

PSYCHOLOGY 309a
COGNITIVE PROCESSES

Section 001 Winter 2017-18, Term 1, Tu-Th 2:00-3:20

INSTRUCTOR

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BUYER BEWARE: ATTENDANCE AND LAPTOPS

Towards promoting a learning-positive agenda, this course has two important policies in place. First, learning begins with coming to class on a regular basis. To encourage this, *each of the three exams (see below) will include 3 1-point questions based on happenings and/or discussions exclusive to lecture* and that thus that directly reward attendance. So beware: this is not a good course for the attendance-challenged. Second, research has shown that the use of laptops in lecture settings (1) distract the user and those around him/her from the lecture, and (2) students who take notes by hand show greater retention of material from lecture, relative to students who take notes on laptops. *As such, laptops, tablets, phones, and other forms of attention-distracting technology are not to be used in class.* For insight into the science on this, please see the WHY NO LAPTOPS IN CLASS? module on the course Canvas site.

ASSIGNED READINGS

There is no textbook for this course. Instead, we will be reading one assigned research article per lecture, beginning with Lecture 2. All of the assigned readings can be found in pdf format on the course Canvas site, under the ASSIGNED READINGS module. There you will find three files, one containing the readings for each of the three parts of the course (see the course lecture schedule at the end of this syllabus). For each of the assigned papers, I also include a brief summary or introduction to each paper in the reading files, along with a few key terms that would be helpful to Google prior to reading the paper. For the file containing the readings for Part 1 of the course, I also include some important introductory comments on the papers themselves, what you should focus on in general when reading them, and a set of strategies for reading each paper that will hopefully help maximize what you learn while minimizing anguish and stress. As I note in these notes, I STRONGLY encourage you to read each paper prior to the class for which it is assigned. I don't assign a lot of pages of reading; rather, I expect you to spend quality time with what is assigned.

LECTURE SLIDES

In the LECTURE SLIDES module on the course Canvas site, I will post the slides for each lecture. Although I will always try to post each lecture's slides the evening (or morning) before each class, I can only guarantee that slides will be posted shortly after each lecture. Please note, however, that this is a privilege that can be revoked at any time; so please, don't be demanding about posting times.

SMALL GROUP SESSIONS

On five dates noted in the lecture schedule below, instead of meeting in the regular lecture hall we will meet in smaller, 27-student group sessions in smaller classrooms, with each session led by a TA. **The location assignments for these will be announced in lecture and posted on the SYLLABUS, MARKS, AND OTHER POSTINGS module on the course Canvas site prior to the first small group session.** These sessions will include exercises and discussions that directly supplement and expand on material discussed in lecture. As such, please be aware that exercises and issues raised in these sessions are testable material for the exams.

EXAMS

There are **three** non-cumulative exams for the course. Each exam will be worth 60 points. Dates for the exams can be found on the lecture schedule below. The first two exams will take place during the regularly-scheduled lecture time. The third exam will take place during the final exam period at the end of the term, with the time, date, and location TBA.

The following points should also be noted regarding exams:

1. Each exam will consist of a mix of multiple choice, fill-in-the-blank, and short answer questions.
2. For each exam, you are required to bring a photo ID and #2 pencil
3. Exams will begin 5 minutes after the start of the class period.
4. No extra time will be given to those who are late for an exam.
5. **Make-up exams will only be considered for students facing exceptional emergency circumstances that are responsibly communicated to the instructor in a timely manner.** The format of any make-up exam granted will be at my discretion.
6. Cheating on exams will not be tolerated. Any student found cheating will get a "0" for that exam. Please see the UBC Calendar for information regarding academic offences and penalties.
7. UBC accommodates students whose religious obligations conflict with attendance or completing scheduled examinations. Please let me know **by email no later than Thursday, September 21** if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.
8. Exam marks will be posted on the course website as soon as scoring is complete, but exams will not be handed back. However, students have the right to view their marked examinations, providing they apply to do so within one month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

TERM MARKS

Marks for the term will be based on a total of 180 points (3 exams x 60 points each). However, if the grade distribution for the final course marks fails to meet the Psychology Department's norms, scaling will be applied to final course marks. For details on scaling course marks, please see below.

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. According to departmental norms, the mean course mark in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. 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 the lecture.

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 309." 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 at the beginning of lecture 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 when dealing with large classes. Unfortunately, in a large lecture course 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.** Examples of such questions would be *When is the next exam?*, *Where/when is the final?* and *What are the assigned readings for the next exam?*

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.

LECTURE SCHEDULE

NOTE: All assigned readings are available in pdf format on the course Canvas page.

Part 1: Cognitive Processing

Date	Lecture	Topic	Assigned Reading
9/7	1	Introduction: The split brain	--
9/12	2	Visual processing	Goodale (1991)
9/14	3	Motor processing	Kim (2017)
9/19	4	Emotional processing	van Honk (2002)
9/21	5	Language processing	Rose (2017)
9/26	Small Group Session #1		--
9/28	6	Processing interactions	Stephens (2009)
10/3	Exam 1:	On Lectures 1-6 and SGS #1	

Part 2: Cognitive Biases

Date	Lecture	Topic	Assigned Reading
10/5	7	Priming	Tal (2017)
10/10	8	Processing fluency	Alter (2013)
10/12	9	Unconscious thinking	Bos (2008)
10/17	Small Group Session #2		--
10/19	10	Metacognition	Ackerman (2017)
10/24	11	Loss aversion	Schindler (2017)
10/26	Small Group Session #3		--
10/31	12	The Ikea effect	Norton (2012)
11/2	Exam 2:	On Lectures 7-12 and SGSs #2 & 3	

Part 3: Social Cognition

Date	Lecture	Topic	Assigned Reading
11/7	13	Emotion recognition	Adams (2003)
11/9	14	Mimicry	McIntosh (2006)
11/14	15	Mentalizing	Larsen (2016)
11/16	Small Group Session #4		--
11/21	16	Social neural systems	Vogeley (2017)
11/23	17	Shared experiences	Boothby (2014)
11/28	Small Group Session #5		--
11/30	18	Social status	Oveis (2016)
TBA	Exam 3:	On Lectures 13-18 and SGSs #4 & 5	