

Honors Discussion Section for Psychology 414
Cognitive Psychology
Fall 2017

Goals of this Discussion Section: To develop an appreciation for what we know about the neural bases of human cognition (content), how we acquire this knowledge (methodology), and how to evaluate it (critical thinking). The course will emphasize three themes:

1. Developing an understanding of the neural bases of the cognitive system cannot proceed without detailed understanding of theories and models of cognition;
2. In-depth understanding of the methods of cognitive neuroscience is essential if we are to discriminate between good experiments and poor experiments;
3. Effective communication skills are critical to the scientific endeavor.

Method: In this honors discussion section for Psychology 414, we will explore in depth the *cognitive neuroscience* of the themes that we are addressing in that week's lectures. Weekly readings will be drawn from my textbook, *Essentials of Cognitive Neuroscience**, which was written expressly for this honors discussion section. To stimulate conversation (and for me to ensure that the readings are being done) each student will submit, via the course's Learn@UW dropbox, a question prompted by that week's reading. *Each week, questions are due by 5pm on the day before each class meeting.* This can either be a question that builds on an idea from the reading, or a question about something from the reading that you don't fully understand.

Instructor: Brad Postle, 515 Psychology, 262-4330, postle@wisc.edu.
Office hour: by appointment

With the exception of time-sensitive emergencies, email is the most effective and preferred way for you to contact me.

Grading: In order to receive Honors credit for Psych 414, you need to successfully complete the Honors Discussion Section. To do so, you must attend and participate as described here:

- (1) Attendance policy: Students who expect to miss more than one class meeting this semester should speak to me as soon as possible.
- (2) You are required to post a comment or question about the weekly reading our Learn@UW site by **5pm** on the day before class.
- (3) You will participate in class discussions.

Class participation is very important to me, and you should use this small seminar as an opportunity to improve your participation skills. Excellent participation is not simply about talking a lot, nor are shy people penalized; the focus is on quality of class participation. I will encourage you to engage in class discussion with an appropriate (not excessive) number of constructive and meaningful comments. Periodically I may guide our discussion by calling on an individual student. If you are nervous about speaking in front of the group, please talk to me ASAP – I can help give you tips on how to become more comfortable participating in class.

Failure to meet any of these expectations will place you in unsatisfactory status for the Honors component of the class. You will still receive course credit, but you will not receive Honors credit.

* To the extent that textbook sales result in any royalty payments to the author, these will be donated to the Dept. of Psychology Undergraduate Fund.

Section I: Perception and Attention

September 12	1. History, anatomy, and physiology	Section 1 Intro, Chpts. 1 & 2
September 19	2. Sensation and perception	Section 2 Intro, Chpts. 3 & 4
September 26	3. The Dorsal and ventral visual pathways	Chpt. 5 & Chpt. 6
October 3	4. Oculomotor Control and the Control of Attention	Chpt. 8

Section II: Representation and Memory

October 10	5. Localization of Function vs. Distributed Processing	Section 3 Intro, Chpt. 9
October 17	6. The Hippocampus	Chpt. 10
October 24	7. Episodic long-term memory	Chpt. 11
October 31	8. Semantic long-term memory	Chpt. 12
November 7	9. Working and short-term memory	Chpt. 13

Section III: High-Level Cognition, Communication, and Cognitive Control

November 14	10. Cognitive control	Chpt. 14
November 21	11. Language	Section 4 Intro, Chpt. 18
November 28	12. Motor Control	Chpt. 7
December 5	13. Decision Making	Chpt. 15
December 12	14. Consciousness	Chpt 19

Ethics of Being a Student in the Department of Psychology:

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Complaints:

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Chair of The Psychology Department, Professor Hill Goldsmith (hill.goldsmith@wisc.edu).

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may talk to the Associate Chair or the Department Chair, or you may file a formal complaint with an Equal Opportunity Complaint Investigator in the UW-Madison Office of Compliance, Room 361 Bascom Hall, 608-265-6018 (<https://compliance.wisc.edu/eo-complaint/>)

Accommodations Policy:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.