

Tuesday 1:00 pm - 2:30 pm
Thursday 11:30 am - 1:00 pm
Ellis Hall Auditorium (58 University Avenue)

Instructor: Dr. Castelhana monica.castelhana@queensu.ca

Office Hours: Tuesday 2:30pm - 3:30pm (Humphrey Hall 346)

Teaching Assistants:

Faizan Imtiaz Ofi4@queensu.ca

Office Hours: Monday 12:30-1:30pm (Humphrey Hall 235)

Mashal Haque mashal.haque@queensu.ca

Office Hours: Thursday 1pm-2pm (Humphrey Hall 235)

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Office Hours: Wednesday 11am-12pm (Humphrey Hall 235)

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

Throughout the semester, there will be 3 writing assignments (3% each). You will be required to submit (via) a Podcast Reaction Paper. Typically, it will be .

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 the material, listened to the podcast and that you have . I am interested in ideas.

You are encouraged to come up with something you thought of while listening:

- a critique of coverage what things fit with our reading of the concepts, what concepts were too simplified or, glossed over or perhaps exaggerated, or
- to consider how the main concept being discussed in class relates to real-life
- talk about the implications of something discussed in the podcast
- suggest a new experiment to explore a specific question raised in the podcast

is . " @C-E (Ideas, Concepts, and Extensions):

Comments and responses reveal a capacity to analyze, synthesize, and evaluate material and give evidence of and an extensive knowledge base. They demonstrate a careful, concise, critical analysis with a clear and well-argued hypothesis based on the material. They exhibit evidence of learning that is willing to explore beyond the initial learning situation.

Comments and responses reveal a good analysis and some critical reasoning. They demonstrate a reasonable understanding of relevant issues and familiarity with the material. They demonstrate a solid understanding of the relationship or connections among the basic concepts. They show a need to be more concise or precise in details and more carefulness in articulating arguments.

Comments and responses show an acceptable treatment of the subject matter. They demonstrate an understanding of the basic facts, vocabulary, details, and elemental concepts and show an ability to deal with simple issues arising out of the material. The student needs to engage the subject matter more fully and formulate ideas more clearly.

Note to Self Distracted is the New Drunk Jan 27
<http://www.wnyc.org/story/designated-driver-texting-mass-media>

Radiolab Memory and Forgetting Mar 3
<http://www.radiolab.org/story/91569-memory-and-forgetting/>

Freakonomics Radio How to Make a Bad Decision Apr 7
<http://freakonomics.com/podcast/make-bad-decision/>

Podcast Reaction Papers	9%
Midterm Exam 1	25%
Midterm Exam 2	25%
Final Exam	41%
Bonus: Class Participation	5%

A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic In

