
Cognitive Science

Psy430 :: Fall 2005 :: CRN: 16841

Lecture: Mon. & Wed. 8:30a-9:50a / STB 142

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Course Objectives

- Appreciate the massive endeavor of explaining the human mind
- Have an understanding of the main approaches and supporting findings in cognitive science
- Become acquainted with some specific examples within these areas
- Learn the benefits of focusing on a particular cognitive phenomena of interest instead of a particular discipline
- Evaluate cognition from different angles and at different levels
- Improve analytical reasoning
- Improve independent thinking

Course Description

The course objectives listed above will be fulfilled through readings, lectures, demonstrations, writing, and in-class examinations. We will use BlackBoard extensively during the term so being able to access and being familiar with BlackBoard are essential skills for success in this course.

This course is designed to introduce you to the philosophical assumptions and approaches to cognitive science and central concepts within the discipline. We will begin the term focusing on these central concepts and end the term focusing on unresolved issues within the field.

Texts

Required:

Thagard, P. (2005). *Mind: Introduction to cognitive science*. Cambridge, MA: MIT Press. (~\$20.00-27.00)

Readings that are posted on the BlackBoard site (free)

Optional:

American Psychological Association. (2001). *Publication manual of the American Psychological Association, 5th Ed.* Washington, D.C.: American Psychological Association. (~\$15.00 - 20.00)

Course Evaluation Summary

Short Papers	30%
Quizzes	30
Final Paper	40

Short Papers (30%, 15% each)

Two short papers (3 pages max.) will be due throughout the term. These papers will be a critique, analysis, or commentary on one of the course readings. You may also integrate and contrast two of the readings. These are not summaries. I am looking for “a mind at work” and original thought. I encourage you to write these papers as soon as you have read something you find interesting. The deadlines are merely the absolute last day you can turn them in.

Quizzes (30%, 15% each)

Two quizzes will cover material from the readings and lecture. Each will include multiple choice and short answer questions. **There will be no make-up quizzes except under extenuating circumstances** (e.g., illness, significant injury, family loss). Proof of the extenuating circumstances will be required.

Final Paper (40%)

The final paper will be 5 – 6 pages (double-spaced, 1 inch margins, 10-12 point font) that will be a theoretical papers on any topic covered during the term. The final paper will include a review of your topic and the identification of unsolved to yet to be examined issues and suggestions for future theoretical or research directions.

Extra Credit (up to 3% added to final grade)

Extra credit can be earned in one of two ways:

- 1) Students can prepare for the class a 5–10 minute demonstration of a psychological phenomenon that fits within the topics of discussion in the course. These demos can be high or low tech but they must be accompanied by an informal one-page written description of the phenomenon and its relation to the information presented in the lecture and reading materials.
- 2) Students can prepare a 5–10 minute presentation on a recent news item (i.e., one reported during the term) related to the topics discussed in the course. For success in this type of presentation, you must do more than simply relate the information that was presented in the newspaper article or news program – this may involve a web search to find pictures/video to accompany your presentation, a dig in the scientific literature to find relevant details and hard data, etc. These presentations must also be accompanied by an informal one-page written description of the phenomenon and its relation to the information presented in the lecture and reading materials.

Grading Schedule

A+ = 97%	B+ = 87%	C+ = 77%	D+ = 67%
A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%

Course Policies

1. I am strict about deadlines and due dates. However, I am not without sympathy for real things that come up. If you have a circumstance that keeps you from performing well in this course, please let me know when it occurs – not at the end of the term when it will be too late. There is no predefined set of circumstances I find acceptable as reasons affecting course performance, however it is usually something that affects all aspects of your life, not just this course.
2. Tardiness disrupts everyone's learning experience, and having sympathy also means being considerate of everyone. For that reason, all assignments are due at the **beginning of lecture on the date noted in the course schedule**. Assignments turned in after lecture begins will be counted as late, and late assignments will lose 15% for each 24-hour period they are late. No assignments will be accepted if they are more than 2 days (48 hours) late.
 - a. Final papers are due to the Psych Office on the day of the final, sharp. Papers may only be turned in to the Psychology Office Straub 131, and **must be time stamped and initialed** by the department secretary and placed in you Lab Instructor's mailbox. The Psychology Office is open from 8:00a to 12:00p and 1:00p to 4:00p.
3. If you miss lecture, it is your responsibility to obtain copies of materials you missed. Please keep in mind that although I am happy to answer any questions you may have, I cannot provide individual lectures on material missed due to absences, and all course materials will be posted on Blackboard.
4. Finally, a note about cheating and plagiarism: **Do not do it**. If you do, you will fail the course.

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific reference.

- By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.
- On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult an instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226).

Tips for How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course.

Because of the availability of computers in campus labs (libraries, EMU, etc.), you are expected to submit assignments printed clearly and on time. Your greatest insurance policy against computer problems is to avoid completing your work at the last minute. If you save finishing a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor **BEFORE** the deadline. Some steps (this is not an exhaustive list) you can take to eliminate the possibility of a computer mishap making your assignment late are as follows:

1. ***“I lost my file.”*** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by a) storing on a remote server (go to Computing Help Center to learn how to do this) or b) sending files to yourself by email attachment.
2. ***“My printer jammed” “I ran out of toner”*** First – Allow at least a half-day in advance to print your paper (while a computer lab is open). Have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko’s is a 24-hour option for printing documents. Arrange with a friend, family member, or neighbor for getting help with printing. Ask them in advance: “If I were to have computer problems, would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house.” Have a second toner cartridge on hand if you have not changed yours recently.
3. ***“Something happened to my computer and I don’t know how to fix it.” “My computer crashed.”*** Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you are on campus to ask questions about functions on your computer you do not understand. If you are unfamiliar with computers, arrange to work in a lab until you understand your home system better.

Accessing BlackBoard

You **MUST** have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address (e.g., jholbroo@darkwing)
 - Password: your email password

Additional Notes

Concerns: If you find yourself doing more poorly in the class than anticipated, please see the Instructor or your TA *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.

Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- On a sports team that travels this term
- English is not your first language

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

Guidelines for teaching and learning psychology: <http://psychweb.uoregon.edu/guidelines/>