

Texas A&M University Central Texas
PSYC 3305-110 (Human Cognitive Processes)
Tuesdays/Thursdays (1:00 p.m.—2:15 p.m.)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

Office: TAMUCT Campus--Warrior Hall—Psychology Department—318R

Phone: (605-214-5627) (call only between 4:30 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

Email: Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom. To reach me outside our online course classroom, use our TAMUCT e-mail system (blnowell@tamuct.edu), or use my personal e-mail address (blnowell@gmail.com) if these other means are unavailable.

Virtual Office Hours: Available anytime through e-mail, or by telephone with an appointment.

TAMUCT Campus Office Hours:

- Mondays & Wednesdays (11:00 a.m.—1:00 p.m.) (4:30 p.m.—6:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays (2:30 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)

Mode of instruction and course access: *This course is a face to face course and it also uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>). You will use your username and password communicated to you separately to logon to this system.*

Student-instructor interaction: I check e-mail correspondence several times each day and reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom and do not hear back from me soon, then please e-mail me (blnowell@tamuct.edu).

Required Course Progress Meeting

Around mid-semester (probably beginning at week 6), please arrange to meet with me in person.

I am available to meet with you afternoons, any day of the week except Sundays, and at various times of the evening Monday-Wednesday.

Refer to my office hours schedule to know exactly when these meeting can be scheduled.

The purpose of the meeting is for us to discuss your progress in this course and for me to learn how I can further help you do well in this course.

911 Cellular

911 Cellular: This is our new Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

- Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description: PSYC 3305-110 (Human Cognitive Processes)

Catalog course description : A survey of human cognition and information processing, including perception, attention, memory, reasoning, and problem solving. Also included are the experimental methods and current theories of human cognition. Prerequisite(s): [PSYC 2301](#) and [PSYC 3309](#) or approval of Department Chair.

Course Objective: This course is designed to broaden class members understanding of human cognitive processes through the learning processes of careful reading for understanding, and critical thinking information research, writing, and class discussion. Examination of human learning will be from physiological, cognitive, social, behavioral, personality, environmental, and cultural perspectives

Student Learning Outcomes Upon satisfactory completion of this course, students will be able to:

1. Discuss cognitive processes mutually interactive relationships with other whole-person factors, cognitive psychology research methods, and the history and current status of cognitive psychology's fundamental ideas, key themes, and major theories and principles. [Mod 1]
2. Describe and Discuss the nature and function of major brain structures, key brain functions, brain disorders, and controversial brain issues. [Mod 2]
3. Identify and Discuss the fundamental aspects of normal and abnormal sensation and perception. [Mod 3]
4. Discuss the basic nature of attention and consciousness [Mod 4]
5. Identify the general principles of the two current contrasting models of memory. [Mod 5]
6. Identify, apply, and teach various whole-person memory enhancing practices and methods (e.g. biological optimization, short-term focus, peg-lists, phonetic visualization, dramatic memory stories), and memory barriers and practical solutions. [Mod 6]
7. Identify the major ways that humans mentally represent knowledge and mentally manipulate visual images. [Mod 7]
8. Describe the general nature of procedural and declarative knowledge. [Mod 8]
9. Discuss the properties of language and its comprehension, the issues relating to reading acquisition, and the issues involved in understanding conversations and essays. [Mod 9]
10. Explain how language and thoughts are integrated. Describe how to optimally facilitate second language learning. Identify the cognitive advantages of bilingualism. [Mod 10]
11. Describe the key attributes of several problem solving methods and well as the major barriers to effective problem solving. Discuss the acquisition and attributes of creativity. [Mod 11]
12. Describe the specific real-life applications of deductive and inductive reasoning and demonstrate effective decision making in subjectively difficult situations . [Mod 12]

13. Describe how intelligence is best measured and discuss why it is important to do so despite the controversies associated with the measurement of intelligence. Describe effective, ineffective, and questionable methods being applied in our culture to increase individual intelligence. [Mod 13]

Required Reading and Textbook(s):

Required textbook:

Sternberg, R.J. & Sternberg, K. (2017) (7th ed.). *Cognitive Psychology*. Boston, MA: Cengage Learning. (ISBN: 978-1-305-64465-6)

Please purchase or rent our course textbook as soon as possible. **You cannot pass this course without the textbook.** Also, please do not use a previous or later edition of this textbook, because the textbook content changes with each edition. Our course exams are composed from the content in the 7th edition only.

COURSE REQUIREMENTS

Course Learning and Evaluation Requirements:

13 Textbook Chapter Quizzes (multiple choice) (10 points each; All textbook chapter quizzes combined are worth 13% of final course grade) [Total 130 points]

13 Reaction Journal Postings (10 points each; All reaction journal postings combined are worth 15% of final course grade) [Total 130 points]

Class Discussion Participation (140 points)

4 Major Exams (multiple choice) (150 points each; Combined Exams are Worth 60% of final course grade) [Total 600 points]

Exam 1. (150 points)

This multiple choice exam will cover chapters 1 through 4 of the course textbook.

Exam 2. (150 points)

This multiple choice exam will cover chapters 5 through 7 of the course textbook.

Exam 3. (150 points)

This multiple choice exam will cover chapters 8 through 10 of the course textbook.

Exam 4. (150 points)

This multiple choice exam will cover chapters 1 through 13 of the course textbook.

Total Possible Points for Entire Course: 1000 points

Grading Criteria Rubric and Conversion

Individual Exams, Quizzes, Class Discussion Participation, Reaction Journal Grades = Final Course Grade

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)
B = 80-89.99% (800-899.99 points) (Good Course Scholarship)
C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)
D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)
F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

I do not round grades up to the next grade at the end of the semester. Any requests for “bumping up” grades will not be given a reply.

Posting of Grades:

Exam Grades will usually post immediately upon submission on the Canvas Grade Book. You should monitor your grading status through this tool.

Reaction Journal Grades will post 72 hours after the due date has passed, or before that time when possible.

Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

- 24 hours a day, 7 days a week
- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.

Instructor's Personal Statement

It is important for any of us to understand to some degree various perspectives on human cognitive processes. Human cognitive processes are a very complex part of human life that is affected by many facets of our individual lives including our environment, physiology, behaviors, beliefs and thoughts, emotions/motivations/attitudes, relationships, unconscious programming/memory/habits, personality traits, spirituality, and learning preferences/styles.

Note: *The learning model for this course is: (1) Coming to class prepared (preparatory readings, exercises, assignments, quizzes completed on time); (2) In-Class participation (writing, critiquing/peer-feedback, discussion participation); (3) Teaching pre-assigned topics to small group and/or whole class.*

Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to human cognitive process as they are applied to real-life. This course will provide students with at least a basic understanding of environmental, physiological, behavioral, belief and thought, emotion/motivation/attitude, relationship, unconscious programming/memory/habit, personality, spirituality, and learning preference/style factors that affect all important aspects of our lives.

Note: *During this course, class members may find their own ideas and beliefs about human cognitive processes being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is acceptable to one person, may be ignored, misunderstood, or rejected by another. Therefore, class members are expected to express their opinions and beliefs in a respectable and mature manner when participating in the class discussions.*

As your instructor and learning facilitator, I will provide information and feedback in ways that I have found to be effective for internalization and life application. I expect every class member to be respectful of others, regardless of varying opinions. We can all agree to disagree and to learn to appreciate diversity of thoughts and beliefs as a tool that allows us to gain a better understanding of the world around us. Always be kind and sensitive while presenting your observations, any personal experiences, your researched (SME) information, and your fact/data supported opinions on the class discussion topics.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy:

If you discover that you need to drop this course, you must contact or go to the Registrar's Office and complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].. Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, **FOLLOW-UP** with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center:

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

The UWC has an orientation video. Here is the link:

[http://www.kaltura.com/index.php/extwidget/preview/partner_id/730522/uiconf_id/36520062/entry_id/1_aiwuu_uhi/embed/auto?&flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/730522/uiconf_id/36520062/entry_id/1_aiwuu_uhi/embed/auto?&flashvars[streamerType]=auto)

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

The Course Operation and Being a Disciplined Learner

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded weekly assignments are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

Dr. Nowell does not want to accept late assignments.

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates (Tuesdays and Thursdays before class time) found on the Course Schedule and at our course Canvas pages for each specific assignment. All weekly graded quizzes are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Tuesday of that week.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of our Canvas homepage or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

Class Discussion Participation and Class Attendance

Regular classroom attendance, active small-group and class discussion participation (asking questions and providing answers), in-class-writing and reading assignment quizzes, and peer-writing-feedback are required. A class member may receive an F in the course when his/her lack of attendance/active discussion participation prohibits him/her from meeting the course objectives, or when a class member accumulates excessive absences that prevent his or her active discussion participation, as well as completing and submitting assignments by the listed due dates. For every 100 points that a student misses in this course, the student's final grade will drop one letter. In addition to active classroom activity and discussion, **class members should not go more than 2-3 days without logging on to our course at Canvas to check for new announcements, reminders, and/or assignments.**

The following schedule is subject to change at the instructor's discretion, to facilitate class members' learning needs/pace. You will be notified of any grade affecting changes prior to the changes.

COURSE SCHEDULE

Some weekly graded assignments are due by Sunday, 11:59 p.m.
Most weekly graded assignments are due in a Canvas dropbox and in class by class time (1:00 p.m.)
Tuesdays and/or Thursdays.

MODULE DATES	ASSIGNED DISCUSSIONS	READINGS/GRADED ASSIGNMENTS
Week 1 15-21 January	Introduction	1. Read Textbook Chapter 1 2. C-1 Reaction Journal--Due 21 January 3. C-1 Quiz--Due 21 January
Week 2 22-28 January	Textbook Chapter 1	1. Read Textbook Chapter 2 2. C-2 Reaction Journal--Due 28 January 3. C-2 Quiz--Due 28 January
Week 3 29 January-4 February	Textbook Chapter 2	1. Read Textbook Chapter 3 2. C-3 Reaction Journal--Due 4 February 3. C-3 Quiz--Due 4 February
Week 4 5-11 February	Textbook Chapter 3	1. Read Textbook Chapter 4 2. C-4 Reaction Journal--Due 11 February 3. C-4 Quiz--Due 11 February 4. Exam 1 Chaps 1, 2, 3, 4 (11 February)
Week 5 12-18 February	Textbook Chapter 4	1. Read Textbook Chapter 5 2. C-5 Reaction Journal--Due 18 February 3. C-5 Quiz--Due 18 February
Week 6 19-25 February	Textbook Chapter 5	1. Read Textbook Chapter 6 2. C-6 Reaction Journal--Due 25 February 3. C-6 Quiz--Due 25 February
Week 7 26 February-4 March	Textbook Chapter 6	
Week 8 5-11 March	Textbook Chapter 6	1. Read Textbook Chapter 7 2. C-7 Reaction Journal--Due 11 March 3. C-7 Quiz--Due 11 March 4. Exam 2 Chaps 5, 6, 7 (11 March)
Spring Break 12-18 March		
Week 9 19-25 March	Textbook Chapter 7	1. Read Textbook Chapter 8 2. C-8 Reaction Journal--Due 25 March 3. C-8 Quiz--Due 25 March
Week 10 26 March-1 April	Textbook Chapter 8	1. Read Textbook Chapter 9 2. C-9 Reaction Journal--Due 1 April 3. C-9 Quiz--Due 1 April
Week 11 2-8 April	Textbook Chapter 9	1. Read Textbook Chapter 10 2. C-10 Reaction Journal--Due 8 April 3. C-10 Quiz--Due 8 April 4. Exam 3 Chaps 8, 9, 10 (8 April)

Week 12 9-15 April	Textbook Chapter 10	<ol style="list-style-type: none"> 1. Read Textbook Chapter 11 2. C-11 Reaction Journal--Due 15 April 3. C-11 Quiz--Due 15 April
Week 13 16-22 April	Textbook Chapter 11	<ol style="list-style-type: none"> 1. Read Textbook Chapter 12 2. C-12 Reaction Journal--Due 22 April 3. C-12 Quiz--Due 22 April
Week 14 23-29 April	Textbook Chapter 12	<ol style="list-style-type: none"> 2. Read Textbook Chapter 13 3. C-13 Reaction Journal--Due 29 April 4. C-13 Quiz--Due 29 April
Week 15 30 April-6 May	Textbook Chapter 13	
Week 16 8 May		<ol style="list-style-type: none"> 1. Exam 4 (Essay) Chaps 1 through 13 Tuesday (8 May)

Dr Nowell does not want to accept late assignments.

Important Spring Semester 2018 Dates & Deadlines

January 15 (Monday), Martin Luther King Day, CAMPUS CLOSED

January 16 (Tuesday), Add/Drop/Late Registration begins

January 18 (Thursday), Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

January 23 (Tuesday), Last day to drop 1st 8-week classes with no record

January 31 (Wednesday), Last day to drop 16-week classes with no record

February 2 (Friday), Priority Deadline to Submit Graduation Application

February 9 (Friday), Last day to drop a 1st 8-week class with a Q or withdraw with a W

March 2 (Thursday), Deadline to Submit Graduation Application for Ceremony Participation

March 9 (Friday), First 8-Week Courses End

March 12 (Monday), Spring Break Begins

March 19 (Monday), Add/Drop/Late Registration Begins for Second 8-Week Courses-They Also Begin

March 21 (Wednesday), Add/Drop/Late Registration Ends for Second 8-Week Courses

March 27 (Tuesday), Last day to drop 2nd 8-week classes with no record

March 30 (Friday), Last day to drop with a Q or withdraw with a W (16-week courses)

April 13 (Friday), Last day to drop a Second 8-week course with a Q or withdraw with a W

May 7-11, Finals Week

May 11 (Friday), Last day to withdraw from the University (16-week and 2nd 8-week classes)

May 11 (Friday), Last day to file for Degree Conferral (Registrar's Office)

May 12 (Saturday), Commencement Ceremony (Belt County Expo Center) (7:00 p.m.)

Reaction Journal Instructions

One focus of this course is on your gaining understanding of different areas of Human Cognitive Processes as divided into the textbook chapters and topics.

A second focus of this course is on helping you understand how to apply the things that you learn in this course to your life, so that you are much more able to understand, effectively communicate with, and accomplish more with individuals of all ages as well as with their family, friends, community members, school associates, work associates, caregivers, and teachers. And, if you choose to become a parent or are already a parent, what you learn in this course will increase your parenting success and happiness.

To help you relate to this course in a very personal way, for the purposes of these Reaction Journal Assignments, you have been assigned to be the virtual parent, mentor, or teacher of one child (male or female), who is somewhere in the process of her/his Whole-Person development. If you are already the actual parent, mentor, or teacher of one or more than one child you can do these assignments considering your multiple children or only one of your children.

For these Reaction Journal Assignments, you are to choose whether you are married or are a single parent, as this makes a large difference in your life and the development of your child.

Your tasks for this Reaction Journal Assignment, for this week and all remaining weeks of this course, are:

- (1) Carefully/thoughtfully read the assigned textbook chapter;
- (2) Decide what the 3 most important things in this week's textbook chapter(s) are as they relate to your child's cognitive development and to you as her/his real or virtual parent, mentor, or teacher
- (3) List your 3 important things in your own word processing document, and;
- (4) In your own word processing document, thoroughly and specifically describe why/how each of your chosen 3 things is important to your cognitive development parenting decisions and behaviors, and to the issues, challenges, opportunities, choices, etc. (positive cognitive development) of your real or virtual child.
- (5) Find and include Psychological Subject Matter Experts (SMEs) theories, observations, data, and/or opinions which support what you have written. These will be found in psychological journals (not from textbooks).
- (6) In addition, find and include in your writing, any theories, observations, data, and/or opinions from the assigned textbook chapters which support or refute what you have written
- (7) When appropriate you are ***encouraged*** to include your personal life observations, life experiences, and/or opinions (***supported by data***) in your writing.
- (8) Save your document on your personal computer or flash/jump drive; and finally;
- (9) Copy and paste what you have written in the space provided at this week's Reaction Journal Assignment on our Canvas course page.

This assignment is graded for *quality of thinking*, *quality of "information research"*, and *quality of writing*.

How to find Peer Reviewed Articles

Psychological journal articles are the best source of Subject Matter Expert (SME) information to use to support what you write in your Reaction Journal Assignments. If you choose to include that sort of SME information in your RJ Assignments, be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use the following guideline to retrieve peer-reviewed articles from the online library at TAMU-CT.

1. **University Library Online:** Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. The next step may ask you to login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 1, you may type in: Premarital Sex
6. It is VERY IMPORTANT that before you hit search that you check the box that says: **Peer Reviewed** AND the box that says: **Full Text** under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.
9. Please keep a copy of the article on your desktop or at least know how to retrieve it again should I ask you to provide the article to me through e-mail when I begin grading.
10. Cite the article in your reference list as you compose your discussion using APA formatting. If you don't already know APA formatting, view the information found to the left in this link about **in-text citations** (within the body of your discussion) and **Reference List: Articles in Periodicals**:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Rubric for your Reaction Journal Assignments

The following criteria will be considered in evaluating your **Reaction Journal Assignments**.

1. Accuracy: Are your statements, facts, or ideas correct?
2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself. Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.
3. Depth: Are **each** of the issues and implications thought out and explored?
4. Originality: What is your thesis (the main point or points of your writing)? When your own views are present, are they well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/persons exact words, put them in quotations and cite the page number or paragraph number from your source material. Remember that you need to express your own opinion(s).
Quoted material must not exceed 10% of the written assignment.

5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.

6. References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.

7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.

8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.

9. APA Style: Follow the formatting rules of the American Psychological Association for your writing. Use your APA publication manual. You may also want to visit the APA or any other appropriate website for additional formatting information.

10. I have also posted two additional potentially useful handouts in our course Handouts folder. (Whole Person Diagram, Seven Whole-Person Attributes) These are optional to use for guidance for your research and writing.

This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting changes prior to implementation of changes.