Communication 8801

Instructor
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Course Overview

This seminar will cover methods for measuring cognitive processes and representations with an emphasis on the pragmatics of using the different methodologies, the theoretical assumptions underlying the different methodologies, and special issues involved in data analysis. A partial list of topics will include measures of memory, reaction time measures, implicit measures of attitudes, and measures of mental representation.

Readings

Francis, G., Neath, I., & VanHorn, D. (2008). *CogLab on a CD 2.0*. Belmont, CA: Wadsworth.

Course Requirements

1. *What I want* reaction paper (5%). This is an argument concerning how you want the course to be structured. Do you want the course to cover a wide variety of methodologies (breadth of coverage) or do you prefer a course that focuses on fewer methodologies in greater detail (depth of coverage). In addition, list any particular methodologies you would like to see discussed in class. DUE AUGUST 23.
2. *What I want to do* reaction papers (4 @ 5% each). At four times during the semester, I will ask you to write a short reaction paper that involves picking one or two measures we have discussed in class and identifying how you would use those measures in research that you are hoping to conduct in the future. The paper will be limited to 2 double space pages. DUE 9/27, 10/18, 11/8, and 12/6.
3. Data analysis and/or experimental set up assignments (4 @ 10% each)
    a. Signal detection (due 9/25)
    b. Implicit memory (due 10/2)
    c. Reaction times (due 10/14)
    d. MDS (due 12/2)
4. CogLab data turn in (15%). (9 @ 1% each plus 6% bonus for completing all 9)
5. Roundtable presentation (20%)

Disability Services

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may needs accommodation based on the impact of a disability should contact me privately to discuss your specific needs, or

contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

Academic Misconduct
Academic misconduct will not be tolerated at any occasions. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. All instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which is responsible of investigating or establishing procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Timeliness
Late reaction papers will not be graded. All other assignments will be penalized at a rate of -10% per day it is late.

APA Style Sheet
All papers should following the APA Publication Manual guidelines.

Grade assignment
Currently, I anticipate that grades will be assigned using the following percentage system.

	≥93% = A	≥90% = A-
≥87% = B+	≥83% = B	≥80% = B-
≥77% = C+	≥73% = C	≥70% = C-
≥67% = D+	≥63% = D	>63% = E

I reserve the right to modify this syllabus at any point during the quarter. Modifications will be posted on Carmen.

Date	Topic	Required Reading	Recommended	Assignment Due *Italics = Coglab assignment* **Bold = paper due**
8/21	Course overview			
8/26	Generalizability	Shapiro (2002)	Mook (1984)	
8/28	College student samples	Basil (1996)	Sears (1986)	
9/2	NO CLASS			
9/4	Effect sizes	Abelson (1985)	Prentice & Miller (1992)	
9/9	Studying messages	O'Keefe (2003)	Slater et al	
9/11	Talk aloud procedures	Shapiro (1994)	Ericsson & Simon (1980)	*Signal Detection* & *Sternberg Search* due
9/16	Recall measures	Shapiro (1994)	Baumgartner & Wirth (2012)	*Encoding Specificity*
9/18	Recognition & Signal Detection Theory		Fox, Park & Lang (2007)	*Levels of Processing*
9/23	Alternative measures of memory			*Remember/Know*
9/25	Word Fragment Completion Task	Koopman et al (2013)	Gibson & Watkins (1988) Yang, Roskos-Ewoldsen, Dinu & Arpan (2006) Yang & Ewoldsen (2007)	**Signal Detection Assignment** due 9/27: **What I want to do #1**
9/30	Comprehension		Lee, Roskos-Ewoldsen & Roskos-Ewoldsen (2008)	
10/2	Reaction Time	Fazio (1990)	Bassilli & Fletcher (1991) Roskos-Ewoldsen, Yu & Rhodes (2004)	**Word Fragment Assignment Due**
10/7	Reaction Time Variations			
10/9	Associations		Fazio, Williams & Powell (2000)	
10/14	Secondary Task Reaction Times	Basil (2004)	Fox et al (2007) Lang, Bradley, Park, Shin, & Chung (2006)	**Reaction Time Analysis Due**

10/16	Priming	Wittenbrink (2007)	Carpentier, Roskos-Ewoldsen & Roskos-Ewoldsen (2008) Fazio, Jackson, Dunton & Williams (1995) Neumann (2000)	*Lexical Decision* 10/18: **What I want to do #2**
10/21	Priming/Negative Priming		Tipper & Driver (1986)	
10/23	Implicit Measures: IAT	Lane, Banaji, Nosek, & Greenwald (2007)		*Simon Effect*
10/28	Implicit Measures continued	Olson & Fazio (2004)	Eno & Ewoldsen (2010)	
10/30	Alternative Implicit Measures	Payne, Cheng, Govorun & Stewart (2005)	Goodall & Slater (2010)	*Visual Search*
11/4	Attention		Roskos-Ewoldsen & Fazio (1992)	*Stroop*
11/6	Multidimensional Scaling	Roskos-Ewoldsen & Roskos-Ewoldsen (2009)	Roskos-Ewoldsen (1997)	11/6: **What I want to do #3**
11/11	NO CLASS			
11/13	MDS continued			
11/18	Cluster Analysis			
11/20	Cultural Modeling	Ewoldsen & Rhodes (2012)		
11/25	Class Presentations			
11/27	NO CLASS			
12/2	Class Presentations			**MDS assignment** 12/9: **What I want to do #4**
12/10	Class Presentations	4 pm to 5:45 pm		