

# Advanced Cognitive Lab

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## Why take this course? 3 good reasons:

1. **How would you design an experiment to test the kinds of environments that stimulate curiosity?**

Take this course and find out. Gain hands-on experience in creating experiments, testing, data analysis, and reporting.



2. **How much do you know about human cognition?**

Think you're an expert? Take this course and we will explore different aspects of cognition, techniques for assessment, neurological underpinnings, and the latest updates in the field.

## Required Reading



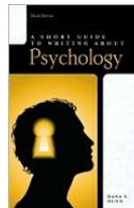
*APA Publication Manual*, 6th Edition  
- publisher is APA – available in paperback.

Click [HERE](#) for website

Articles posted on Oaks



*A short guide to writing about psychology*, 3rd Ed, by Dana Dunn



3. **Are you a good writer? Do you feel comfortable giving a presentation in front of others?**

In this class you will write, re-write, and re-write some more...each time with input from the instructor and your peers. You will hone your writing skills so that you can communicate your ideas effectively.



You will also give oral presentations and receive useful, constructive feedback so that you become comfortable and competent as a public speaker.



## Office Hours

Thurs: 12:30 - 2:30

And by appt

## Helpful Links

### Writing Support

[Improve APA writing](#)

[APA format support](#)

[Online APA support](#)

### CofC Resources

[Student handbook and Honor Code](#)

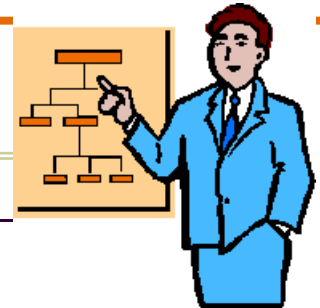
[Center for Student Learning](#)

[Library](#)

## Course Assignments

As scientists, we value the ability to research a topic using peer-reviewed journals, to summarize that research, and to construct effective arguments on the basis of the data. To learn these skills, students will complete two empirical projects this semester, coupled with a number of smaller writing assignments, an [oral presentation](#), and two anonymous reviews. For each of the two main projects, you will conduct an experiment, analyze the data, and write a complete paper in APA style. For [Paper 1](#), you will write each section of the paper separately and receive feedback, and then put all the sections together with revisions. For Paper 2, you will not only submit a complete APA style paper, but will further your writing skills by anonymously reviewing two papers from students in this class. Your own paper will also be anonymously reviewed. The reviews you write will be graded.

## Calendar of Assignments



### August & September

8/21 CofC Classes begin—**YES, lab meets!**

Homework: Read Chp 1-3 in Dunn; create timeline for Paper 1;  
complete CITI ethics training; Read journal article: Hsee & Ruan, 2016

8/28 In class: Discuss journal articles & learn how to write methods section  
Homework: Read Dunn Chp 4, Start your annotated bibliography  
Read: Marvin & Shohamy, 2016; McGillivray et al., 2015; Hill et al. (2016)  
Find: two additional articles NOT listed on the syllabus

9/4 In class: Student article presentations; learn how to write an introduction  
Homework: Read: Hardy et al., 2017; Swan & Carmelli, 1996; Kang et al., 2009  
Read Dunn Chp 5; [write methods section \(due 9/11\)](#)

9/11 In class: Student article presentations & data analysis  
Homework: [Write introduction \(due 9/18\)](#)  
Read: Giambra et al., 1992; Daffner et al., 1994; Daffner et al. 1992  
Read Dunn Chp 6

9/18 In class: Student article presentations; learn how to write results and discussion  
Homework: [Write results and discussion \(due 9/25\)](#)  
Read: Lowewinstein, 1994; Read Dunn Chp 7

9/25 In class: Data review and paper consultation  
Homework: Read Dunn 8 & 9

**Complete Paper 1 due Oct 9. Papers due in dropbox by NOON!**

## October



10/2 In class: design project 2, develop consent form; IRB application  
Read article: Mullaney et al., 2014

10/9 PAPER 1 DUE BY NOON. In class: Preparation for E2  
Read journal article: Gruber et al., 2014

10/16 In class: Conduct E2  
Suggested reading: Frederick et al., 2002; write methods section

10/23 In class: Conduct E2  
HW: write introduction

10/30 In class: Data analysis for E2  
Homework: **Full copy of E2 due Nov 13, NOON am in Dropbox**

11/06 **FALL BREAK**

## November

11/13 In class: Instructions for anonymous reviews  
Homework: **Two reviews due by NOON, 11/20**

11/20 In class: Review of comments for E2; course evaluations

**Final revised papers due November 27 at NOON**

11/27 **Final papers due NOON**

### Class Attendance

Much of the work in this course is hands-on and cannot be made up at a later point. Because we work collaboratively, **Attendance is required**. Each unexcused absence will result in a 40 point grade reduction. To be excused, you must send documentation of your absence to the Office of the Associate Dean and is subject to approval by Dr. May (see: [http://www.cofc.edu/StudentAffairs/general\\_info/absence/](http://www.cofc.edu/StudentAffairs/general_info/absence/)). Students who have more than two total absences, regardless of whether they are excused or not, will be dropped from the course.

### Writing Assignments

**Assignments are due at the start of class.** Please turn in your work via Dropbox in Oaks. Please be on time with your submission to receive full credit. Always save a copy of your work until the final semester grade has been submitted. I will give extensive feedback on your writing, and part of your grade will reflect attention to that feedback.

### Oral Presentation - A BIG Deal!

Take this assignment seriously! To do well, pay close attention to the rubric as you prepare, and be sure to visit the speaking lab in advance. You will receive feedback from your classmates and from me.



## Grading

<u>Assignment</u>	<u>Possible Points</u>
Class participation	40
Journal article presentation	60
Paper 1	75
Paper 2	125
Anonymous review (2 @ 40 pts each)	80
<u>Mini-writing assignments</u>	<u>30</u>
Total Possible Points	400

## Plagiarism Policy

Students must research and write all parts of their own papers. Students may not collaborate on the writing process, though they are encouraged to use the writing lab. Students should never “borrow” text from other students, journal articles, books, internet sites, or other sources. All descriptions of studies must be cited in accordance with APA format, and authors must be credited for ideas, concepts, and theories. Students must know and adhere to the College’s policy on plagiarism and the Honor Code. Click [HERE](#) for more information on the Honor Code.

## Frequent Fliers: List of Common Writing Challenges

(adapted from Green, 2009)

<u>APA format</u> : You need to follow APA format – please check the manual.
<u>Clarify</u> : The point that you are trying to make needs to be developed and clarified better. I do not know what you are saying here.
<u>Casual Writing</u> : Your writing style is too casual. This does not read like professional writing.
<u>Awkward</u> : Read your work out loud and think of a better way to convey your ideas. Check your grammar.
<u>Tense</u> : Keep your verb tense consistent. Use past tense throughout the paper.
<u>Scientific Evidence</u> : The claims you have made are not common knowledge, and need to be supported with a citation to a scientific report.
<u>Transition</u> : The transitions are not clear. Think about what you just said, the point you want to make next, and then use clear language to articulate the transition between these ideas. Be sure that there is a clear framework to the paper, and that the transition from paragraph to paragraph makes that framework clear.
<u>Structure</u> : The structure of your paper is not clear. I cannot tell where you are going. Develop a clear structure to your paper and make it explicit in the paper as you move through this structure.
<u>Different Place</u> : Some of your information belongs in a different section of the paper.