

Cognitive Behaviour & E

representations, thinking, language and other topics Cognition is far more

The act of answering a cell phone involves dozens of processes that you

will learn about quirky things your brain does and have fun doing it

think in new ways about how we think, act and do everyday things

lectures is fair game for stealing Attendance is expected for all lectures

Equity, Diversity and Inclusivity Statement

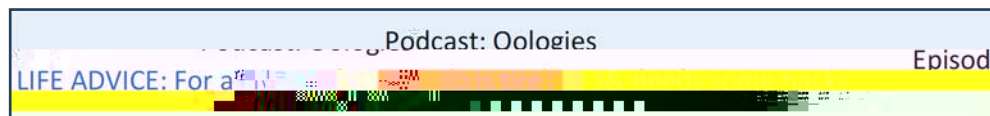
Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

Course Learning Outcomes

- Describe cognitive processes with respect to the brain, sensory, and perceptual mechanisms
- Evaluate the distinction of top down and bottom up processes to cognitive phenomena
- Describe the contribution of memory to cognition
- Describe higher order cognition processes and how lower level processes interact with higher order processes
- Connect cognitive processes to everyday activities and real life applications
- Critically evaluate cognitive phenomenon as they are described in the media

Workload

Student life is hard and post pandemic it feels harder somehow. So, before diving into details about the assignments, there is one **optional** podcast episode that I include here for your first week. It's about time management, taking care of your mind and body, and other good stuff for both neurotypical and neurodiverse alike:



Again, **this is not required**, but Alie Ward is the host and is the perfect example of openness and curiosity about science that I love listening to – and you may like it too.

Podcast Reaction Papers

Throughout the semester, there will be 3 low stakes writing assignments (3% each). This is really so that your first written assignment is some high stakes research paper in your upper years. It will give you a chance to practice and it is a way of learning about something new in (hopefully) a different way).

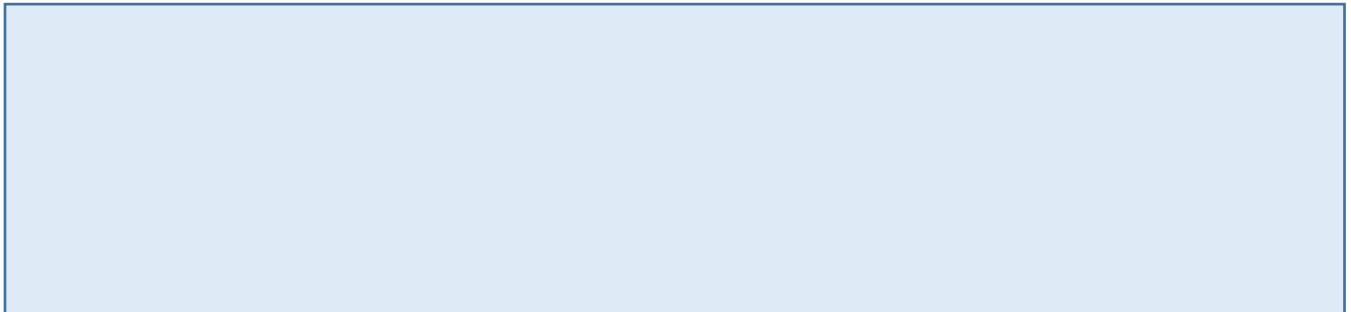
For this assignment, you will submit (via *onQ*) a brief paper **anywhere between 250 to 500 words**. The podcasts will discuss real life situations that are connected to the topic for that week. The reaction paper is meant to show me that you have read appropriate chapter, listened to the podcast and that you have thought about them enough to synthesize new ideas! I am interested in *your* ideas. **A summary or description of the podcast is not enough.**

You are encouraged to write a new idea that goes *beyond* a summary, like:

- a *critique* of coverage – what things did not fit with the textbook explanations of the concepts, what concepts were too simplified or glossed over or perhaps exaggerated;
- talk about the *implications* of something discussed in the podcast;

suggest *a new experiment* to explore a specific question raised in the podcast.

ChatGPT & other bots: Although these systems do well su



must contact the researcher of a particular study (see the stud

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

<http://www.queensu.ca/academicintegrity/students.html>

Accommodation Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

Students seeking Academic Accommodations for a chronic or ongoing health/mental conditions, learning disability, or an existing disability should register with [Queen's Student Accessibility Services \(QSAS\)](#). For further information, please contact the QSAS Intake Coordinator at: qsas.intake@queensu.ca.

If you need to request academic consideration related to your accommodations, please contact the Course Coordinator for Accommodations:

Course Coordinator Name: Tara Karesewich

Course Coordinator email address: psyc.accom@queensu.ca

Academic Considerations for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

Short term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)

Responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, social injustice, etc.)

Requirements by law or public.(Vex iw . s onr bi us nsco

The Faculty of Arts and Science

