

Instructor:	Prof James Enns	CIRS 4355 822-6634 Email: jenns@psych.ubc.ca	A-G
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Meetings:	Tuesday 5-7:30	CIRS 1250	
Textbook:	<i>Cognitive Psychology</i> , Galotti et al, Nelson 1 st Canadian Ed		
Software:	Coglab 5, Francis & Neath, Centgage		

Course Description

In this course you will become an informed consumer, thinker, and writer of topics on the human mind. The mind is what *cognition* refers to, but in order to understand it we have to first understand something about the brain (the producer of the mind) and about behavior (the output of the mind). So that involves learning a little about neurology, behavioral research methods, consciousness, language, and a number of other foundational topics. The main goal of this course is to make you an informed and critical thinker about your own mental life. If you succeed, you will also be better able to understand others around you, including those who might initially appear to be very different from yourself.

Approach to Learning

There are three distinct parts to the course. One part deals with the state-of-the-art understanding of cognition, as it is presented to you in the textbook and in the lectures. We will test this understanding through five multiple-choice quizzes held throughout the course. You are responsible for all the textbook reading. Classroom time will be taken up with embellishing the material in the text, freshening it up, and bringing it to life. This will only happen with your full and active participation.

A second part deals with how researchers of human cognition gain new knowledge in the field. We will learn this by taking part in an on-line experiment each week, to be completed during the second half of each classroom session. These exercises are called Coglabs in the weekly schedule. To complete this portion of the class each week, you will hand in a single page, which contains your name, the hypothesis under study, your own data, the class or global data on the same experiment, and a conclusion statement indicating how these data relate to the hypothesis.

A third part will help you become a better writer. Every other week you will prepare a 1-page opinion piece, which means you will select a topic, a phenomenon, or a result that is mentioned in the textbook reading for that week and then you will relate it to *something that actually happened to you*. Show that you understand the textbook point by connecting it to something that is uniquely relevant to you. Tell a story, with a beginning, middle, and end.

Class time is hand's on. Your weekly responsibilities in this class include:

- Read the chapter for the week as background *before you come to class*.
- Participate *actively* in class discussion and in weekly data collection.
- Prepare to be *tested* on textbook reading (every other week) and to *write* a 1-page opinion piece that connects something in the chapter to your life (every other week).

Grading Components by weight

Multiple choice quizzes (best 4 @ 5 points)	20%
Opinion pieces (5 @ 5 points)	25%
Classroom participation	10%
Coglab Reports (10 @ 1 point)	10%
Final Exam	30%
Extra opinion piece	5%

Grading Components in detail

Multiple choice quizzes - every other week at beginning of class
10-20 questions (each 5 points), we will count your best 4 grades.

Opinion pieces – almost every other week at beginning of class
1-page, double-spaced, at least 12 pt font (each 5 points)
Find a topic, phenomenon, or result that is mentioned in the textbook reading for that week and relate it to *something that actually happened to you*. Show that you understand the textbook point by connecting it to something that is uniquely relevant to you. Tell a story, with a beginning, middle, and end.

Classroom participation – Weekly lectures will highlight, emphasize, and embellish on chapter topics. Lectures will assume you have read the chapter in advance. Expect discussion, exercises, and active participation.

Coglab Reports – almost every week
collect personal data online, in class
summarize main finding of class or group
link hypothesis to the main finding
hand in lab report (each 1 point)

Final Exam - TBA in December exam period (30 points)

Extra Credit – prepare 1-page opinion piece on a media article concerned with cognitive science (5 points)

Weekly schedule of reading, lecture, and assignments

Sep 8	Week 1 Intro to Cognition	Read Galotti Ch 1 Overview
Sep 15	Week 2 Brain Coglab 1: Brain Asymmetry (1 point)	Read Galotti Ch 2 Brain
Sep 22	Week 3 Seeing Quiz 1: Ch 1-2 (5 points) Coglab 2: Visual Search (1 point)	Read Galotti Ch 3 Perception
Sep 29	Week 4 Attending Opinion Piece 1: How is cognition relevant to me? (5 points) Coglab 3: Attentional Blink (1 point)	Read Galotti Ch 4 Attention
Oct 6	Week 5 Encoding Quiz 2: Ch 3-4 (5 points) Coglab 4: Partial Report (1 point)	Read Galotti Ch 5 Memory Structures
Oct 13	Week 6 Retrieving Opinion Piece 2: How is cognition relevant to me? (5 points) Coglab 5: Encoding Specificity (1 point) Example extra credit: Your opinion on Marcus: The trouble with brain science	Read Galotti Ch 6 Memory Processes
Oct 20	Week 7 Knowing Quiz 3: Ch 5-6 (5 points) Coglab 6: Implicit Learning (1 point)	Read Galotti Ch 7 Concepts
Oct 27	Week 8 Imagining Opinion Piece 3: How is cognition relevant to me? (5 points) Coglab 7: Mental Rotation (1 point)	Read Galotti Ch 8 Imagery
Nov 3	Week 9 Language Quiz 4: Ch 7-8 (5 points) Coglab 8: Lexical Decision (1 point)	Read Galotti Ch 9 Language
Nov 10	Week 10 Reasoning Opinion Piece 4: How is cognition relevant to me? (5 points) Coglab 9: Wason Selection (1 point)	Read Galotti Ch 10 Reasoning
Nov 17	Week 11 Decisions Quiz 5: Ch 9-10 (5 points) Coglab 10: Risky Decisions (1 point)	Read Galotti Ch 11 Deciding
Nov 24	Week 12 Development, Culture Opinion Piece 5: How is cognition relevant to me? (5 points)	Read Galotti Ch 12 Differences
Dec 3	a spare week! To be only used in case of emergency, such as one of the previous weeks being lost to conference attendance or acts of god. Otherwise study.	

Final Exam – See UBC Exam Schedule for details

Format: A mix of Multiple Choice, Short Answer and Essay (choose 3 of 6 questions)

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question.

According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on University policies and procedures, please see Student Conduct and Discipline in the UBC Calendar www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0