

**PSYCHOLOGY 4325:2W1 - COGNITIVE PSYCHOLOGY-WEB
Summer II – 2026**

INSTRUCTOR:

Dr. James W. Downing
LH 302
Virtual Office Hours:
Wednesdays, 4:00 pm – 5:00 pm, or by appointment

Email: jdowning@sulross.edu

PREREQUISITE:

Introduction to Psychology-PSY 1302 or equivalent

REQUIRED TEXTS:

Goldstein, E.B. (2019). Cognitive psychology:
Connecting Mind, Research, and everyday
experience (5th. ed.) Boston: Cengage
Learning

Memo to: Students in PSY 4325:2W1, Sul Ross State University

From: Jay Downing

Cognitive Psychology! Oh no! What a bland title for such a potentially interesting course. Fortunately, the title does imply a chance to do anything we wish that will add significantly to our own learning about the field of cognitive psychology. It gives an opportunity for each of us to read about and think about such things as: the origins of cognitive psychology, the nature of perception and attention, memory, how humans form concepts, visual imagery, creativity, and how we make decision. This is only a partial list based on the Goldstein text but it gives one a notion of the broad range in which each can develop her or his own curriculum. I will be interested to see what you make of this summer session in terms of your learning.

Here are some of my own thoughts for the course thus far. All of my plans are subject to change if you wish, within the limits of my own schedule and yours.

In the following pages you will find the tentative topic schedule for the course. The specific days and topics are subject to change, but the schedule should prove relatively accurate with respect to order of coverage.

Requirements

There are several aspects of the course which will be required. These are as follows: I wish to have a log of the readings you have done for the course turned in at the end of each week in what I call a "Reading Log". In the log you will write entries that indicate the way you have read the selection. For example, you might list a book and state, "Chapters 3 and 6 were read thoroughly." You might list another book and state "Skimmed the book and found it was over my head." You might list another book and say, "I got so much out of this book that I read it twice and made careful notes on Chapters 5 through 12." You might state, "I was repelled by the whole point of view and only read enough to become convinced that I was disgusted with the author." In other words, **what is wanted is an honest account of what you have read and the depth to which you have read the material you covered. I do want to read entries for everything you read for this course during the summer term. As you get into the Goldstein text please write a separate entry for each chapter in the text as you complete your reading log each week.** Your first reading log post is due by Sunday, July 12, at midnight. Introduce yourself in the first reading log post, comment on the syllabus, and write your entry about chapters 1, 2, and 3.

The **second requirement** is that you write a paper, which I refer to as a "Personal Change Paper". This paper may be as brief or as lengthy as you wish about your own ideas

about the most significant areas of cognitive psychology to you and the ways those ideas have changed or not changed as a result of this course. In this paper, use the space to show me what you have learned about the field and yourself because of your efforts in the course. In the past, this paper has generally been five to seven pages in length, not including the title page and references. Your research paper should have at least four (4) references other than the text. Use at least two (2) peer-reviewed journals (which can be electronic). Papers that are cited in your textbook that impacted you can be used. Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help, or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST at the end of the syllabus for specifics on components of the paper. **The personal change paper will be due by 11:55 pm on Tuesday, August 11.**

A **third requirement** is that you write one reaction report every week based on any readings, any experience, or any discussion you may have had. This report can be as long or as short as you desire. It should, however, be limited to your reactions, by this I mean your feelings. I want you to feel as free as possible in these reports in expressing your feelings about anything you want to write about, whether or not it has anything to do with the course. Your first reaction report is due by Sunday, July 12, at 11:55 pm. Subsequent reaction reports are due on Sunday at 11:55 pm on July 19, 26, August 2, & August 9. **The submission period for your reaction reports will close at 11:55 pm on the Sundays they are due.**

A **fourth requirement** is that you complete a cognitive map of the field of cognitive psychology as you see it. You will learn about how to make one as we move along in the course. This cognitive map is something you will work on over the course of the summer and will be a final project to demonstrate your knowledge. Its purpose is to let you demonstrate your understanding of the field to me, your classmates, and yourself. **The cognitive map will be due by 11:55 pm on Tuesday, August 11.**

A **fifth requirement** is that you turn in to me a statement of your own evaluation of your work and the grade that you think is appropriate. This statement should include: a) the criteria by which you are judging your work; b) a description of the ways in which you have met or failed to meet those criteria; and c) the grade you think is appropriate to the way you have met or failed to meet your own criteria. If I find that my own estimate of your work is quite at variance with yours I will have a personal talk with you to see if we can arrive at some mutually satisfactory grade which I can in good conscience sign and turn in. **The self-evaluation will be due by 11:55 pm on Tuesday, August 11.**

The **final requirement** is to be your personal reaction to the course as a whole. I would like this submitted to me in the portal I set up for it. You are at liberty, however, to let me know, "Please do not open until the final grades have been turned in." If you mark the submission in this fashion, I assure you I will honor your request.

In this reaction, I would like you to state very honestly what the course has meant to you, both positively and negatively. I would like any criticisms you have to make of the course and suggestions of ways in which it might be improved. This in short is your opportunity to evaluate the course, the instructor, and the manner in which the course has been carried out. It will in no case have any influence on your final grade but if you are fearful that it might have such an influence please mark your submission as suggested, and I will not open it until all the grades have been turned in. **The personal reaction to the course will be due by 11:55 pm on Tuesday, August 11.**

Other activities will come up during the term and you are expected to complete them fully and on time.

I feel it is important that students learn about deadlines. Therefore, I do not accept work after its due date.

Failure to complete any of the requirements will result in a failing grade being assigned for the course.

A passing grade in the course will not be turned in until all of these requirements have been fulfilled.

Attendance is very important in this class. I reserve the right to drop a student from the class with a failing grade if he or she misses three class days.

Attendance and Course preparation:

Class attendance is governed by the SRSU policy stated in the schedule of classes. Students will be dropped with an “F” when you have accumulated six (6) or more absences OR the equivalent in a web-based course. *Class attendance in this course includes logging onto Black Board during the first week of class, monitoring your SRSU email and Black Board announcements on a daily basis, taking exams, posting, and completing other assignments on time, as well as communicating in a timely and clear manner with the professor regarding challenges experienced related to the course.*

Course Schedule Template (Cognitive Psychology, Summer II 2026)

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
Start Here	Week 1	July 6–July 10	Introduction to Cognitive Psychology, Cognitive Neuroscience, & Perception	READ Syllabus & Handouts, Chapter 1- Introduction to Cognitive Psychology, Chapter 2-Cognitive Neuroscience, & Chapter 3-Perception (by Friday 7/10) SYLLABUS QUIZ and START HERE orientation to BLACK BOARD (by Sunday 7/12. 11:55 pm) READING LOG POST 1 <i>Introduce yourself and Syllabus, Chapter 1, Chapter 2, & Chapter 3</i> (by Sunday 7/12, 11:55 pm) REACTION REPORT 1 (by Sunday 7/12, 11:55 pm)
Unit 1	Week 2	July 13–July 17	Attention, Short-Term and Working Memory, & Long-Term Memory	READ Chapter 4-Attention, Chapter 5-Short-Term and Working Memory, & Chapter 6-Long-Term Memory, (by Friday 7/17) READING LOG POST 2 Over Chapter 4, Chapter 5, and Chapter 6, (by Sunday 7/19, 11:55 pm) REACTION REPORT 2 (by Sunday 7/19, 11:55 pm)
Unit 2	Week 3	July 20-July 24	Long-Term Memory: Encoding, Retrieval, and Consolidation, Everyday Memory and Memory Errors, & Conceptual Knowledge	READ Chapter 7-Long-Term Memory: Encoding, Retrieval, and Consolidation, Chapter-8 Everyday Memory and Memory Errors, & Chapter-9 Conceptual Knowledge, (by Friday 7/24) READING LOG POST 3 Over Chapter 7, Chapter 8, and Chapter 9 (by Sunday 7/26, 11:55 pm) REACTION REPORT 3 (by Sunday 7/26, 11:55 pm)

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:55 PM CST
Unit 3	Week 4	July 27-July 31	Visual Imagery Perception & Language	READ Chapter 10-Visual Imagery & Chapter 11-Language (by Friday 7/31) READING LOG POST 4 Over Chapter 10 & Chapter 11 (by Sunday 8/2, 11:55 pm) REACTION REPORT 4 (by Sunday 8/2, 11:55 pm)
Unit 4	Week 5	Aug. 3– Aug. 7	Problem Solving and Creativity & Judgment, Decisions, and Reasoning	READ Chapter 12-Problem Solving and Creativity & Chapter 13 Judgment, Decisions, and Reasoning (by Friday 8/7) READING LOG POST 5 Over Chapter 12 & Chapter 13 (by Sunday 8/9, 11:55 pm) REACTION REPORT 5 (by Sunday 8/9, 11:55 pm)
Unit 5	Week 6	Aug. 10-Aug. 11	Course Wrap Up	COGNITIVE MAP PRESENTATION (by Tuesday, 8/11, 11:55 pm) PERSONAL CHANGE PAPER (by Tuesday, 8/11, 11:55 pm) SELF EVALUATION (by Tuesday, 8/11, 11:55 pm) PERSONAL REACTION TO THE COURSE PAPER (by Tuesday, 8/11, 11:55 pm)

Below you will find the Student Learning Objectives (SLOs) dealt with in this course. The student learning outcomes follow and relate, to a greater or lesser extent, to each SLO dealt with in the course.

Student Learning Objective (SLO #1)

1. The students will be able to demonstrate competency in the biopsychosocial approach.

Student Learning Objective (SLO #2)

2. The students will be able to demonstrate their critical thinking skills via tasks related to student thought, complexity, and originality.

Student Learning Outcomes

Required Task-Reaction Reports:

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting an emotion they experienced in the reaction reports. (Affective Domain: Value Development)

Required Task-Reading Log:

Goal Three: The student will write an evaluation of the readings they complete for the course that will be examined on a weekly basis. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for the volume of readings they complete. (Affective Domain: Value Development)

Required Task-Personal Change Paper:

Goal Five: The student will write a critical evaluation of the issues they have learned about in the course. This evaluation will compare and contrast the state of their knowledge about psychology at the beginning of the course and towards its close. (Cognitive Domain: Evaluation)

Goal Six: The student will create an original paper that compares and contrasts the state of their knowledge about psychology at the beginning of the course and towards its close. (Psychomotor Domain: Creation)

Goal Seven: The student will freely express their opinion that demonstrates the student has been independently studying and thinking about issues in psychology. (Affective Domain: Value Development)

Marketable Skills Assessed by the Tasks Completed in this Course

1. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
2. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.

3. Analyzing: Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components. Students will communicate effectively in writing.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Required Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

SPECIAL NOTATION FOR EDUCATION STUDENTS:

I know that some education students may take this course. This course addresses some of the objectives of the TExES Exam for the subject area of social science, which includes a psychology portion. Specifically, this course may address the following objectives, among others.

Domain III

Geography, Culture, and the Behavioral and Social Sciences

Competency 13 (Social, Anthropological, and Psychological Concepts and Processes)

The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.

- Demonstrates knowledge of the history and theoretical foundations of psychology.
- Demonstrates knowledge of the behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles and including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

The interested student is informed that for full information concerning the TExES exam in education concerning psychology as a part of the social sciences, they should contact the SRSU Education Department for materials concerning test preparation and administration. It is the student's responsibility to inform the instructor of this course if he or she is a candidate for the exam. If so, the instructor can guide them to resources that will assist with their exam preparation

Disabilities Act Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

The **second requirement** is that you write a paper, which I refer to as a “Personal Change Paper”. This paper may be as brief or as lengthy as you wish about your own ideas about the most significant areas of cognitive psychology to you and the ways those ideas have changed or not changed as a result of this course. In this paper, use the space to show me what you have learned about the field and yourself because of your efforts in the course. In the past, this paper has generally been five to seven pages in length, not including the title page and references. Your research paper should have at least four (4) references other than the text. Use at least two (2) peer-reviewed journals (which can be electronic). The articles cited in your text can be used. Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help, or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST below for specifics on components of the paper.

Downing
PSY 4325-2W1 Cognitive Psychology: Summer II 2026

NAME: _____

PERSONAL CHANGE PAPER CHECKLIST

The following must be included in your paper: (from syllabus)

- 1) Explore the most significant areas of study of cognitive psychology to you. _____
- 2) Explain how those ideas have changed and developed (or not) as a result of the course. _____
- 3) Describe how your views can impact your community, our U.S. society, and the global community. _____
- 4) Describe how your views can affect how you might choose to be in your family, work, and social life from here on out. _____
- 5) Organization of Content/Spelling/ Grammar/Writing style (5 to 7 pages long not including title page and references) _____
- 6) APA Style Format
 - a) Title page with Running head _____
 - b) Abstract _____
 - c) Correct citation of references and quotes within paper _____
 - d) Reference page (5 to 6 references) _____

Things to Do to Help Improve Your Performance in Class

I, like most faculty, expect you to spend 2-3 hours outside of class studying for every hour spent in class each week. That means for this 3 semester credit hour course you should be studying between 6-9 hours outside of class each week.

Study your text regularly. As you will see, spending 30 minutes a day studying for six days is much more useful than studying for a single three-hour period.

Link the concepts that you learn with your own experience. Try to make the material come to life by thinking of people, events, etc., in your own life where you have seen the ideas you read about play themselves out.