

PSYCHOLOGY 409
COGNITIVE NEUROPSYCHOLOGY

Section 001 Winter 2014-15, Term 2
Tu-Th 11:00-12:30

INSTRUCTOR

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TA

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READINGS

All readings assigned for each lecture, as well as the lecture slides, can be viewed/downloaded from the course CONNECT website. If you are unfamiliar with CONNECT, you can log on from the official UBC website (<http://elearning.ubc.ca/connect/get-started-with-connect/>) using your CWL account. If you are enrolled in the course, then once you log in, there will be a link to the 409 site. On the home page of the course CONNECT website, you will see a menu on the left hand side of the screen. To access the readings for the course, click on the "Readings" link under "Course Content." Once there, you will see a folder labeled "Part 1: Falling." In the folder you will find pdf copies of the readings assigned for Part 1 of the course. Ultimately, the course will be broken down into six parts; before we start each part, a new folder will be added to the "Readings" link with the assigned readings for that course part.

BASIC ORGANIZATION

Each of the six parts to the course will be broken down into the following two-week format. **Note that here are NO midterms, quizzes or finals in this course.** Rather, term marks will be based on assignments and responsibilities as described below.

Week 1: I will use the first meeting (on Tuesday) to give an introductory lecture to that part's given topic, including a presentation/discussion of the assigned readings. On the second day that week (Thursday), you will need to bring to class a list of **three** questions of interest to you raised by the readings and/or lecture, printed on a single sheet of paper with your name and student #, to hand in at the start of lecture. We will then use these questions as the basis for an in-class discussion.

Week 2: Based on the readings/discussion from Week 1, you will need to identify a question/issue of interest, dig up an original research article that speaks to that question/issue, and then write a 1-page "think piece" explaining the question/issue and what the original research article addresses about it (details below). Each "think piece" will need to be handed in (as a hard copy) at the start of the first lecture that week (Tuesday). Each student will also need to upload an electronic copy of his or her research article to the course CONNECT site (details to come). For both course meetings this second week, the class will be broken down into four groups of approximately 12 students each. Six students in each group will take turns orally presenting his/her think piece and taking questions on it

from the group (for 10 minutes each) on Tuesday, and the other six group members will present on Thursday. Without going in to detail here, a process will be in place to ensure that each student will present three times on a Tuesday and three times on a Thursday over the course of the term. For each student's presentation, the other group members will be asked to each individually (1) assign a mark from 1 to 5, and (2) give a brief, written justification for the mark.

GRADING

Term marks will be based on **four** things, all designed to promote not just learning, but active course involvement, including attendance:

Questions: Each set of questions will be worth 5 points. Evaluation will be based on thought, quality and originality. Questions pushing new insights and integrating different ideas will be given higher marks than those raising rote methodological/control concerns. This is to help get critical thinking skills past the Intro to Methods level. **30 points total over the term.**

Thought Pieces: Each will be worth 15 points. Again, evaluation will be based on thought, quality and originality, as well as actual clarity of prose/writing. Again, issues pushing new insights and integrating different ideas will be given higher marks than those raising rote methodological/control concerns. **90 points total over the term.**

Class Presentations: Each will be worth 5 points. Each group member will individually provide a performance mark on a scale of 1 to 5; the group average will be taken as the presentation mark, after removing outliers. **30 points total over the term.**

Peer Marking: Each day you hand in marks for the presenters in your group, and a thoughtful justification for each mark, will be worth 2 points. **24 points total over the term.**

Marks for the term will thus be calculated based on a maximum of 174 possible points

DEPARTMENT SCALING POLICY

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions for final course marks. Final course marks may be scaled up or down as necessary by the professor or department in order to comply with these norms. For official UBC policy on grade scaling, please see: <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>

CONTACTING THE INSTRUCTOR

After Class: On most days I am available for brief questions immediately following each meeting.

Office Visits: Because many students' schedules inevitably conflict with a set weekly office hour, all office meetings for this course will be by appointment only. Scheduling must be done in advance via email.

Email: To avoid having your emails automatically deleted as spam, the subject header must read "Psych 409." The answers to questions regarding lecture/reading content may often be useful for the entire class to hear. As a consequence, questions may be answered in class rather than via email. Please also note that while I try to be responsive to student emails, there are limits that must be put in place. Unfortunately, I can not respond to students who generate excessive/frequent emails or who generate long lists of questions, as in the name of fairness it would be impossible for me to provide this level of service to all students. **Finally, in order to promote good problem solving skills, I will deduct 1 point from a student's final course mark for each email question that can be answered by consulting this syllabus, the Department of Psychology web page, and/or the UBC web page.**

OUTSIDE RESOURCES

If you run into trouble and need information on effective studying, preparing for exams, how to take notes, or manage your academic time, free workshops and advice are available from the Student Resources Center, which can be reached through the School and College Liaison Office at 822-4319.

COURSE SCHEDULE

- 1/6 -- The Syllabus
- 1/8 -- Course Introduction

PART 1: *Elderly Fallers, Physical Mobility, and Executive Functions*

- 1/13 -- Lecture
- 1/15 -- Discussion (*Questions Due*)
- 1/20 -- Presentations (*Thought Piece Due*)
- 1/22 -- Presentations

PART 2: *Acquired Sociopathy, Embodied Cognition, and Decision-Making*

- 1/27 -- Lecture
- 1/29 -- Discussion (*Questions Due*)
- 2/3 -- Presentations (*Thought Piece Due*)
- 2/5 -- Presentations

PART 3: *Distracted Drivers, Material Culture, and Attention*

- 2/10 -- Lecture
- 2/12 -- Discussion (*Questions Due*)
- 2/24 -- Presentations (*Thought Piece Due*)
- 2/26 -- Presentations

PART 4: *Hominids, Persistence Hunting, and Brain Growth*

- 3/3 -- Lecture
- 3/5 -- Discussion (*Questions Due*)
- 3/10 -- Presentations (*Thought Piece Due*)
- 3/12 -- Presentations

PART 5: *Compulsive Fantasy, Mind Wandering and Mental Mobility*

- 3/17 -- Lecture
- 3/19 -- Discussion (*Questions Due*)
- 3/24 -- Presentations (*Thought Piece Due*)
- 3/26 -- Presentations

PART 6: *Dementia, Physical Disability, and Habitus*

- 3/31 -- Lecture
- 4/2 -- Discussion (*Questions Due*)
- 4/7 -- Presentations (*Thought Piece Due*)
- 4/9 -- Presentations