



## Cognition Psychology 210

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**Term:** Spring, 2017

**Total Course Hours:** 45 hours

**Prerequisite:** D minimum in 101 & 102

**Co-requisite:** none

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**Instructor:** Brian Duffels

**Office Hours:** after class, or by appointment

**Lecture:** Tuesdays 6:30-930pm

**Office:** -

**Room:** 2-243

**Phone:** -

**e-mail:** brian.duffels@unbc.ca

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### CALENDAR DESCRIPTION:

This course introduces the student to current research and theories of human mental processes. Topics may include attention, concept formation, memory, reasoning, decision making, cognitive maps, imagery, applied and personal cognition, and language processing. Highly recommended for psychology majors.

### COURSE GOAL and LEARNING OBJECTIVES:

In this course you will examine several major themes in cognition. This course will help you to understand how the mind works, and help you to develop an appreciation of the mental processing involved in people's everyday performance and experiences. Importantly, this course will also encourage critical thinking about the process of scientific inquiry as it relates specifically to the valuation of mental processes

### ACADEMIC HONESTY AND STUDENT CONDUCT:

Students are expected to conduct themselves with academic integrity and in accordance with CNC's established standards of conduct. Penalties for misconduct, including plagiarism, cheating and personal misconduct are outlined in the *Standards of Conduct: Student Responsibility and Accountability* document found in the policies section of CNC's website. All students should familiarize themselves with this document.

[http://cnc.bc.ca/Visiting/CNC\\_Policies.htm](http://cnc.bc.ca/Visiting/CNC_Policies.htm)

### DISABILITY SUPPORT SERVICES:

Students who require academic accommodations as a result of a disability should advise both the

instructor and disability support services. Students requiring support should familiarize themselves with the College Access: Students with Disabilities policy.

[http://cnc.bc.ca/Visiting/CNC\\_Policies.htm](http://cnc.bc.ca/Visiting/CNC_Policies.htm)

## **REQUIRED REFERENCES::**

Reisberg, D. (2012) Cognition: Exploring the Science of the Mind, 6<sup>th</sup> Edition

## **EVALUATION METHODS AND % OF TOTAL GRADE**

<b>STUDENT EVALUATION</b>		<b>LETTER GRADE / PERCENTAGES</b>	
Midterm 1	25%	A+	90 % - 100 %
Midterm 2	25%	A	85 % - 89.9 %
Final Exam	25%	A-	80 % - 84.9 %
Written Assignment	25%	B+	76 % - 79.9 %
		B	72 % - 75.9 %
		B-	68 % - 71.9 %
		C+	64 % - 67.9%
		C	60 % - 63.9%
		C-	55 % - 59.9%
		D	50 % - 54.9%
		F	0 % - 49.9%

## **Optional Assignments:**

Not every student enjoys writing exams. Not every student is planning to be a psychology major. Some students are happy to have the opportunity to showcase their talents in a variety of formats. As a result, I am willing to 'trade' up to 10% off of each exam for one or more of the following assignments.

These are not bonus assignments. Rather, this is a proactive manner in which you can choose to be evaluated in a format more to your liking or abilities. As such, you must make your intention

known, in writing, to commit to one of these assignments before the date of the exam that you would like to reduce.

### **List of Optional Exercises**

#### **Thought Paper – 5%**

Every day you will be exposed to various media in the world and conversations with people in your life. At some point, it is possible that the material covered in class will suddenly seem relevant. Tell me about it.

This assignment is meant to be a **2-page maximum** written assignment to give you practice writing scientifically, expressing thoughts logically, and applying material that you have learned. It is not meant to be a mere summary of events in your day. Rather, it should be a question, a re-interpretation of events, or a suggestion of follow-up that could be done.

Students are allowed to complete a maximum of two thought papers in this course. If two are written, they must concern material from two different chapters.

Elements that will be graded are: a) introduction of your idea, b) development of supporting paragraphs, c) effectiveness of your conclusion, d) grammar and writing style.

#### **Wikipedia Exercise – 5%**

Wikipedia is a fantastic resource. It is an online encyclopedia that anyone can contribute to. There are approximately 100,00 contributors that help ensure and maintain the quality of the material online. It is possible, that when reading a Wikipedia article, you recognize some course material that could help support or explain the article.

For this assignment, you will print out a copy of an original Wikipedia article. You will then copy and paste the article into Word and edit it as you see fit. Make sure that your edits are apparent to me (underline?). Apply material from one or more chapters in the course in order to expand the original article to properly reflect psychological or scientific principles. This should take the form of approximately one additional page of writing.

Students are allowed to complete a maximum of two Wikipedia Exercises in this course.

Elements that will be graded are a) accuracy of your information, b) relevance of your information, c) integration of your information to the existing article, and d) grammar and writing style.

### Chapter Presentation – 10%

It is possible that there is one chapter that you are particularly excited to learn about. This assignment is an opportunity for you to interact with that material sooner and in more depth.

This assignment takes the form of a 10-15 minute presentation at the beginning of a chapter. For example, on the day when I would start lecturing on Memory, you could do a brief presentation introducing the chapter.

My expectations would be for you to introduce the basic concept in a clear fashion (i.e., What is Memory?), and to introduce one experiment on the material that is not already covered in the textbook.

Elements that will be graded are a) clarity and accuracy of your definitions, b) clarity and engagement of your presentation style, c) use of presentation technology or in-class demonstrations

### Term Paper – 20%

A term paper is a research paper that reflects the original work and thoughts of the author. Students will be expected to a) choose a subject (consult with me on this one), b) find supporting research articles (5 minimum), c) produce a 5-page document (not including title page or references) outlining the material.

Ideas can be easy to come by. Most ideas come from questions that arise during the course. Perhaps the text did not cover a topic in as much depth as you like. Perhaps an idea does not seem plausible or accurate? Perhaps two different ideas are connected?

I anticipate that any student opting to write a term paper will be expected to work with me, at least initially, to ensure that the success of the paper.

Term papers will be graded upon a) proper citations, b) relevance of references, c) APA format, d) writing style, e) logic and flow of the paper (introduction, development, and conclusion).

### Ten Minute Debate – 10%

You and a partner, with my direction and permission, pick a topic to present prepared arguments for, and against an issue in psychology. You should not proceed with this assignment without previously consulting with your instructor.

Ideally, the presentation will be 3 minute pro, 3 minutes against, 2 minutes pro rebuttal, 2 minutes con rebuttal. It is meant to be fast so that you can be evaluated on your depth of understanding through the clarity of your communication.

**Remember, these are optional. They exist to encourage those students who wish to interact with and become more immersed in the material.**

**Should you wish to do these assignments, you can choose which percentage points you wish have an assignment to count towards. For example, if you wish to write a thought paper about research ethics (in Chapter 2), you can opt to have that 5% be taken from Midterm 2, or the Final exam. If you wish to reduce the weight of the second midterm, your intention to do so must be submitted in writing before the date of the exam.**

**For all written assignments, I will accept and proofread one draft before assigning a final grade.**

**Once you decide to complete one of these assignments, submit your intention in writing to your professor. A due date will be agreed upon shortly thereafter.**

**If you opt to do none of these assignments, you will automatically be graded according to the distribution mentioned earlier.**

### **Course Format:**

The course will consist primarily of lectures with some media presentations, classroom demonstrations, and visual aids. It is an important part of the learning process that students engage in discussion of topics presented and question the instructor on points which seem unclear or contentious. Please feel free to do both.

### **Classroom Conduct:**

Students are expected to conduct themselves in a mature and scholarly manner in class. In consideration of all those enrolled in the course, behaviour which disrupts instructional activities will not be tolerated. Students are also reminded that academic misconduct (cheating on examinations, assignments and plagiarism) may result in failure of the particular examination/assignment, the course, or both. Students may also be required to complete a verbal examination to establish the validity of their prior marks. Please refer to the college calendar for further details

## Lecture Schedule & Assigned Readings:

Week	Topic	Readings
Jan 3	Introduction to class & History	Lecture Chapter 1
Jan 10	Embodied Cognition & Object Recognition	Chapter 4
Jan 17	Attention	Chapter 5
<b>Jan 24</b>	<b>Midterm 1</b>	
Jan 31	Memory - Acquisition	Chapter 6/7
Feb 7	Memory - Retrieval	Chapter 7/8
Feb 14	Knowledge	Chapter 8/9
Feb 21	READING WEEK	
Feb 28	<b>Midterm 2</b>	
March 7	Language	Chapter 10
Mar 14	Judgment & Reasoning	Chapter 12
Mar 21	Judgment & Reasoning	Chapter 12
Mar 28	Problem Solving & Intelligence	Chapter 13
Apr 4	Final Lectures, and Cumulative Review, etc.	

Note: Chapter coverage is approximate and dependent on the pacing of lecture content. Any changes will be announced in class.