Psychology 451 A Section A01.

Advanced Cognitive Psychology: Cognitive Control.

September 10th - December 3rd 2020

Monday and Thursday 1 pm - 2:20 pm

Instructor: Daniel Bub

Email: dbub@uvic.ca

Office Hours: Friday 11 a.m. - 12 p.m.

Text: *Selected readings per week. These will be provided in the form of pdf files that are made available via Brightspace to all students in the course.*

Objectives:
The purpose of this course is to develop the ability to think analytically about cognitive control in relation to mental processes and brain organisation. To do well in the course you will need to understand a number of core principles that include: general experimental methodology, brain-behaviour relationships and theory development. The class is a seminar format requiring active discussion and interaction.

Lectures: Each reading will be accompanied by a lecture (also available on Brightspace), as well as a study guide. The lecture will clarify the details of the reading for the week and will be made available on a Monday. A lecture will usually be divided into 2-3 parts, each lasting about 20 minutes. This part of the course does not require attending a virtual classroom. The lecture may be viewed any time after it has been posted, but it would be essential to view and understand the content before coming together on Thursday.

Lecture Topics:

Group Interactions: Every Thursday, we will interact as a group via Zoom to display and fine-tune our understanding of a particular topic. There are 24 students registered in this course. We will divide into groups of 4, and each group will be posed a question about the weekly reading.

We will allow ten minutes for in-group discussion before we call on each group to provide us with an answer to their question. One person will be chosen at random to present the answer. Anyone in the group who would like to add to or improve on the answer will be given an opportunity to contribute.

The answers for each group will be marked for (a) accuracy and (b) completeness. There will be 4 such group exercises. This part of the course will count for 10% of your final grade.

At the end of this interactive session, I will summarise the main points of what we have learned.

We will end each session on Thursday with 10 multiple-choice questions dealing with the material we have covered for the week. Questions will be presented on Zoom. Each of these exercises (there will be four of them) will count 2.5% towards your final grade, for a total of 10% of your final grade.

Midterm Examination: There will also be an exam held on a Thursday using Brightspace. The exam will be open-book and will consist exclusively of multiple-choice questions. This midterm test will count for 30% of your final grade. The date is scheduled for October 15th.

Student Presentations: Student presentations will begin on October 19th. A list of topics will be made available on the first day of class, again via Brightspace. Each topic includes an assigned reading and a set of questions designed to help you construct your presentation. Topics are allocated on a first-come-first-served basis. As soon as you have selected your topic, email me your choice. When a topic has been chosen by a student, it will be noted as “reserved” on the website. A presentation should be no more than 20 minutes. Since we cannot hold class in person, the format of each presentation should be much like the one I have used for lectures. In other words, a video of slides accompanied by a voice-over commentary. Every week, three (and sometimes four) presentations will be due on the Monday and made available on Brightspace for viewing by the whole class. Each presentation must be sent to me one day ahead of schedule (i.e. on Sunday) before 5 pm, to allow time for me to post it on Brightspace. On the Thursday of that week, each
presenter will interact with the entire class and present us with questions so as to engage the whole group in a question-and-answer session.

In addition to the presentation you send me, please also send me at the same time (before 5 pm on Sunday) five multiple choice questions which we will pose to the class on Thursday (your presentation will be posted on Brightspace on the Monday of that week).

The particular date for a given presentation will be assigned to each student on a random basis. These dates will be determined in the first week of class to allow everyone enough time to work on his or her presentation. Please do not hesitate to consult with me if you need some help with your presentation. I am at your service! If you can’t meet with me during office hours on Friday (via a Zoom call), we can arrange for another time that suits you.

The oral presentation will count 20% towards your final grade and will be marked for: Organisation (the logical flow of ideas). Style (the quality of your visual slides and the clarity of your exposition). Content (the details that you choose to discuss). Analysis (theoretical insights you bring to the topic).

In general, a competent, well-presented summary of the topic will yield high marks on Organisation and Style but somewhat lower marks on Analysis and Content. The overall grade assigned will then be in the range B+ to at most an A- (in keeping with university guidelines; A B+ represents a more complex understanding and/or application of the course material). To garner an A requires a mastery of the subject matter while an A+ requires original insight...that...goes beyond course expectations. This level of presentation will be outstanding both in terms of Organisation and Style but also in terms of Analysis and Content. To achieve an A+ requires going beyond the lead article supplied as part of the assigned topic. One possible strategy to accomplish this level of presentation would be to carefully think about the lead article and discover possible weaknesses in the empirical findings or theoretical inferences drawn from this evidence. Another approach would be to present additional work that further clarifies issues raised in the lead article.

For example, suppose you were assigned a lead article claiming that the picture of a graspable object like a beer mug automatically triggers the components of a reach-and-grasp action regardless of the intentions of an observer. The evidence is based on a result showing a difference in the effect of the object on keypress responses to a perceptual attribute of the object (say, whether object is
displayed as upright or inverted), made with the left/right hand in one condition versus the index and middle fingers of a single hand in another condition. A presentation that is awarded an A+ could (a) provide a convincing analysis and critique of the logic behind the assumption that different effects obtained for responses with the left/right hand versus the index/middle finger of a single hand can validly support the claim that the depicted object automatically triggers a grasp action. Alternatively, the presentation could discuss new evidence from additional published work that raises questions about the arguments made in the lead article.

**Group Interactions (as part of Student Presentations):** Each presenter will also engage in a group interaction with the class. Generating five multiple choice questions — *1% of your final grade*. Remember to send these to me along with your presentation. Could you please also provide me with the correct answers.

*Each group interaction should be arranged to last for no more than between fifteen and twenty minutes, including the presentation of the 5 multiple choice questions.*

The interactive session will be evaluated as follows: How well did you engage with and motivate the members of the class during the interactive session? *6% of your final grade.*

*The way you carry out this interactive session will be marked for: (i) Creativity/Motivating the group. (ii) Depth. (iii) Comprehensiveness. Each of these three criteria will be weighted equally in computing your grade for this part of the course.*

Creativity: I myself have opted to use a rather straightforward approach to fostering group interactions on Thursdays. I decided to organise the class into groups and pose a question to each group, then I summarised what we learned, followed by 10 multiple-choice questions that everyone answered.

You have a chance to be more creative in the way you engage with the class! I will leave it up to you to see how you meet this challenge. Note that we will be using Zoom for these interactions, so you will need to familiarise yourself with its capabilities.

If you simply stick to the format I have used, you will be awarded 75% for the “creative” part of your interaction with the class. A more creative interaction should be both novel and succeed in motivating students to participate.
Depth: The depth of your interaction with the class has to do with the degree to which you assess conceptual thinking in the group. Our class is not based on memorisation but on understanding. Your question and answer session should ably reflect that approach.

Comprehensiveness: This refers to the scope of your interaction. Did you succeed in covering a range of issues that leaves us feeling satisfied with our understanding of the material?

**Group Participation:** Participating as a member of each class on Thursday (beginning October 19th) is worth 23% of your final grade. Your cumulative scores on the five multiple choice questions posed by each presenter will count for 18% of your final grade. The remainder of your grade for participation (5%) will be based on performing as a group member during the interactive sessions with a student presenter.

Please also note the following:

*Class attendance on Thursday via Zoom is mandatory. If you are unable to attend class on a particular day for a valid reason, your missing score will be discounted in computing your final grade.*

1) The usual rules of the university apply to attending examinations. No allowance can be made for busy schedules or other reasons not sanctioned by the UVic administration.

2) Once you complete an exam, it is not possible to change the outcome on the basis of claims that you were not in a suitable condition to write it.

3) *It is not possible to obtain additional marks in this course by asking for special dispensation privately arranged on an individual basis* (for example, a request from a student to produce an essay or review for additional marks beyond the marks assigned to exams and classroom participation).

Grades will be allocated according to university guidelines.

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members. Students are responsible for checking their registration status before the end of the course add period.
Overview

1) Four lectures (each comprising two/three 20-minute segments)
   These will be made available consecutively on September 14th, 21st, 28th and October 5th).

2) Interactive sessions held on Thursday 17th September, 24th September, 1st October and 8th October. Performance in these sessions will count for 20% of your final grade.

3) Midterm exam held on October 15th. The exam is made up entirely of multiple-choice questions. It will be held using Brightspace, will be 1 hour and 20 minutes long and is open book. The exam counts for 30% of your final grade.

4) Student presentations begin on October 19th.
   Each student selects a topic from a list comprising a lead article and a set of guidelines intended to help develop a presentation. This list will be available on the first day of class.

   Topics are available on a first-come-first-served basis.

5) The format of the presentation is: a video of slides accompanied by voice-over which should be sent to me by 5 pm on the Sunday before your interaction with the class. This interaction will be scheduled for the Thursday of that week.

   The video will be made available on Brightspace for viewing on the Monday to allow students time to prepare for the interactive session on Thursday. **The presentation should be no more than 20 minutes in length.**

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*Please note: although the Course Outline stipulates a particular format for the presentation (a video of slides accompanied by a voice-over), I am open to other formats that you may prefer. Do please indicate the nature of this format at least two weeks before the scheduled week of your presentation.*

The presentation is worth 20% of your final grade and will be marked for: **Organisation** (the logical flow of ideas). **Style** (the quality of your visual slides and the clarity of your exposition). **Content** (the details that you choose to discuss). **Analysis** (theoretical insights you bring to the topic).
6) Group interaction (held on Thursday of the week of your scheduled presentation).

Five multiple choice questions (sent to me on Sunday before the week of your scheduled presentation).

This is worth 1% of your final grade.

Your interaction with the class on Thursday (worth 6% of your final grade). *The interaction should last for no more than 20 minutes.* Marks will be allocated for: Creativity/Motivating the group; Depth; Comprehensiveness

The format of this interaction will be left up to you, though you can opt for a simple question-and-answer session.

7) Participating as a member of each class on Thursday (beginning October 19th) is worth 23% of your final grade.

Your cumulative score on the five multiple choice questions posed by each presenter will count for 18% of your final grade.

The remainder of your grade for participation (5%) will be based on performing as a group member during the interactive sessions with a student presenter. These marks will be based purely on attendance.
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2020.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- **What to do if you miss the final exam scheduled during the last day of classes**

  Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

- **What to do if you miss an exam other than one scheduled during the last day of classes**

  Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- **What to do if you require additional time to complete course requirements**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

Policy on Academic Integrity including Plagiarism and Cheating
The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2020.

The definitive source for information on Academic Integrity is the University Calendar. Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.


**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp