



# Cognitive Processes

## ABOUT

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Welcome! In this course, you will take a closer look at psychological science. Here we focus on cognition, where we explore the scientific study of the mind. Cognition includes *attention, perception, language, imagery, memory, learning, and thinking*. We will cover these topics by examining behavioural and neural phenomena. We will also discuss alterations in cognitive processes in clinical and neurological contexts. Note that this syllabus represents two sections of PSYC309a, both of which are taught this term by me, Dr. Palombo.

## YOUR TEAM

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**Instructor:** [Dr. Daniela Palombo](#) (She/Her/Hers)

[daniela.palombo@ubc.ca](mailto:daniela.palombo@ubc.ca)

Office Hours: Friday, 10am-11:30am over Zoom (see Canvas for link)

*Hello! I am an Associate Professor in the Psychology Department at UBC and I run a [cognitive neuroscience](#) laboratory, where we investigate memory and imagination. I joined UBC in 2018 so my lab turns 6 this summer. I enjoy teaching PSYC309A and have done so a number of times. I am looking forward to getting to know all of you this term.*

This course has two teaching assistants (TA), one for each section:

<b>TA:</b> <a href="#">Omran Safi</a> (He/Him/His) Section 004	<b>TA:</b> <a href="#">Lucas Palmer</a> (He/Him/His) Section 005
Contact: Via Canvas or <a href="mailto:osafi@psych.ubc.ca">osafi@psych.ubc.ca</a> <u>Office Hours: By Appointment</u>	Contact: Via Canvas or <a href="mailto:lpalmer@psych.ubc.ca">lpalmer@psych.ubc.ca</a> <u>Office Hours: Wed, 9:00 am-10:00 am over Zoom (see Canvas for link)</u>

## LAND ACKNOWLEDGEMENT

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The land in which our classroom is located, and where we gather twice a week, is the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people. If you would like to learn and engage more with the meaning of these terms (traditional, ancestral, and unceded), please visit this [link](#). We express our deep gratitude to the original caretakers to this land and the water that surrounds it.

## FORMAT

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Our class typically meets in person twice weekly, with *occasional* home-viewing content, as noted in the syllabus. PDF versions of the lecture slides will be posted on Canvas *before* class to facilitate note taking. Lectures will be based on textbook content and beyond. The latter includes relevant content (e.g., hot topics in the field), discussion of other reading material or occasional video clips, podcasts etc. ***Out of respect for your class, and to avoid copyright violations, photography, screenshots, or video / audio recording of any lectures or exams is not allowed. The lectures will be recorded by the university and those will be shared on Canvas.***

## PRE-REQS

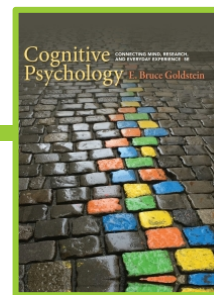
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Pre-reqs: Either (a) [PSYC 100](#) or (b) two of [PSYC 101](#), [PSYC 102](#), [PSYC 205](#), [PSYC 207](#), [PSYC 208](#), [PSYC 216](#), [PSYC 217](#), [PSYC 277](#). (Strongly recommended: [PSYC 101](#) and either [PSYC 216](#) or one of [PSYC 217](#) or 277.)

## LEARNING MATERIALS (TEXTBOOK)

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Cognitive Psychology:  
*Connecting Mind, Research, and Everyday Experience (5<sup>th</sup> edition)*  
Bruce Goldstein



The E-version is required; the hard copy is optional. *Note that we use the 5<sup>th</sup> edition in this class; I have never taught with other editions and cannot guarantee that older editions will cover the same content.*

Please purchase the textbook via the library.

Also see this link for instructions re: accessing the textbook.

Getting started: [https://www.cengage.com/coursepages/UBC\\_W24\\_PSYC309a](https://www.cengage.com/coursepages/UBC_W24_PSYC309a)

## WHY THIS CLASS?

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After taking this class you will be able to answer these Questions:



## ASSESSMENT

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### Tests (30% each = 60%)

You will write **two** in-person tests in this course. The two tests are based on material from the textbook, lectures, supplementary readings, podcasts, and videos. The format of each test will be discussed in advance. Students should use the terminology (and **spelling**) used in this course for short answer questions. **If you have an accommodation that gives you extra time to write the test, please email your accommodation letter** (it should be saved as [YourFirstName\\_YourLastName\\_YourSection\\_AccomodationsLetter.pdf](#)) **several days in advance. You only need to email your letter to me once. Tests will not be returned to you but can be discussed in office hours with your TAs.**

### Reflections Assignment (10%)

You will write four reflections, which should be completed throughout the term and then bundled together at the end of the term in one assignment upload. For more information, see [AssigmentOutline.docx](#), which is posted on Canvas.

### Final Exam (30%)

You will write a cumulative final exam.

***THERE IS NO PARTICIPATION GRADE FOR THIS COURSE AND I DO NOT PLAN TO TAKE ATTENDANCE. HOWEVER, THIS IS AN IN-PERSON CLASS, WITH ACTIVITIES AND DISCUSSION THAT WILL FACILITATE COURSE LEARNING.***

### Extra Credit via the Human Subject Pool (3%)

As part of this course, you are invited to earn **3% extra credit**.

Most students will choose to earn these credits by spending **three hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. **Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course.** Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

#### Alternative assignment:

##### **The Library Option**

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

#### Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as

specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes**.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 41815379, class name is "HSP W2 2023-2024" and password is "Research"**. See [www.turnitin.com](http://www.turnitin.com), and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. 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.

### HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

## COMMUNICATION

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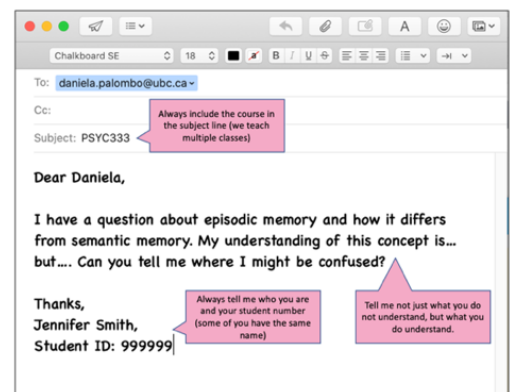
### Website

All materials for this course are available on Canvas. Please feel free to use the [discussion forum](#) on Canvas to post questions and engage in course content (but this is completely optional).

### Email

The best way to get in touch with me or your TAs is through our UBC e-mails, with an expected response within 48 h on weekdays. (Please check for the information in the syllabus first.) I understand that some students do not feel comfortable emailing professors. They do not know what to say, or how to say it. Try something like this (right panel). Remember, we want to hear from you and we are here to help! **Email me for content questions and your TAs for assessment questions (tests, assignments, etc.).** *Please include the course code and section in the email, along with your name and student number.*

Due to privacy, TAs and faculty are required to communicate with students only through our UBC email addresses (and not re-rerouted to other email addresses).



### Course Announcements

We will send out announcements through Canvas, which will arrive to you through email (you must set your notifications on Canvas in order to receive announcements “immediately”). *Please check your spam mail to make sure you have not missed any messages from us.* Please check Canvas often for other notices.

## COVID-19 SAFETY

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You are not required but welcome to wear a non-medical mask during live lectures, including entering and exiting the building. **I ask that you kindly refrain from eating during class out of respect for your classmates and myself to avoid unnecessary spread of COVID-19 or seasonal viruses.**

**If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine:** You can do a self-assessment for COVID symptoms here: <https://bc.thrive.health/covid19/en>

Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or are required to quarantine. This precaution will help reduce risk and keep everyone safer.

### **If you do miss class because of illness:**

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas.
- Use the discussion forum for help.
- Come to office hours (they're online, so you can join from anywhere).
- See the marking scheme for reassurance about what flexibility you have.
- Lectures will be recorded and the URL link will be posted after each class. *However, it is important to keep in mind that technical glitches are not uncommon with lecture recording and some lectures will not be recorded as a result.* Hence, a recorded lecture is not a guarantee and students should be prepared to obtain notes from a classmate, should a technical glitch arise.

**If I (the instructor) am sick:** I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect: If I am well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email on Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in

this (hopefully rare) instance. If I am not well enough to teach, I will post a pre-recorded lecture.

## DIVERSITY AND ACCESS

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Our classroom is one that is equitable, diverse, inclusive, and supportive. We respect and elevate each other. We are a team. Please remain respectful of your classmates, instructor, TA, and guest lecturers at all times.

UBC is committed to equal opportunity for all of its students including those with physical or learning disabilities. If you have a disability that affects your learning or performance in class, including exam writing, please visit: <http://students.ubc.ca/about/access>.

UBC provides appropriate accommodation for students for religious and cultural observances.

## COPYRIGHT

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All materials of this course (syllabus, course handouts, lecture slides, podcasts, assessments, course readings, etc.) are the intellectual property of either Dr. Palombo or UBC, or licensed to be used in this course by Dr. Palombo in the Winter 2 term of 2024 at UBC. **Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright.** For example, you are not permitted to redistribute any recordings of lectures, slides, or assignments without permission (including posting online to sites off the University of British Columbia servers).

## POLICIES

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### Grading

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. The average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, 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. At UBC, they convert according to the key below:

<b>A+</b>	90-100%	<b>B+</b>	76-79%	<b>C+</b>	64-67%	<b>D</b>	50-54%
<b>A</b>	85-89%	<b>B</b>	72-75%	<b>C</b>	60-63%	<b>F</b>	0-49%

<b>A-</b>	80-84%	<b>B-</b>	68-71%	<b>C-</b>	55-59%		
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### **Disputing a Grade**

Any complaint about a graded item should be made in writing to your TA and should detail the point of contention. All complaints should be made within **1 week** of receiving your grade. After 1 week, we will not accept complaints. If you received your mark on a Tuesday, you will have until the end of the day on the subsequent Tuesday to file a complaint.

### **Missing a Test**

If you need to miss a test and concession is granted (see concession links below), I will re-weight the missed test to the final exam.

### **Late Reflections**

In the absence of concession (see concession links below), there is a 10% penalty per day for lateness for the reflections will not be accepted if it is more than one week late.

### **Obtaining Concession**

If you miss marked coursework or your test and are an Arts student, review the Faculty of Arts' [academic concession page](#) and fill out the self-assessment form (for first-time concessions in this class only) <https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf> and send it to your professor. If this is a second-time concession, please follow the steps on the academic concession page.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

### **Academic Accommodation for Students with Disabilities:**

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic

Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course. **Please submit your accommodation letter within one week of the course starting to me Dr. Palombo.** You only need to submit it once. It should be saved as [YourFirstName\\_YourLastName\\_YourSection\\_AccommodationsLetter.pdf](#).

### **Additional University Policies**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom.

## **RESOURCES**

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The Equity and Inclusion Office has put together a list of resources to help you when you need it, available at <https://equity.ubc.ca/resources/students/>. Here are some:

### The Centre for Accessibility

Provides support for students with a disability or ongoing medical condition (academic accommodations, exam accommodations, financial support and assistance).

**Tel: 604.822.5844**

**Email: [accessibility@ubc.ca](mailto:accessibility@ubc.ca)**

### Counselling Services

Offers a variety of services to help you manage mental health concerns

**Tel: 604.822.3811**

### The Wellness Centre

Includes a staff of trained student volunteers available to help you with mental and physical health

**Tel: 604.822.8450**

**Email: [wellness.centre@ubc.ca](mailto:wellness.centre@ubc.ca)**

### Here2Talk

A mental health service which provides free, confidential counselling as well as community referral services 24/7 via app, phone and web.

**Tel: 1-877-857-3397 (Canada-wide toll free)**

**Tel: 604-642-5212 (direct)**

Page 1 Image: Photo by [Vlad Tchompalov](#) on [Unsplash](#)

**SCHEDULE**

Please see the “Modules” section on Canvas for slides and videos.

\*\* the course schedule is subject to modifications, if necessary (e.g., due to professor illness), throughout the term \*\*

Module	Date	Medium	Topic	Lecturer	Chapter
1	9-Jan	In person	Introduction; ice breaker	Palombo	None
1	11-Jan	In person	Introduction to Cognitive Psychology	Palombo	Ch 1 Additional Reading: <a href="https://labs.la.utexas.edu/gilden/files/2016/04/Linton.pdf">https://labs.la.utexas.edu/gilden/files/2016/04/Linton.pdf</a>
1	16-Jan	In person	Cognitive Neuroscience 1	Leena Alkhamash	Ch 2
1	18-Jan	Pre-recorded (Home viewing)	Cognitive Neuroscience 2	Palombo	Ch 2
1	23-Jan	Pre-recorded due to transit strike	Cognitive Neuroscience 3	Palombo	Additional Reading: <a href="https://direct.mit.edu/books/oa_monograph/5490/chapter/3991375/The-Big-Network-Putting-Things-Together">https://direct.mit.edu/books/oa_monograph/5490/chapter/3991375/The-Big-Network-Putting-Things-Together</a>  Please have this read by Jan 25!
			Group activity moved to Thurs		
1	25-Jan	In person	Group Activity <b>Complete Reflection #1</b> <b>What is functional connectivity?</b> [Optional: submit by January 30 to receive feedback]  Perception 1	Palombo	Ch 3
1	30-Jan	In person	Perception 2	Palombo	Ch 3
1	01-Feb	In person	Imagery	Palombo	Ch 10 Additional Reading: <a href="https://www.scientificamerican.com/article/when-the-minds-eye-is-blind1/">https://www.scientificamerican.com/article/when-the-minds-eye-is-blind1/</a>
1	06-Feb	In person	Term Test 1		

2	08-Feb	In person	Replication Crisis <b>Complete Reflection #2</b> What is the replication crisis?	Brandon Forys	None
2	13-Feb	In person	Attention	Palombo	Ch 4
2	15-Feb	In person	Short-Term Memory	Palombo	Ch 5
2	20-Feb	-	Reading Week	-	Study/Rest
2	22-Feb	-	Reading Week	-	Study/Rest
2	27-Feb	Home viewing	Podcast	-	Study/Rest
2	29-Feb	Home viewing	Long-Term Memory: Structure 1	Palombo	Ch 6
2	05-Mar	In person	Long-Term Memory: Structure 2	Palombo	Ch 6
2	07-Mar	In person	Long-Term Memory: Structure 3	Palombo	Ch 6
2	12-Mar	In person	Long-Term Memory: Encoding and Retrieval 1	Palombo	Ch. 7
2	14-Mar	In person	Long-Term Memory: Encoding and Retrieval 2	Palombo	Ch. 7
2	19-Mar	In person	Everyday Memory and Memory Errors 1	Palombo	Ch 8

2	21-Mar	In person	Everyday Memory and Memory Errors 2  <b>Complete Reflection #3</b> <b>Is memory like a tape recorder?</b>	Palombo	Ch 8
2	26-Mar		<b>Term Test 2</b>	-	-
2	28-Mar	In person	Special Topic: How to conduct cognitive science research and how to get into labs  + Group Activity	Palombo, Bonkes	-
3	02-Apr	Home viewing	Podcast <b>Complete Reflection #4</b> <b>Reflect on one of the podcasts you listened to this term.</b>	-	-
3	04-Apr	In person	Future Thinking and Decision Making	Palombo	Additional Reading: <a href="https://www.bu.edu/mdrc/files/2012/04/Medial-Temporal-Lobe-Damage-Cause-Deficits-in-Episodic-Memory-and-Future-Thinking.full_.pdf">https://www.bu.edu/mdrc/files/2012/04/Medial-Temporal-Lobe-Damage-Cause-Deficits-in-Episodic-Memory-and-Future-Thinking.full_.pdf</a>
3	09-Apr	In person	Special Topics 1	Palombo	Submit bundle of 4 reflections by April 9 <sup>th</sup> by midnight.
3	11-Apr	In person	Recap and Review	-	Palombo