

## COURSE SYLLABUS

**Class Meetings:** Classes will be held Friday mornings, 9:00 – 12:00 in ACB 205a. Please plan to attend the cognitive brown bag lunch meetings Friday noons when they are scheduled.

**Course Description & Readings:** In this course we are going to take some of the principles of cognitive psychology and study their successful and unsuccessful applications to applied settings. There are three related components of this course. First, each week we will read and discuss background articles on some of the conceptual issues related to formulating research questions on applied cognitive psychology. These readings are indicated on the attached syllabus. I'm considering the syllabus to be fairly flexible as we may move around some of the readings to accommodate class work on the SARMAC website project. The readings will be available in the bookstore for purchase except those marked with "\*" can be obtained on my website:

<http://www.cgu.edu/pages/981.asp>

Second, I want each student to propose a research project on some topic within the field of applied cognitive psychology. Although only the proposals are due for this class, these research projects, if completed, can serve as "publishable papers" in each of your portfolios.

Third, as a class exercise, we will revise the website for the Society for Applied Research in Memory and Cognition (SARMAC), <http://www.sarmac.org/index.html>, for which I am currently the President. The purpose of this exercise is to intimately familiarize you with the breadth of topics, institutions, careers, and opportunities that are available in Applied Cognitive Psychology.

**Evaluation:** There are three assignments for the course, each worth 30% of your grade. First, you will have an open-book, open-notes take home essay exam due in class on November 30. This exam will be on issues raised in the readings and the content of the course. The second assignment will be your class research proposal for which the final product will be an oral presentation to the class at our last class meeting. I will define this assignment in class. The third assignment will be your portions of the SARMAC website. Again, this assignment will be fleshed out in class. The last 10% of your course grade will be based on class participation.

There is another fun assignment for you. Throughout the course you should be researching and identifying specific nonacademic jobs in the field of applied cognitive psychology that you might be interested in applying for when you complete your Ph.D. I want you to use the Career Placement Office on campus and any other resources available to identify six specific jobs that you find interesting that involve the application of cognitive psychology. You need to have a specific name, address, etc. of a contact

person for each job. *Some of these might even serve as summer internships for you!* The due dates for these assignments are indicated on the syllabus. You should get started on this assignment early so that this is a productive task for you.

**Psychology 350U: Applied Cognitive Psychology**  
**COURSE SYLLABUS**

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**Date**                      **Class Topic & Assignment**

9/7                              ***Introduction and Overview of Applied Cognitive Psychology***

*Start reading the following (copies in my office not in class packet):*  
Herrmann, D., Raybeck, D., & Gruneberg, M. (1997). *A Clash of Scientific Cultures: The Conflict between Basic and Applied Research*. Terra Haute, Indiana: Indiana State University Press.

*Discussion of SARMAC website and proposed revisions.*

9/14                             ***Historical Overview of Applied Cognitive Psychology***

Continue reading/discussion of: Herrmann, D., Raybeck, D., & Gruneberg, M. (1997).

Hoffman, R. R. & Deffenbacher, K.A. (1992). A brief history of applied cognitive psychology. *Applied Cognitive Psychology*, 6, 1-48.

\* Pezdek, K., Deffenbacher, K. A., Lam, S., & Hoffman, R. R. (2006). *Cognitive Psychology: Applications and Careers*. In S. Donaldson, D. Berger, & K. Pezdek (Eds.), Applied psychology: New frontiers and rewarding careers. Mahwah, NJ: Erlbaum.

9/21                             ***Overview of Cognitive Psychology***

Platt, J. R. (1964). Strong Inferences. *Science*, 146, 347-353.

Tulving, E. (1979). Memory research: What kind of progress? In L. G. Nilsson (Ed.). *Perspectives on Memory Research*, Halsted Press.

White, M. J. (1983). Prominent publications in cognitive psychology. *Memory & Cognition*, 11, 423-427.

Neisser, U. (1982). Memory: What are the important questions? In U. Neisser (Eds), *Memory observed: Remembering in natural contexts* (pp. 3 – 19). New York: Freeman.

9/28                             ***The Relationship between Theory & Practice: Arguments for Applied Cognitive Psychology***

Kihlstrom, J. F. (1996). Memory research: The convergence of theory and practice. In Herrmann et al. (Eds.). *Basic and Applied Memory Research: Theory in context*, Vol. 1.

Dempster, F.N. (1988). The spacing effect: A case study of the failure to apply the results of Psychological Research. *American Psychologist*, 43, 627-634.

*Your first 3 job descriptions are due in class today.*

10/5 ***Everyday Memory & Cognition Outside of the Laboratory***

Nickerson, R. S., & Adams, M. J. (1979). Long-term memory for a common object. *Cognitive Psychology*, 11, 287-307.

Wagenaar, W.A. (1986). My memory: A study of autobiographical memory over six years. *Cognitive Psychology*. 18, 225-252.

10/12 **Law & Psychology: Applied Research in a Transdisciplinary Domain.**

My presentation to the Transdisciplinary Course on Wednesday night, 7:00 – 10:00, in McManus 31.

\* Freyd, J.J., Putnam, F.W., Lyon, T.D., Becher-Blease, K.A., Cheit, R.E., Siegel, N.B. & Pezdek, K. (2005). The science of child sexual abuse. *Science*, 308, 501.

10/19 ***Everyday Memory & Cognition Outside of the Laboratory***

Ericsson, K.A. and Charness, N., (1994). Expert Performance. *American Psychologist*. 49, 725-747.

Sternberg, R. J., et al. (1995). Testing common sense. *American Psychologist*, 50, 912-927.

10/26 **False Memory Research: Applied Research in a Transdisciplinary Domain**

\* Freyd, J.J., Putnam, F.W., Lyon, T.D., Becher-Blease, K.A., Cheit, R.E., Siegel, N.B. & Pezdek, K. (2005). The science of child sexual abuse. *Science*, 308, 501.

\* Pezdek, K. & Lam, S. (2007). What research paradigms have cognitive psychologists used to study “False memory,” and what are the implications of these choices? *Consciousness & Cognition*, 16, 2–17.

\* Pezdek, K., Finger, K., & Hodge, D. (1997). Planting false childhood memories: The role of event plausibility. *Psychological Science*, 8, 437-441.

11/2      **Eyewitness Memory Research: Applied Research that has Actually been Applied**

Neisser, U. (1981). John Dean’s Memory: A Case Study. *Cognition*, 9, 1–22.

\* Pezdek, K., & Prull, M. (1993). Fallacies in memory for conversations: Reflections on Clarence Thomas, Anita Hill, and the Like. *Applied Cognitive Psychology*, 7, 299-310.

\* Pezdek, K. (2007). Expert Testimony on Eyewitness Memory and Identification. In M. Costanzo, D. Krauss, & K. Pezdek (Eds.), *Expert Psychological Testimony for the Courts* (pp. 99-117). Mahwah, NJ: Erlbaum.

*Work on Website Project*

11/9      **Eyewitness Memory Research, continued**

Wells, G.L., Memon, A., & Penrod, S.D. (2006). Eyewitness Evidence: Improving its Probative Value. *Psychological Science in the Public Interest*. 7, 1 – 73.

Yuille, J.C. & Cutshall, J. L. (1986). A case study of eyewitness memory of a crime. *Journal of Applied Psychology*, 71, 291-301.

*Work on Website Project*

***Take Home Exam Distributed Today in Class, Due 11/30 (2 hour limit)***

11/16      Psychonomic Society Meeting in Long Beach, 11/15 – 11/18

11/23      Thanksgiving Break  
(Continue working on your Class Project)

11/30      ***Debating the Merits of Applied Cognitive Psychology*** (Class divides in half to participate in this literal debate pro and con Banaji & Crowder)

Banaji, M. R. & Crowder, R. G. (1989). The bankruptcy of everyday memory. *American Psychologist*, 44, 1185-1193.

The nine "Science Watch" articles in *American Psychologist*, January 1991, Vol. 46, No. 1.

***Report back on Psychonomics: Basic vs. Applied Cognitive Psychology Research***

***Work on Website Project & Discuss Research Proposals***

***Take Home Exam Due Today in Class***

12/7 ***Work on Website Project & Discuss Research Proposals  
Your second 3 job descriptions are due in class today.***

12/14 ***Presentations of Class Projects in Class***