b>  <b>Sunday</b> <b>7pm-9pm</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Course Outline</li> <li>• Ground Rules</li> </ul>	<ul style="list-style-type: none"> <li>• To learn each others' names and a little bit about each other, get an overview of what the course will be about, and set ground rules</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Remember</i> student names and ground rules:               <ol style="list-style-type: none"> <li>1. There are no stupid questions.</li> <li>2. When someone else is talking, do not interrupt.</li> <li>3. Respect what other people are saying if you want them to respect what you are saying, and politely disagree if necessary.</li> </ol> </li> </ul>	<b>Evening</b> <ul style="list-style-type: none"> <li>• Play "The Name Game"</li> <li>• Play "Two Truths &amp; a Lie"</li> <li>• Go over course outline</li> <li>• Go over ground rules</li> </ul>	N/A
<b>Day 2</b>  <b>Monday</b> <b>9am-3pm</b>	<ul style="list-style-type: none"> <li>• Paving the Way for the Cognitive Revolution</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to summarize the main reasons for the Cognitive Revolution in psychology</li> <li>• Students will become more versed in their ability to contribute points</li> <li>• Students will start to gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyze</i> some of the weaknesses of prior schools of thought</li> <li>• <i>Apply</i> knowledge of these weaknesses (e.g., what is missing in the behaviorist explanation of _____ that a more cognitive perspective can account for?)</li> <li>• <i>Identify, compare, contrast, and categorize</i> different kinds of psychological research methods/data-collection</li> <li>• Improve in ability to <i>ask and answer "bigger" questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>• Excerpt on critical thinking from p. 3-4 of Donald H. McBurney's <i>How to Think Like a Psychologist: Critical Thinking in Psychology</i> (2001)</li> <li>• Give survey/questionnaire on students' previous exposure to psychology and on what they hope to get out of the course. Discuss.</li> <li>• Lecture (based on Sternberg, Ch 1; students follow using written outline)</li> <li>• "Little Albert". Students will read and discuss responses to "Conditioned emotional reactions" (Watson et al, 1920)</li> <li>• Dramatization. History of Psychology comic strip</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>• Participation in class discussions (see rubric)</li> <li>• Short Essay Responses [NOTE: Essay questions on this topic will be scattered throughout other days, so content knowledge will be evaluated as a part of the 10 core content knowledge essay response sets, e.g., Language Nature and Acquisition]</li> </ul> <b>Informal</b> <ul style="list-style-type: none"> <li>• Small group work</li> <li>• Brief in-class response to Watson article</li> </ul>

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			<ul style="list-style-type: none"> <li>• <i>Lead and contribute</i> to short discussions</li> </ul>	<p>(students act out)</p> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Small Group Work. Research Methods Activity: Groups must discuss and present on a specific research method</li> </ul>	
<p><b>Days 2-3</b></p> <p><b>Monday 7pm-9pm</b></p> <p><b>Tuesday 9am-3pm</b></p>	<ul style="list-style-type: none"> <li>• Biological Bases of Cognition</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will gain a basic understanding some of the underlying concepts regarding cognitive neuroscience</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will start to gain a basic understanding of psychological research methods (through readings and demonstrations)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify</i> the different functions of the main basic brain structures</li> <li>• <i>Classify</i> certain human abilities, actions, and behaviors as being enabled by a particular brain hemisphere or lobe</li> <li>• <i>Apply</i> some of the concepts re: cognitive neuroscience and the biological bases of cognition to later topics (e.g., attention, memory)</li> <li>• <i>Explain</i> why the study of the brain is important to the discipline of Cognitive Psychology</li> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Evaluate and create</i> within</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 2 (Cognitive Neuroscience)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 questions/topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Large Group: Trivia/”Jeopardy” on Ch 2</li> <li>• Teacher anecdote/personal story how brain damage can affect cognitive functioning (“Earl”)</li> <li>• Read aloud humorous excerpt: “Is it true that we use only 10% of our brains?” from <i>How to Think Like a Psychologist</i> (pp. 48-49)</li> <li>• Small Group Work: Left hemisphere/right hemisphere activity</li> <li>• Demonstration/Large Group</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class and CogLab discussions (see rubric)</li> <li>• Short Essay Response Set (4 question categories: factual, practical, analytical, creative)</li> <li>• Preparation of 1-2 questions/topics for discussion</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> <li>• Small group work</li> </ul>

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			solutions for answers to short essay questions	Physical Activity: Speed of the neural impulse • Library: Tour of Scribner Library from one of the librarians • Library Media Room: Videoclip from the story of Phineas Gage and discussion <b>Afternoon</b> • CogLab: Brain Asymmetry, Mapping the Blind Spot, Receptive Field. Includes: Lecture on background, labwork, class discussion (on results and thinking questions that I pose)	
<b>Days 3-4</b>  <b>Tuesday 7pm-9pm</b>  <b>Wednesday 9am-3pm</b>	<ul style="list-style-type: none"> <li>• Attention &amp; Consciousness</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to explain how humans actively process information in terms of attention and consciousness</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will start to gain a basic</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and describe</i> some of the major phenomena of attention (e.g., tip-of-the tongue phenomenon, dishabituation)</li> <li>• <i>Describe</i> some of the functions of attention</li> <li>• <i>Compare and contrast</i> some of the phenomena of attention (e.g., habituation and sensory adaptation)</li> <li>• <i>Apply</i> knowledge of attention processes and concepts to some real life situations and research scenarios</li> <li>• Improve in ability to <i>ask and answer “bigger”</i></li> </ul>	<b>Evening</b> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 3 (Attention &amp; Consciousness)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <b>Morning</b> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Pop quiz on readings</li> <li>• Demonstration/activity on dichotic listening (3 demonstrations, requiring 6 student volunteers)</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>• Participation in class and CogLab discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> </ul> <b>Informal</b> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> <li>• “Pop Quiz”</li> </ul>

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		<ul style="list-style-type: none"> <li>understanding of psychological research methods (through readings and demonstrations)</li> </ul>	<ul style="list-style-type: none"> <li><i>questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<ul style="list-style-type: none"> <li>• Read “Studies of interference in serial verbal reactions” (Stroop, 1935; article on “Stroop Effect”)</li> <li><b>Afternoon</b></li> <li>• CogLab: Attentional Blink, Signal Detection, Stroop Effect. Includes: Lecture on background, labwork, class discussion (on results and thinking questions that I pose)</li> </ul>	
<p><b>Days 4-5</b></p> <p><b>Wednesday 7pm-9pm</b></p> <p><b>Thursday 9am-3pm</b></p>	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to describe some of the fundamental approaches to explaining perception</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will start to gain a basic understanding of psychological research methods (through readings and demonstrations)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explain</i> the differences between sensation and perception</li> <li>• <i>Integrate and Apply</i> knowledge of perception by outlining the consequences of certain types of perception deficits in real life situations</li> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 4 (Perception)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Student volunteer reads excerpt from Oliver Sack’s <i>The Man who Mistook his Wife for a Hat</i> on Dr. P (who had visual perception deficit).</li> <li>• Discussion/brief lecture on differences between sensation and perception</li> <li>• “Ticklish” demonstration/ activity with large group (why</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> <li>• Small group work</li> </ul>

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				<p>sensation is not necessary to produce the perception of being tickled)</p> <ul style="list-style-type: none"> <li>• Large group activity: on “seeing” light when eyes are closed (stimulate visual receptors by rubbing closed eyes)</li> <li>• Activity/discussion of what it would be like to gain sight after a lifetime of blindness--Read pp. 113-115 from Oliver Sack’s <i>Anthropologist on Mars</i> and watch movie clip from <i>At First Sight</i> (1999)</li> <li>• Sensory images demonstration/activity: negative color images (overheads)</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Small Group Work. Using Ch 1 of Oliver Sack’s <i>The Man who Mistook his Wife for a Hat</i>, group must apply one of four major theories of perception to the story. Informal group presentations on application of theory to rest of the class</li> <li>• Demonstration/activity with optical illusions (in art, architecture) using overheads</li> </ul>	

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<p><b>Days 5-6</b></p> <p><b>Thursday 7pm-9pm</b></p> <p><b>Friday 9am-3pm</b></p>	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> <li>• Film break (NOTE: At CTY, Instructors are expected to show students 2 films during the course that relate to the discipline—this is both to show real life applications of what we are learning and also to give students a “break”)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and describe the basic concepts and phenomena of memory research and theory</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will start to gain a basic understanding of psychological research methods (through readings and demonstrations)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe</i> the tasks used to test memory</li> <li>• <i>Identify and describe</i> the major controversies surrounding basic concepts of memory research and theory</li> <li>• <i>Apply and Integrate</i> knowledge by identifying strategies involving memory to help in studying for exams</li> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Mini student-teacher conferences with students having trouble keeping up with the readings or demonstrating other issues</li> <li>• Readings: Chapter on Memory (From <i>Psychology</i>, by Gleitman, H., Fridlund, A.J., and Reisberg, D., 2004)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Extra for students who finish early: “Classics” reading: “The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information” (Miller, 1956)</li> <li>• Class discussion on readings</li> <li>• Discussion on the controversies surrounding eyewitness testimony and repressed memories</li> <li>• Student as Teachers activity</li> <li>• Series of Memory demonstrations/experiments with students collecting own data (digit span, chunking, tip-</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class and CogLab discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> </ul>

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				of-the-tongue phenomenon, and does mere exposure facilitate memory?—ex: do we remember the physical features of the face of a penny) <ul style="list-style-type: none"> <li>• CogLab: False Memory. Includes: Short class discussion on results and questions I pose</li> </ul> <b>Afternoon</b> <ul style="list-style-type: none"> <li>• Film: <i>Awakenings</i> (1990)</li> </ul>	
<b>Days 7-9</b>  <b>Sunday</b> <b>7pm-9pm</b>  <b>Monday</b> <b>9am-3pm</b> <b>7pm-9pm</b>  <b>Tuesday</b> <b>9am-3pm</b>	<ul style="list-style-type: none"> <li>• Language: Nature and Acquisition</li> <li>• Language in Context</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop a basic understanding of the nature and acquisition of language, as well as the ways in which language is affected by context</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast nature vs. nurture arguments for the acquisition of language</li> <li>• <i>Identify</i> the main properties of language</li> <li>• Practically <i>Apply</i> knowledge of the developmental stages of language acquisition</li> <li>• <i>Explain</i> some of the gender and cultural differences in language usage</li> <li>• <i>Analyze</i> the ways in which language shapes our thinking (and vice versa)</li> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> </ul>	<b>Evening 1</b> <ul style="list-style-type: none"> <li>• Mini mid-course student-teacher conferences</li> <li>• Readings: Sternberg, Chapter 9 (Language: Its Nature and Acquisition)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <b>Morning</b> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Extra for students who finish early: Activity—design an experiment to study the language of Alex, the famous talking gray parrot</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Small group activity. “Charades” as the impetus for</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>• Participation in class and CogLab discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul> <b>Informal</b> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> <li>• Small group work</li> </ul>

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		methods	<ul style="list-style-type: none"> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Create and conduct</i> a final research project</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p>small group discussion topics (e.g., how is music similar to language? How does language shape our thinking? Do animals use language in a way similar to humans?)</p> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• CogLab: CogLab: Lexical Decision, Word Superiority. Includes: Lecture on background, labwork, class discussion (on results and thinking questions that I pose)</li> <li>• Discussion on Guidelines for Final Research Project</li> </ul> <p><b>Evening 2</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 10 (Language in Context) plus questions</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Video clip: Linguist Deborah Tannen (“He said, She said: Gender, Language &amp; Communication”)-30 minutes</li> <li>• Discussion about Tannen’s</li> </ul>	

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				<p>take on issues of gender and conversational style</p> <ul style="list-style-type: none"> <li>• Continue discussion on Guidelines for Final Research Project</li> <li>• Students choose final research project option (NOTE: Only 1 group of 4-5 people is allowed to do Option A, "Real Experiment" due to supervision requirements) and break into pairs or small groups accordingly (options B and C are done in pairs) to begin to discuss ideas for final research project</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Proximity of Closeness demonstration/large group physical activity (relating to communication as influenced by culture and background)</li> <li>• Small Group Work. Research Methods activity. Students design experiments based on brief scenarios (created by teacher) and apply concepts of the scientific method. Students present to class.</li> <li>• Instructor goes over small group work (any issues with the experiments that groups have designed)</li> <li>• Introduction to library electronic</li> </ul>	

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				database research methods with John Cosgrove (at Skidmore University's Library computer lab)	
<b>Days 9-10</b>  <b>Tuesday</b> <b>7pm-9pm</b>  <b>Wednesday</b> <b>9am-3pm</b>	<ul style="list-style-type: none"> <li>• Problem Solving &amp; Creativity</li> <li>• Self-assessment of learning</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify and describe the basic skills and strategies of problem solving involved in creative thinking</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and describe</i> the basic skills and strategies involved in the development of expertise</li> <li>• <i>Analyze</i> the advantages and disadvantages of becoming an expert</li> <li>• <i>Develop</i> a working definition of creativity</li> <li>• Improve in ability to <i>ask and answer "bigger" questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Conduct</i> a basic literature search</li> <li>• <i>Create and conduct</i> a final research project</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 11 (Problem Solving and Creativity)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Student demonstration of brain teaser solution</li> <li>• Students complete questionnaire "Self Assessment of My Learning"</li> <li>• Student-teacher mini meetings (to go over answers to self-assessment, etc.)</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Continue discussion on Guidelines for Final Research Project</li> <li>• Student project groups meet to</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> <li>• Self-Assessment of Learning</li> <li>• Small group work</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
				discuss initial topic ideas • Computer lab: Student project groups start initial research on projects using Medline and PsychInfo • Instructor meets individually with groups to keep on track, give advice	
<b>Days 10-11</b>  <b>Wednesday</b> <b>7pm-9pm</b>  <b>Thursday</b> <b>9am-3pm</b>	<ul style="list-style-type: none"> <li>• Cognitive Development</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the changes in cognition that occur with the development of the brain</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Summarize and Apply</i> some of the major theories of cognitive development (e.g., Piaget's stage theory)</li> <li>• <i>Compare and contrast</i> the developmental changes that occur in adulthood with those that occur during childhood</li> <li>• Improve in ability to <i>ask and answer "bigger" questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Conduct</i> a basic literature search and</li> <li>• <i>Create and conduct</i> a final research project</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 13 (Cognitive Development)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Computer Lab: Some pairs/groups start literature searches. Instructor and TA help students who are having trouble generate ideas for topics for their research projects or who are confused about project guidelines</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Computer Lab: Student project groups/pairs work on literature searches. Students who have chosen to do Option A or B</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
				<p>also work on Experiment Introductions (if time)</p> <ul style="list-style-type: none"> <li>• Instructor meets individually with groups to keep on track, give advice</li> </ul>	
<p><b>Days 11-12</b></p> <p><b>Thursday 7pm-9pm</b></p> <p><b>Friday 9am-3pm</b></p>	<ul style="list-style-type: none"> <li>• Human and Artificial Intelligence</li> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify some of the key issues (e.g., practical, ethical) involved in measuring intelligence</li> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Weigh the advantages and disadvantages</i> of intelligence measurement</li> <li>• <i>Evaluate</i> some alternative views of intelligence (e.g., Gardner’s theory, intelligence in context)</li> <li>• <i>Describe</i> and critique the ways in which researchers have attempted to simulate intelligence using machines</li> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> (not asked or answered in the readings)</li> <li>• <i>Elaborate</i> on points made in discussions and writing assignments</li> <li>• <i>Lead and contribute</i> to short discussions</li> <li>• <i>Conduct</i> a basic literature search and</li> <li>• <i>Create and conduct</i> a final research project</li> <li>• <i>Analyze, evaluate, and create</i> within solutions for short essays</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Readings: Sternberg, Chapter 14 (Human and Artificial Intelligence)</li> <li>• Work on short essay questions based on chapter</li> <li>• Think of 1-2 topics for discussion on readings</li> </ul> <p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Finish up study/thinking questions and discussion topics</li> <li>• Class discussion on readings</li> <li>• Student as Teachers activity</li> <li>• Split students: Some begin reading the articles they collected the day before. Other students (partners or half of group) go to library with TA to finish collecting articles and books not available online.</li> <li>• Instructor meets individually with groups to keep on track, give advice.</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Computer Lab: Students to continue to do research on their projects.</li> <li>• Students who have chosen</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (see rubric)</li> <li>• Short Essay Response Set</li> <li>• Preparation of 1-2 questions/topics for discussion</li> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Student as Teacher presentation performance</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
				<p>project Option A or B continue to plan their procedure for their experiment</p> <ul style="list-style-type: none"> <li>• Instructor meets individually with groups to keep on track, give advice.</li> </ul>	
<p><b>Day 13</b> <b>Sunday</b> <b>7pm-9pm</b></p>	<ul style="list-style-type: none"> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more versed in their ability to present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> re: articles and projects</li> <li>• <i>Conduct</i> a basic literature search</li> <li>• <i>Create and conduct</i> a final research project</li> </ul>	<p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Students read and take notes on the articles they are using for their project.</li> <li>• Mini teaching session/lecture on using Microsoft PowerPoint to prepare a final project presentation</li> <li>• Instructor meets individually with groups to keep on track, give advice.</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul>
<p><b>Day 14</b> <b>Monday</b> <b>9am-3pm</b> <b>7pm-9pm</b></p>	<ul style="list-style-type: none"> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more versed in their ability to present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> re: articles and projects</li> <li>• <i>Conduct</i> a basic literature search</li> <li>• <i>Create and conduct</i> a final research project</li> </ul>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Computer lab/library: Students continue doing research on their projects with TA</li> <li>• Students who have chosen Option A conduct their experiment for the control group with students from other classes (with Instructor)</li> <li>• Mini lecture (with examples) on citing and referencing sources in APA (American Psychological Association) style, 5th edition.</li> <li>• Instructor meets individually with groups to keep on track, give advice</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
				<p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Students doing Option A run the “experimental group” for their experiment.</li> <li>• Computer lab/library: Students continue to read and analyze articles and work on research projects</li> <li>• Instructor meets individually with groups to keep on track and give advice</li> </ul> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Students continue to analyze and take notes on articles</li> <li>• Students begin to organize their ideas for their oral presentation</li> <li>• Instructor meets individually with groups to keep on track, give advice</li> </ul>	
<p><b>Day 15</b> <b>Tuesday</b> <b>9am-3pm</b> <b>7pm-9pm</b></p>	<ul style="list-style-type: none"> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more versed in their ability to present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> re: articles and projects</li> <li>• <i>Conduct</i> a basic literature search</li> <li>• <i>Create and conduct</i> a final research project</li> </ul>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Library/Computer Lab: Students finish researching and begin planning and putting together their Power Point presentations or posters</li> <li>• Instructor meets individually with groups to keep on track, give advice</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Computer Lab: Students continue to consolidate and type their presentations</li> <li>• Instructor meets individually</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Ongoing work/assessment of Final Research Project progress</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
				<p>with groups to keep on track, give advice.</p> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Computer Lab: Students finalize their projects, start to finalize posters or PowerPoints, and begin to practice their presentations</li> <li>• Instructor meets individually with groups to keep on track, give advice.</li> </ul>	
<p><b>Day 16</b></p> <p><b>Wednesday</b></p> <p><b>9am-3pm</b></p> <p><b>7pm-9pm</b></p>	<ul style="list-style-type: none"> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> re: articles and projects</li> <li>• <i>Create and conduct</i> a final research project</li> <li>• <i>Present</i> final project in front of peers</li> </ul>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Students finish up putting together posters and PowerPoints and practicing their oral presentations</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Student Presentations and Question-Answer periods</li> </ul> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Students fill out course/Instructor/TA evaluations</li> <li>• Groups that still need extra time continue to work on presentations</li> <li>• For groups that are finished: Readings and discussions based on excerpts from <i>How to Think Like a Psychologist</i> that are relevant to what groups presented on during the day.</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (e.g., Question-Answer periods) (see rubric)</li> <li>• Final Research Project (plus presentation)</li> </ul>

Day	Topics	General Learning Outcomes	Specific Learning Outcomes and Intellectual Abilities	Instructional Strategies/ Learning Tasks	Assessment Tasks/ Evaluation
<p><b>Day 17</b></p> <p><b>Thursday</b> 9am-3pm 7pm-9pm</p>	<ul style="list-style-type: none"> <li>• Learning and Critical Thinking Skills</li> <li>• Basic Research Methods</li> <li>• Film break (NOTE: At CTY, Instructors are expected to show students 2 films during the course that relate to the discipline—this is both to show real life applications of what we are learning and also to give students a “break”)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will become more versed in their ability to contribute points, lead discussions, and present in front of peers</li> <li>• Students will gain a basic understanding of psychological research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Improve in ability to <i>ask and answer “bigger” questions</i> re: articles and projects</li> <li>• <i>Present</i> final project in front of peers</li> <li>• <i>Apply</i> knowledge from previous content to discussion on new test battery</li> <li>• <i>Evaluate</i> new test battery and <i>compare</i> to standard IQ tests</li> </ul>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Student Presentations and Question-Answer periods</li> <li>• Clip from <i>What the Bleep do we Know?</i> (2004) on perception and the brain.</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Students fill out Course Evaluations</li> <li>• Application of knowledge: Explore and run a new cognitive neuroscience test battery (<a href="http://www.examcorp.com">www.examcorp.com</a>) that is being used to predict performance and success in college students and business leadership positions, and tests memory, attention, and other executive functions. Compare to standard IQ tests and other batteries and discuss as a class.</li> </ul> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>• Film: <i>Searching for Bobby Fischer</i></li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>• Participation in class discussions (e.g., Question-Answer periods) (see rubric)</li> <li>• Final Research Project (plus presentation)</li> </ul>
<p><b>Day 18</b></p> <p><b>Friday</b> 9am-1pm</p>	<p>Class Wrap-up/Party</p>	<p>N/A</p>	<p>N/A</p>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>• Class wrap-up and party</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>• Course completion formal ceremony</li> <li>• Parent-Instructor conferences</li> </ul>	<p>N/A</p>