

**San José State University
Psychology Department
48273, Psyc 135, Cognition, Sec 02, FALL 2026**

Instructor: Steven Macramalla
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Office Hours: TR 12:00PM-1:00PM

Class Days/Time: TR 3:00PM - 4:15PM
Classroom: Hugh Gillis Hall 122
Prerequisites: Psych 001

WELCOME TO COGNITIVE PSYCHOLOGY IN-PERSON
with “ZOOM SUPPORT”



CANVAS Lecture Slides
Announcements
Assignment Submissions
Exams



ZOOM

You Must Request
Permission From Me To Attend
One Or All Lectures Online.
And You Must Have A Valid Reason.
**SJSU Code of Conduct Applies – Be
Professional
NO Hate Speech!**

Course Description

We are examining how the brain processes information and generates the illusion of your reality. This class will reinforce basic scientific concepts as we delve into new territory of vision, language, memory, attention and other domains of cognitive psychology.

Course Goals and Student Learning Objectives

The objective is to distinguish fundamental principles of cognitive function in vision, attention, memory and language.

Upon successful completion of this course, students will be able to:

Navigate and discriminate the scientific literature in cognitive psychology in areas relevant to their concerns.

Required Texts/Readings

Juola,& Koshino *Cognitive Psychology*

V.S. Ramachandran *Phantoms in the Brain*

Readings:

James Gleick,	<i>The Information</i>
Matthew Cobb,	<i>Why Your Brain is Not a Computer</i>
Unknown	<i>Readings on Attention</i>
Pashler	<i>Doing Two Things at Once</i>
Lee	<i>What Whorf Really Said</i>
Boroditsky	<i>The Role of the Body and Mind in Abstract Thought</i>
Boroditsky & Lieberman	<i>Does Language Shape Your Thoughts</i>

IN-PERSON

You Are Expected To Attend Class In-Person

This is an in-person class with supplementary asynchronous resources: you are expected to attend class unless prohibited by circumstances (family, work

etc.) during this pandemic, in which case, the class is designed so you can complete the requirements on your own time.

Please understand, it's a safety net. To get the most out of the class, you want to attend lecture and discussions.

Classroom Protocol

1. EXPECTATIONS FOR STUDENTS' RESPONSIBILITIES:

2. Students are responsible for knowing all due dates for assignments, activities, and quizzes.

- a. Make a list of ALL due dates that you are responsible for meeting and make sure your schedule allows you to meet these class deadlines

3. Students are responsible for contacting me BEFORE any course assignment or activity is due (or no later than 3 days after), to inform me of any issues/conflict that may arise.

- a. If you have a conflict with a scheduled course requirement, then notify me IN ADVANCE of the scheduled date so that we can discuss this ahead of time (also, be ready to provide documentation). If something urgent has occurred (i.e., an emergency), then contact me as soon as possible and arrange to provide documentation.
- b. For example, if your work supervisor has needed to make a last minute change to your work schedule and it now conflicts with a course requirement deadline, then it is your responsibility to notify me promptly.

4. Students are expected to CHECK OUR CANVAS PAGE REGULARLY to participate in class activities, complete

assignments, and keep updated regarding course announcements.

5. I STRONGLY encourage you to check our Canvas page DAILY so you will be aware of important course announcements, reminders, and due dates.
6. Students are expected to turn in their own individual work
 - a. I EXPECT all students to maintain academic integrity in all coursework and when completing exams. All exams are to be completed with no notes, no study guides, no textbook, or any outside help of any kind. All essays and other course assignments must be your own independent work.
7. Students are expected to attend class regularly
 - a. Because this course is a fully in-person class, regular attendance is expected. Although students' attendance cannot be used in assigning final course grades, regular participation in in-class activities, lectures, and class discussions is expected and STRONGLY ENCOURAGED.
8. Students are responsible for getting lecture notes from one of their classmates when class is missed for any reason.
9. I am responsive to levels of participation from students.
 - a. If you are the type of person who asks a lot of questions with tangential stories or that draws more attention to the question than to the material in the class and is not really relevant or of benefit to other students, I will ask you to curb your enthusiasm and hold your question for after class. If you are the type of person who hides in the corner, wearing similarly colored clothes as the desk for better camouflaging, I will ask you

questions in an effort to encourage your participation.

“Nettiquette” Protocol

- When contacting me by email, please write course name, e.g., “Psyc 154-03” in the subject line.
- Please address me by my formal title, (e.g., Professor or Dr. Macramalla). Remember when you send emails to your instructors, it is a “formal” mode of communication. So it is good practice to write your emails as you would if you were sending any type of professional/formal email.
- I check email regularly during the work day, but please allow at least 1-2 business days for a response. Also, I do not regularly check email after 5:00 pm or on weekends.
- Students are encouraged to contact me to discuss any concerns you may have regarding our class as soon as possible and/or BEFORE an assignment or exam date.

EMAIL ME IN ADVANCE TO

- Set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them
- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

DO NOT EMAIL ME TO

- *Ask when due dates are for activities / assignments / quizzes.*
- *Those are all listed on your course schedule and can be easily found there.*

EXAMS

Time-pressured Multiple-Choice approx. 50 Questions. Tests will be “In-Class On Canvas.” You will come to the regular class time, and take the test on your laptop.

Requests for exam date changes will be considered for extenuating circumstances with a doctor’s note, if you have more than two exams on the same day, you are a parent or have suffered unforeseen hardships due to the pandemic.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop](#)

[Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

GRADING

Exams x 3.....	40%
Test Yourself Study Guide.....	10%
Science Daily.....	15%
Term Paper.....	30%
Milestones.....	5%
Total	100%

DO NOT trust the final total you see on Canvas.

Calculate your current grade yourself.

Use this formula:

$(\text{AVG Tests} \times .4) + (\text{Test Yourself} \times .1) + (\text{AVG Science Daily} \times .15) + (\text{AVG Milestones} \times .05) + (\text{Paper} \times .30)$

Course Grading Scale (% of Total Points):

A+ 96-100%	B+ 86-89%	C+ 76-79%	D+ 66-69%	F <60%
A 93-95%	B 83-85%	C 73-75%	D 63-65%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

SCIENCE DAILIES

SCIENCE DAILY REACTION PAPERS

OBJECTIVE: This exercise will teach students to initiate self-directed literature searches related to cognitive psychology, identify critical elements of research design (theory, hypotheses, independent and dependent variables) and mercilessly drill proper APA formatting.

10 pts Each

Each ***first class of a new chapter*** you will come prepared with an article from Science Daily based on a search for a key term from the chapter we are covering in class. These Science Daily assignments will be used for in-class discussion.

FOR EACH SCIENCE DAILY ASSIGNMENT:

- Copy and Paste the ENTIRE SCIENCE DAILY ARTICLE you chose. **Not Included: -2**
- Copy and Paste ONLY the ABSTRACT from the original research article. **Not Included: -2**
- Provide:
 - Citation **in APA format** -- the citation includes the Author names, Title, Journal, Volume, Issue, pages.
 - **- 2 points if not in APA -4 for no citation / or citation NOT of Peer-reviewed article**

Template:

Author Surname, F. M. (Publication Year). Article title: Subtitle. *Journal Title*, *Volume*(issue), page range. URL or DOI

Example:

Collins, R. (2004). Rituals of solidarity and security in the wake of terrorist attack. *Sociological Theory*, 22(1), 53–87.
<https://doi.org/10.1111/j.1467-9558.2004.00204.x>

- Then read the ORIGINAL RESEARCH ARTICLE and write a sentence on missing -5:
 - theory,
 - hypothesis,
 - independent and dependent variables,

- with a little summary of the conclusion. Do NOT summarize the statistics (Results), just tell me what the researchers found and ...
- ... why you thought it was cool.

HOW TO

Pick Your Science Daily Article

- Go to Science Daily.com
- Be sure to be in the section for Psychology
- Pick a news article you find interesting.

Find the Original Research Article

- At the bottom of the Science Daily article will be a reference to the ORIGINAL RESEARCH ARTICLE.
- Use the DOI or use the citation in **Psych Info or Google Scholar**,
 - PsycInfo: Go to the King Library → Databases → Psychology → PsycInfo → do a search and find the original article. If they do not have it, choose a different article.

Submit on Canvas AND bring a copy (electronic or paper) to class for class discussions.

- CANVAS: Upload the document in PDF or word document (do not paste a link to a Google Doc). Please follow this format as it will make verifying their completion easier.
- SDLectureNumber_LECTURETOPIC e.g., SD6_ DEVELOPMENTAL

At Start of New Chapter, we will discuss Science Dailies in Breakout rooms and in class. YOUR SCIENCE DAILY CAN GET INCORPORATED IN FUTURE CLASSES.

HOW I GRADE SCIENCE DAILIES

Hybrid PASS / NO PASS

- Full Credit – complete (Science Daily article, Abstract from original study, citation from study, and the Theory, Hypotheses, IV, DV, What's Cool) and the citation is for the original study and in APA format.
- -2 points citation not for original study
- -2 points citation not in correct APA format
- -5 missing experiment elements (theory, hypotheses, etc)
- -5 missing Science Daily article
- -2 missing abstract
- -4 missing citation of original study altogether
- -2 to -4 unrelated topic

Term Paper

There is a 6-page paper, not including title page and references, 1500 minimum word-count, in APA format (do NOT include an abstract). The paper will summarize at least TWO ORIGINAL PEER-REVIEWED ARTICLES on sensation and perception. Points will be deducted from late papers (see syllabus for DUE date).

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

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The schedule is subject to change. Notification will be by email and class announcement.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 20	Welcome & Logistics
2	Aug 25 – 27	Intro History & Schools of Thought Biological, Computational, & Behavioral Research Juola & Koshino Ch. 1 Textbook Test Yourself Ch. 1 Gleik <i>The Information</i> Cobb <i>Why Your Brain is Not a Computer</i>
3	Sept 1 – 3	Neurons, Auto-Associators Frontal, Temporal, Motor, Parietal Cortices, Amygdala & Hippocampus, Bio Measurements Juola & Koshino Ch. 2 pg. 24-31, 34-38, 42-57 Textbook Test Yourself Ch. 2 Rama Chap 1 & 2
4	Sept 8 – 10	Neurons, Auto-Associators Frontal, Temporal, Motor, Parietal Cortices, Amygdala & Hippocampus, Bio Measurements Juola & Koshino Ch. 2 pg. 24-31, 34-38, 42-57 Textbook Test Yourself Ch. 2 Rama Chap 1 & 2 Visual Physiology of the Eye, Parvo & Magno Cellular, LGN, Hemispheric Differences, What Where/How Lateral Inhibition & Opponent Processes & Color Juola & Koshino Ch.2, pg 32-33, 39-41, Ch. 3 Rama Chap 3 MILESTONE 1
5	Sept 15 – 17	Visual Physiology of the Eye, Parvo & Magno Cellular, LGN, Hemispheric Differences, What Where/How

Week	Date	Topics, Readings, Assignments, Deadlines
		Lateral Inhibition & Opponent Processes & Color Juola & Koshino Ch.2, pg 32-33, 39-41, Ch. 3 Rama Chap 3 Receptive Fields, Depth Perception Juola & Koshino Ch.3 Rama Chap 4
6	Sept 22 – 24	Receptive Fields, Depth Perception Object Recognition Hubel & Wiesel Feature Detectors, Spatial Frequency Detectors, Figure Ground, Gestalt Principles, Affordances Juola & Koshino Ch.3 Rama Chap 4
7	Sept 29 – Oct 1	Object Recognition Template & Feature Theories, Face Perception, Change Blindness Juola & Koshino Ch.3 Textbook Test Yourself Ch. 3 TEST 1 Intro, Neuro & Vision
8	Oct 6 - 8	Project Workshop Attention : Posner Cueing, Serial & Parallel Searches, Illusory Conjunctions & Feature Integration Theory, Attention, Juola & Koshino Ch. 5 Early & Late Selection, Emotions & Attention <i>Readings on Attention</i> MILESTONE 2
9	Oct 13 – 15	Brain & Attention, PRP & RSVP Juola & Koshino Ch. 5 Textbook Test Yourself Ch. 5 Rama Chap 6, 7 Juola & Koshino Ch. 5 Early & Late Selection, Emotions & Attention Textbook Test Yourself Ch. 5 <i>Readings on Attention</i>

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct 20 – 22	Memory: Encoding, Storing, Retrieving Short-Term Memory, Serial Position Curve Juola & Koshino Ch. 6 Textbook Test Yourself Ch. 6
11	Oct 27 – 29	Working Memory & Mneumonics Long-Term Memory & False Memories & Flashbulb Memories Juola & Koshino Ch. 7 – 8 Textbook Test Yourself Ch. 7 & 8 Language Taxonomy & Bottom-Up & Top-Down Processes
12	Nov 3 – 5	TEST 2 Attention & Memory Project Workshop
13	Nov 10 – 12	Language Acquisition Juola & Koshino Ch. 9 Textbook Test Yourself Ch. 9 Rama Chap. 8 PAPER DUE
14	Nov 17 – 19	Deep Structure of Language Juola & Koshino Ch. 10 Rama Ch. 9-10 Boroditsky <i>The Role of Mind and Body in Abstract Thought</i> Boroditsky and Libermann <i>Does Language Shape Our Thoughts</i> Yee <i>What Whorf Really Said</i>
15	Nov 24 – 26	THANKSGIVING – NO CLASSES
	Dec 1 – 3	Imagery Juola & Koshino Ch. 4 Rama Chap 11 -12
Final Exam		FINAL EXAM THU, DECEMBER 10 Language and Mental Imagery