

PSYC 309A 003

Cognitive Processes

Tues & Thurs
11:00am–12:30pm
BUCH A201

Instructor



Dr. Grace Truong

Office location: Kenny 3505

Office hours: Fridays, 12:00pm-1:00pm

Email: gracet@psych.ubc.ca

Grace in ≤ 25 words: BC born and raised; all degrees from UBC; studies ownership + attention; likes hiking, food, board games, and oceans; dislikes bad drivers and heat waves

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Teaching Assistants (TAs)

Ke Zhang

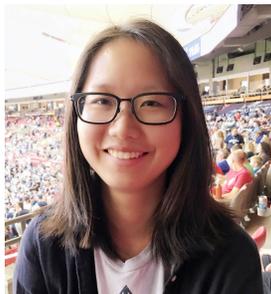
Office location: Kenny 3508

Office hours: Mondays, 11:00am-12:00pm

Email: kezhang@psych.ubc.ca

TA in ≤ 25 words: PhD

Cognitive Science student who studies cognitive biases and distortions in risky decisions, particularly their influence on the development of gambling problems.



Yvette Graveline

Office location: Kenny 3020

Office hours: Mondays, 2:30-3:30pm

Email: yvette.graveline@psych.ubc.ca

TA in ≤ 25 words:

Yvette researches spontaneous thought processes (mind wandering, dreaming), and the link between memory and imagination, at cognitive and neural levels. She is from Massachusetts, USA.



Elizabeth (Lizzy) Blundon

Office location: Kenny 3504

Office hours: Wednesdays, 11:00am-12:00pm

Email: eblundon@psych.ubc.ca

TA in ≤ 25 words: PhD year 4, studying cognitive neuroscience. Primary research area is in neuroimaging methods of consciousness assessment. Likes: pop sci fi, stand-up comedy, podcasts & audiobooks



Course Description

This course will introduce you to psychological science, with a focus on important people, perspectives, principles and practices. We will briefly review some historical information, then delve into research methods, the brain, sensation and perception, consciousness, language, memory, learning and thinking. Importantly, this course will teach you things you might not have known about yourself (and others!), and help you to develop your critical thinking, skills as a student, and apply research in psychological science daily life.

Your Learning Goals

1. Recognize important people and describe perspectives in the history of psychological science
2. Understand and explain good psychological science research practices
3. Describe theories and research on sensation/perception, consciousness, language, learning, memory and thinking
4. Identify how neural structures are connected to various psychological processes
5. Appreciate applications of psychological science to everyday life

Withdrawals: Withdrawal from this course without record of the course on your transcript must occur before Jan 14 2019, or before Feb 8 2019 for withdrawal with a standing of “W” on your transcript.

Course Materials

Required Textbook

Cognitive Psychology: Connecting Mind, Research and Everyday Experience (2014, 4th Edition) Author: E. Bruce Goldstein

I do not recommend that you use any other edition of the textbook as there may be differences in material. You may purchase a hard copy or binder ready copy from the Bookstore, or you can purchase an electronic only version.



Non-textbook readings

Certain topics will require material not found in the textbook. Content for these topics will either be posted on Canvas or be available through the UBC Library.

i>Clicker. Available at the UBC bookstore.

This is required for your class participation grade.

Course Website:

Lecture slides, assignments, and grades will be available through UBC Canvas. Lecture slides will be posted after class. You are also welcome to use the Canvas course page to contact other students (e.g., arrange to share notes for missed classes, clarify a difficult topic, etc.) via the discussion board.

Learning Appraisals at a Glance

Learning Appraisal Activity	Date	Percent of Total Grade
Midterm 1	Feb 5	22%
Midterm 2	Mar 7	22%
Class Discussion & Thought Papers (6% x 2)	Feb 7, Mar 21	12%
Hack Fest Paper & Discussion	Apr 2	16%
In class participation	Throughout term	3%
Final Exam	TBD	25%
Total		100%
Bonus REC credits	Throughout term	3%

Learning Appraisal Descriptions

Examinations

The midterms and the final exam will consist of multiple-choice and short answer questions and will be in a 2-stage format. These will draw on both lectures and the readings and, for superior performance, you must have a clear understanding of both these sources of course content. The final exam will be longer than the midterms and will be cumulative.

What is a 2-stage exam? In class, take the test on your own, then immediately get into your team and retake it together so you have the chance to discuss and debate answers. Sit near your team. Individual tests will count for 90% of your test score, and team tests will count for 10%. In the rare case where an individual score is higher than that person's team score, the individual score will count for the full 100%.

Why a 2-stage exam? Data shows it helps students learn and engage in courses (Gilley & Clarkston, 2014). It provides you with immediate feedback while you still remember the test questions.

Thought Papers and Class Discussion

To gain experience in reading primary sources in cognitive psychology and thinking about these sources as critical consumers of research, you will read academic journal articles in cognitive psychology. For each assigned article, you will write a short thought paper that summarizes, critiques and expands on the article. You will bring your thought paper to class and use it to facilitate a small group discussion. Details related to the thought papers and class discussions will be posted on Canvas.

Hack Fest Paper and Discussion

To critically evaluate cognitive research, you will select one empirical journal article that features a potential cognitive “hack” (or technique/action) that could improve a practical aspect of cognitive performance (e.g., improving visual search in radiologists could help them detect tumors more accurately). You will write a paper (max 6 pages) that describes the technique, the experiments that evaluate the technique, the strengths and weaknesses of the experiment design, and the generalizability of the technique. You will then discuss your analysis during class in a small group. Details related to the Heck Fest paper and discussion will be posted on Canvas.

iClicker Participation

Active participation during lectures will be essential for you to learn the material, prepare for exams, and get the most out of this course. I will aim to incorporate a few iClicker questions into each lecture to check for understanding of key concepts and to encourage active participation and discussion. Please bring your clicker to every class; it is not possible to make up iClicker points if you are absent or if you forget your clicker.

Please be sure to register your i>clicker ID by clicking on "iClicker" on the sidebar of the course Canvas page. The instructor will aim to incorporate several clicker questions into each lecture. Participation will be graded in the following manner:

If you respond to the majority of questions in...	You will receive...
90-100% of all classes with clicker questions	3%
80-89% of all classes with clicker questions	2.5%
70-79% of all classes with clicker questions	2%
60-69% of all classes with clicker questions	1.5%
50-59% of all classes with clicker questions	1%
0-49% of all classes with clicker questions	0%

Research Experience Component (REC/HSP credits/Library Assignments)

You have the opportunity to earn up to three (3) extra percentage points on your overall final grade by participating in studies regularly conducted by the Psychology Department and coordinated through the human subject pool (HSP). This provides the valuable opportunity to observe the research process directly and to contribute to the ongoing research activities at UBC. The extra grades are obtained by signing up for the Introductory Psychology Subject Pool through their website: <https://ubc-psych.sona-systems.com>. Please note that any inquiries about credits should be directed to HSP or the experimenters that you worked with, *not* the instructor. One percentage point is assigned to your final grade for each hour of participation. Credits can be recorded and tracked via the subject credit website. These credits are added to your grade at the end of the course. If you do not correctly assign your credits to this course, you will NOT receive credit so please make sure you have done this correctly.

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. For each summary, you must select a research article (not a letter to the editor,

commentary, or review paper) published between 2000 and the present in the journal *Psychological Science*. Each summary should be about 500 words and should describe the research question, methods, and results of the study presented in the article. Complete instructions on how to complete the library-writing projects can be found on p.4 (“The Library Option”) of the guide at <https://psych.ubc.ca/infoforparticipants2018revised/> in the document entitled “Subject Pool Information for Participants.” You must adhere to the complete instructions detailed in the guide to receive your credits.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

The HSP system closes on the last day of classes. This will be your final day to earn research participation credits, and the final day to assign credits to this course.

Course Policies

Attendance

I expect you to attend every lecture. While we will be posting lecture slides **after** class, these are NOT a substitute for lecture, and exams will contain a significant amount of content only provided in lecture. I will number our lecture slides so that you can take notes corresponding to each slide during lecture. If you must miss a class, please contact your fellow classmates to obtain notes and/or information on what you missed. You can use the discussion forums on Canvas to arrange sharing of notes and content from missed class with other students.

In the Classroom

Your behavior in the classroom reflects on you as a person and student. Treat your instructors, fellow classmates, and anyone else that might be a part of our class with respect. This means being courteous and respectful when asking questions or making comments during class, and not monopolizing a discussion or question period.

Laptop Use

I understand that many students use laptops or other electronic devices as learning tools. However, some students use their laptops during class for activities that are not related to this course. This can easily distract students sitting nearby. For this reason, I ask that anyone using a laptop or similar device for activities unrelated to the course sit at the back of the classroom.

During Exams

Every exam will require you to fill out a Scantron sheet in response to multiple choice questions, and therefore it is *your responsibility* to bring a **pencil** and eraser to every exam. You will not be allowed to write the exam if you are more than 30 minutes late, or if another student has already submitted his/her exam, if that occurs first. When time is called you must immediately stop writing, remain quiet and follow the instructions for submitting your exam. This means you will not be given extra time to put your name and/or student ID on your Scantron form or exam, change an answer, etc. Failure to comply with any of these instructions will result in a ‘0’ on your exam.

Missing Exams

If you are aware of scheduled UBC-sanctioned sport travel or a religious obligation that conflicts with the date of an exam, you **MUST** contact the instructor within the *first two weeks of classes* so that

alternate arrangements can be made. If you miss an exam for a medical reason, you must contact the instructor *before the exam*. You must provide medical documentation of the illness as soon as possible following the exam, and it is your responsibility to schedule a makeup exam **within one (1) week** of the original exam date (unless your documentation warrants a longer period). If you miss an exam for any other reason (e.g., work commitments, sleeping in, forgetting there was an exam, etc.), you will receive a “0” on the exam.

Reviewing Exams

You may review your midterm exam after the exam marks are released by requesting to see it during TA office hours. Your TA will be available to answer any questions or concerns regarding your exams. Should you be unable to attend TA office hours, you may arrange a separate appointment to see your exam **within 2 weeks** of the grades being released. Following this two week period, your exam will not be available.

Access and Diversity

UBC is committed to equal opportunity in education for all students including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams please visit <http://students.ubc.ca/about/access> and take the necessary steps to ensure your success at UBC.

Grades

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. According to departmental norms, the average grade in a 300- and 400-level Psychology courses are 70 for an exceptionally strong class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student’s academic record. You will receive both a percent and a letter grade for this course.

<u>Letter Grade</u>	<u>Percent</u>	<u>Letter Grade</u>	<u>Percent</u>
A+	90 - 100	C+	64-67
A	85 - 89	C	60-63
A-	80 - 84	C-	55-59
B+	76 - 79	D	50-54
B	72 - 75	F	0-49
B-	68 - 71		

Academic Misconduct

Cheating on exams will result in a score of 0 for that exam. Lab assignments must be completed independently. Sharing your answers to lab assignment questions or using another student’s work is considered cheating and will result in a score of 0 for that assignment. Using another student’s clicker to answer questions for him or her is also considered cheating. If you are caught with more than one clicker in class, both clickers will be confiscated and you will both receive a 0 for course participation. All forms of cheating will be reported to the university for appropriate action.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. First, the Department uses software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *Turnitin*, a service designed to detect and deter plagiarism. All materials (e.g., papers, lab assignments) that students submit for grading

may be scanned and compared to over five billion pages of content located on the Internet or in *Turnitin's* own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for students in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. 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.

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult me. For details on pertinent University policies and procedures, please see Chapter 5 ("Policies and Regulations") in the UBC Calendar (<http://students.ubc.ca/calendar>).

Helpful Resources

The Kaleidoscope:

the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

SpeakEasy: *ams.ubc.ca/services/speakeasy/*

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE: *www.vivreshare.org*

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre: *students.ubc.ca/livewell/services/wellness-centre*

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity: students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services: students.ubc.ca/livewell/services/student-health-service

604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC: ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Live Well, Learn Well: students.ubc.ca/livewelllearnwell

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club: ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

AMS Food Bank: ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic: clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center: crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Course Schedule

Week	Date	In-Class Topic	Reading & Assignments
1	Jan 3	Introduction	Syllabus
2	Jan 8	Methods	<i>Ch. 1</i>
	Jan 10	Brain Systems	<i>Ch. 2</i>
3	Jan 15	Perception I	<i>Ch. 3</i>
	Jan 17	Perception II	<i>Ch. 3</i>
4	Jan 22	Perception III	<i>Ch. 3</i>
	Jan 24	Attention I	<i>Ch. 4</i>
5	Jan 29	Attention II	<i>Ch. 4</i>
	Jan 31	Memory I	<i>Ch. 5</i>
6	Feb 5	Midterm 1 (<i>Ch. 1-4</i>)	
	Feb 7	February In-Class Discussion	<i>Thought Paper #1 due</i>
7	Feb 12	<i>SNOW DAY!</i>	
	Feb 14	Memory II	<i>Ch. 5, Ch. 6</i>
	Feb 19, 21	READING WEEK	<i>NO CLASSES</i>
8	Feb 26	Memory III	<i>Ch. 7, Ch. 8</i>
	Feb 28	Memory IV	<i>Ch. 7, Ch. 8</i>
9	Mar 5	Imagery	<i>Ch. 10</i>
	Mar 7	Midterm 2 (<i>Ch. 5-8</i>)	

10	Mar 12	Problem-solving	<i>Ch. 12</i>
	Mar 14	Reasoning	<i>Ch. 13</i>
11	Mar 19	Decision-making I	<i>Ch. 13</i>
	Mar 21	March In-Class Discussion	<i>Thought Paper #2 due</i>
12	Mar 26	Decision-making II	<i>Ch. 13</i>
	Mar 28	Language I	<i>Ch. 11</i>
13	Apr 2	Hack Fest	<i>Hack Fest Paper due</i>
	Apr 4	Language II	<i>Ch. 11</i>
<i>Final Exam</i> (cumulative, during final exam period, see note below)			

Schedule is subject to change as term progresses. Updates will be announced in class.

Important

The Final Exam will take place during the final exam period, which runs from April 8th to April 26th. Saturdays are included in the final exam period. Your attendance at the final exam is mandatory.

You should not make travel plans until you learn the date of your final exam. You cannot take the final at a different date/time unless you have a verifiable medical reason.