PSY 351: Cognition, Spring 2019

TR 11:00-12:30pm
Class meets in: 152 Hoyt Science Center
Office Hours: M 11:30-12:30, WR 1-2

Required Texts:
   Author: Daniel Reisberg
   ISBN-10: 0393938670
2. Brain on Fire
   Author: Susana Cahalan
   ISBN-10: 14516211388

Course Description: This course is designed to study how the mind works with regard to cognition. The main focus of cognition is thinking. What do we spend our time thinking about and why? How do we “think”? We will analyze how information is processed in the brain to support decisions, attention, memory, perception, and others.

Course Objectives: The overarching objective for this course is for students to gain an understanding of complex cognitive processes with a focus on improved scientific literacy within the field of psychology. You should aim:
1. To expand your knowledge of the field of cognitive sciences with an appreciation for the experiments and their findings, and how they drive development of this field.
2. To demonstrate the ability to critically evaluate primary scientific literature as well as popular science media (readings, shows), and communicate the information therein in written and spoken form.
3. To use your understanding of cognitive research methods to design a novel experiment investigating an unanswered question in cognitive science, and to effectively communicate that experiment and its details.
4. To gain insight into how our understanding of cognitive science applies to human and nonhuman behavior.

Course Format: This course aims to be interactive - students interacting with me, one another, and with materials such as videos, articles, outside readings, and others. Please come prepared and plan to participate.

Your final grade is a percentage: (total points earned / 750 possible points), which is converted to:
- A: 93 to 100%
- A-: 90 to 92.99%
- B+: 87 to 89.99%
- B: 83 to 86.99%
- B-: 80 to 82.99%
- C+: 77 to 79.99%
- C: 73 to 76.99%
- C-: 70 to 72.99%
- D+: 67 to 69.99%
- D: 63 to 66.99%
- D-: 60 to 62.99%
- F: 0 to 59.99%

Those points are earned through the assignments listed below:
- Exams (3): 100 pts each = 300pts total
- Brain on Fire Prep Sheets (2/3, 10pts) = 20pts
- Contribution to paper review (5/6, 10pts): 50pts
- Worksheets: (5/6): 20 pts each =100pts
- URAC Assignment: 30pts
- Final Experiment Presentation: 100pts
- Brain on Fire Discussions (2/3, 20pts): 40pts
- Contribution to case review (5/6, 10pts): 50pts
- Quizzes (3/4): 20pts each = 60 pts

PLEASE NOTE: I do not round up. Grade distributions are as stated (i.e. an 82.6, 82.8, or 82.9999 are all still B-).

One more note about grades: I would love all students in this class to get the grade they want. So help me help you. If you aren’t doing as well as you’d like, let me know early on. You can calculate your grade using the info above. The sooner you contact me, the better. Late in the term, my ability to help you is severely limited.

Course Policies:
D2L: I will post readings, slides, assignment info, quizzes, and dropbox folders on D2L. Therefore, it is imperative D2L is working properly for you. Please contact tech services if it isn’t- I have no control over D2L. For almost every assignment, there will be an assignment sheet with details regarding the length, submission procedures, etc. So please check D2L for info before emailing me.

This Syllabus: The syllabus, and other materials on D2L, contain an amazing amount of info. Therefore, please check the syllabus and D2L prior to asking me questions about these items. You may indeed have a question that is not answered in the syllabus or on D2L. But help me out and check the syllabus and D2L first.
**Make-up Exams:** Make-up exams will be given for: 1) Illness  2) A genuine emergency  3) A school sponsored event. For #3, you MUST notify me at least one week in advance so you can take the exam before the event.

**Attendance:** I will not take daily attendance, but there will be in class quizzes, worksheets, discussions, summaries, etc- which means you should be there if you want to do well. Some of the harder concepts will be explained via in class discussion. I have built in several “misses” where you can miss a few classes without penalty (i.e. that is why so many assignments above say things like 3/4 or 5/6, etc- that means you can miss one with no penalty) - so you should then expect I will not be terribly lenient about absences, failure to participate, and incomplete assignments beyond those “freebies”.

**Participation:** This course will be much more enjoyable for all if you bring questions to class about readings, assignments, or other interesting things that are relevant to cognition that you would like to discuss. I will try to ensure you are prepared for class by having specific readings where you will be directly questioned in class.

**Assignment Details (see Assignment Info sheets for more details about requirements, dates, teams, etc):**

1. **Experiment presentation (finals week):** In teams, you will formulate a novel experiment that can test a previously unstudied question regarding cognition. You will present this to the class during the finals period, and they will provide a peer review. Please see the assignment info sheet for more info.

2. **Paper/article discussions (throughout the term):** Prior to 6 different classes, you will be required to read 6 different scientific articles that cover a topic in cognitive science. There is a worksheet that you should use to guide your reading and understanding (*NOTE: you do NOT need to turn this in, but may want to bring it to help you answer questions in class*). We will review the articles in class. I will spontaneously call on students in class with questions to ensure they have read it. Please see the assignment info sheet for more info.

3. **Clinical case reviews (throughout the term):** Prior to 6 different classes, you will be asked to read 6 different case studies from "The Man Who Mistook His Wife for a Hat" that cover individuals with deficits relevant to cognitive science. We will review them in class. I will call on students in class to answer questions to ensure they have read it. Please see the assignment info sheet which includes questions to guide your reading (*NOTE: you do NOT need to turn this in, but may want to bring it to help you answer questions in class*).

4. **Brain on Fire Discussion (throughout the term):** In addition to portions of the text, we will read "Brain on Fire" by Susannah Cahalan as a class. We will have 3 discussion periods in which we talk about how Susannah’s disease affected various cognitive abilities that we are discussing in class. You will be provided with 3 sets of questions to guide each section of your reading. Please see the assignment info sheet. *NOTE: You DO need to turn these in to D2L dropbox.*

5. **URAC Assignment (April 24, due April 26 via D2L):** No class on April 24, 2018- that is the day of URAC. In lieu of class, you must attend one poster AND one presentation. You must turn in a 1-2 paragraph long summary of EACH (so two summaries) on how it is relevant to Cognition. *Please upload this document to D2L dropbox.*

6. **Quizzes:** There will be in class/take home quizzes. **Four will be given, 3 count toward your grade.** So you can miss one quiz without penalty. **You cannot make up a quiz.** The quizzes are designed to help you stay up to date with readings and class- so making up a quiz after we review the material in class is not a measure of your reading comprehension and will not happen. That is why you can miss one quiz without penalty- I would save that free miss for when you might really need it. *We will review these quizzes IN CLASS prior to exams, so you should BRING A HARD COPY TO CLASS. Due dates will be on the quizzes.*

7. **Worksheets:** You will complete worksheets in/outside of class to ensure you understand the main concepts. These will be good preparation for exams, and they will be a good time to ask questions to ensure you understanding. **Six worksheets will be given, 5 count towards your grade.** Therefore, you can miss one worksheet without penalty. **You must bring a completed hard copy to class; you cannot make up a worksheet.** They will be posted on D2L AFTER we complete them so you can use them to study.
CLASSROOM POLICIES

Academic Dishonesty: All students should familiarize themselves with Westminster's code of behavior, definitions of academic dishonesty and be aware of the possible ramifications of academic dishonesty. *Academic dishonesty will not be tolerated in any form. If you are unsure regarding these policies, please ask me.* Anyone caught in any one of these forms of academic dishonesty will receive a “zero” for that assignment or exam with no opportunity to make up those lost points. Any subsequent violations will result in a grade of “F” for the course and the dean and department chair will be notified.

Working in teams: For your final assignment this term, you will be working in teams. I have designed this assignment, and the evaluation of it, to try to help to ensure there is equal distribution of labor and that everyone contributes and is equally prepared for the presentation. You have in class time to work on it. I would recommend working on team assignments in advance. If you have considerable difficulty with a partner, please let me know ASAP and keep documentation (emails or text messages, etc). I am confident you can work together, but if I know about issues early on, I can adjust things more easily (hence, the suggestion of working on assignments in advance). Please do not wait until two days before the assignment is due to complain about a partner—unfortunately, I can do little but sympathize at that point.

Special Accommodations: If there is any way that I can support your performance in this class through accommodations for testing, note-taking, etc, I’m happy to do so. Please come and speak with me. Accommodations per college policy will of course be made for those with special needs documented with the Learning Center and college administration.

Email: I will be communicating with the class via email. You should all regularly check your Westminster email account (i.e., at least once a day); **this is the only email that I will use to communicate with you.** There are many evenings when I do not check my email after 5pm- so if you have a question please consider this when sending a question and waiting for a response. “I didn't get your email” is NOT a valid excuse.

Electronic Devices: Please silence all electronic devices during class. Please do not use your computer for any activities other than those directly related to class, and please do not text message during class. I have had other students specifically tell me that THEY find it distracting when students are on other websites or texting during class. Please be respectful of everyone. If you are consistently engaged in other things in class, I'll likely ask you to remove yourself from class so you can do it without distracting others.

Accessibility Statement: Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Support Services, located in 209 Thompson-Clark Hall. Phone: 724-946-7192.

Tentative Course Schedule (this is subject to change based on the pace of the course)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>Tues Jan 15</td>
<td>Syllabus Review&lt;br&gt;Intro to Cognitive Science: Anatomy</td>
<td>Chapter 2 pgs 29-40; 49-53</td>
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<tr>
<td>Thurs Jan 17</td>
<td>Intro to Cognitive Science: Anatomy, Neurons, Experimental Methods</td>
<td>Chapter 2 53-57, 40-49</td>
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<td>Tues Jan 22</td>
<td>Perception: starting with visual sensation &lt;br&gt;<strong>Clinical Case Review</strong></td>
<td>Chapter 3 pgs 63-73; Clinical Case: Hands</td>
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<tr>
<td>Thurs Jan 24</td>
<td>Perception: visual perception</td>
<td>Chapter 3 pgs 74-87</td>
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<tr>
<td>Tues Jan 29</td>
<td>Perception: depth perception&lt;br&gt;Research article discussion</td>
<td>Chapter 3 pgs 93-98; Research article: Sensation/Perception</td>
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<td>Thurs Jan 31</td>
<td>Recognition: features and words &lt;br&gt;<strong>Clinical Case Review</strong></td>
<td>Chapter 4 pgs 103-112; Clinical Case: The Man Who Mistook...</td>
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<tr>
<td>Tues Feb 5</td>
<td>Recognition: feature nets and words</td>
<td>Chapter 4 pgs 112-122</td>
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<td>Date</td>
<td>Topic Description</td>
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| Thurs Feb 7 | Recognition recognizing self, others                                              | Chapter 4 pgs 126-135  
Research article: Recognition |           |
| Tues Feb 12 | **EXAM 1**                                                                         | Chapters 1-12 |