

Instructor: Prof James Enns CIRS 4355 822-6634
Email: jenns@psych.ubc.ca

Assistants: Lia Kendall lia.kendall@psych.ubc.ca
Max Jaitva maxjtv@gmail.com

Meetings: Tuesday 5-7:30 Swing 222

Textbook: *Cognitive Psychology*, Galotti et al, Nelson 1st 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 better understand others around you, including those who might initially appear to be very different from yourself. You will be able to answer the question, “What would a cognitive scientist say?”

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 *before* each lecture session. These writing exercises are called Coglabs in the weekly schedule. After completing the write-up in the lecture period each week, you will hand in a single page, which contains your name, the question, the hypothesis under study, the method, your own data alongside the class or global data, and a conclusion statement indicating how these data relate to the hypothesis.

A third part will help you become a better writer. About 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 hands 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/or 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 @ 5.25 points)	25%
Opinion pieces (4 @ 5.25 points)	25%
Classroom participation	10%
Coglab Reports (10 @ 1 point)	10%
Final Exam	30%

Grading Components in detail

Multiple choice quizzes - every other week at beginning of class
10-20 questions (each quiz is 5 points)

Opinion pieces – about every other week at beginning of class

1-page, double-spaced, at least 12 pt font (each 5.25 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.

Use science journalism as inspiration.

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. Each class will begin with 5-10 minutes of “ask a cognitive scientist.” If the TA’s and I know your name by the end of the term, you will know you have been “participating.” (10% total possible)

Coglab Reports – almost every week (each worth 1%)

collect personal data online, *before* class

write report in class including question, hypothesis, summarize findings of self and class, conclude by linking theoretical hypothesis to the main finding

these reports form the basis of Final Exam questions

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

Weekly schedule of reading, lecture, and assignments

Sep 6	Week 1 Intro to Cognition	Read Galotti Ch 1 Overview
Sep 13	Week 2 Brain	Read Galotti Ch 2 Brain
	Coglab 1: Metacontrast Masking (1 point)	
Sep 20	Week 3 Seeing	Read Galotti Ch 3 Perception
	Quiz 1: Ch 1-2 (5 points)	
	Coglab 2: Visual Search (1 point)	
Sep 27	Week 4 Attending	Read Galotti Ch 4 Attention
	Opinion Piece 1: How is cognition relevant to me? (5 points)	
	Coglab 3: Attentional Blink (1 point)	
Oct 4	Week 5 Encoding	Read Galotti Ch 5 Memory Structures
	Quiz 2: Ch 3-4 (5 points)	
	Coglab 4: Partial Report (1 point)	
Oct 11	Week 6 Retrieving	Read Galotti Ch 6 Memory Processes
	Opinion Piece 2: How is cognition relevant to me? (5 points)	
	Coglab 5: Encoding Specificity (1 point)	
Oct 18	Week 7 Knowing	Read Galotti Ch 7 Concepts
	Quiz 3: Ch 5-6 (5 points)	
	Coglab 6: Implicit Learning (1 point)	
Oct 25	Week 8 Imagining	Read Galotti Ch 8 Imagery
	Opinion Piece 3: How is cognition relevant to me? (5 points)	
	Coglab 7: Mental Rotation (1 point)	
Nov 1	Week 9 Language	Read Galotti Ch 9 Language
	Quiz 4: Ch 7-8 (5 points)	
	Coglab 8: Lexical Decision (1 point)	
Nov 8	Week 10 Reasoning	Read Galotti Ch 10 Reasoning
	Coglab 9: Wason Selection (1 point)	
Nov 15	NO LECTURE, so a spare week. I am attending professional meetings in Boston.	
	Opinion Piece 4: How is cognition relevant to me? (5 points)	
Nov 22	Week 11 Decisions	Read Galotti Ch 11 Deciding
	Quiz 5: Ch 9-10 (5 points)	
	Coglab 10: Risky Decisions (1 point)	
Nov 29	Week 12 Development, Culture	Read Galotti Ch 12 Differences

Final Exam – See UBC Exam Schedule for details

Format: A mix of Multiple Choice, Short Answer and Essay (choose 3 of 6 questions based on the coglab reports)

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