Instructor: Serje Robidoux   **TA:** Erin Maloney
E-mail: smrobido@uwaterloo.ca   **E-mail:** eamalone@uwaterloo.ca
Office: PAS 4248   **Office:** PAS 4267
Location: HH 373
Time: 8:30-10:20 Monday/Wednesday
Office Hours: Instead of office hours, I prefer to have you make an appointment with Erin or me whenever you feel you need to meet. Note that you will be **required** to meet with one of us before your presentations (see the section on presentations).

Course Objective

This course will expose the student to a range of primary research from various areas in cognition and perception. I've designed the course with three principal objectives in mind: First, to develop students' skill at reading the (often very difficult) source research papers that are at the core of the psychological sciences. The second objective is to develop the students' communication skills by having them take what they have read and present it to the class. Finally, the course material and structure will help the student to develop their inner critic: challenging the ideas presented in the papers, and developing new ideas of the student's own to extend the research.

To this end, I have selected 6-10 papers from each of 5 research areas within cognition and perception for in-class discussion. For each paper, one student will be responsible for presenting the material, and everyone will be expected to participate in discussion. In addition, for each topic students will be assigned a target article and expected to summarize and extend the research (more details on these requirements follows).

Course Components and Grading Scheme

Ideally, every student would give two presentations and complete 3 of the 5 assignments. However, there are 25 students but time for only 46 presentations. As a result there will be two structures.

Scheme A (22 students): Two presentations, 3 out of the 5 assignments.
Scheme B (2 students): One presentation, 4 out of 5 of the assignments.

To allow for changes in enrolment, the Scheme B students will be determined after the second full week of classes. You will have the opportunity to express your preferences on UW-ACE before the decision is made and I'll do my best to make as many of you happy as possible.

1. Presentation(s)

We will examine, in class, a number of published journal articles. Each article will be presented by one of the students. You are expected to give a considerable amount of care and attention to the preparation of your presentation. It should be concise, but you are the resource expert for the paper that you are presenting. You should know the details of your assigned articles (number of subjects, which factors were controlled for, etc…), however, avoid over every detail during your presentation. These are the questions the class should be able to answer based on your presentation:

    (1) What is the key question the researcher wants to answer? Why?
    (2) What is the design of the experiment (and how will that answer the question)?
    (3) What did they predict?
    (4) What were the data? (Please be sure to show the data on one of your slides, e.g., as a graph

or table)

    (5) What were the (important) statistical results? (No need for F-values or t-values, just "significant", "marginal", "not significant" will do)

    (6) What are the conclusions (and how do the results support it)?

You will be expected to meet with either the Erin or me before your presentation so that we can be sure you have understood your article. (This means no later than Friday for Monday presentations, and no later than Tuesday for Wednesday presentations). Each article should take no more than 50 minutes to present and discuss, so you should design your presentations with a 30-minute **maximum** time in mind (as a rough guideline, you can assume 1 minute per slide). Grading will be based on the clarity of your slides and presentation and your ability to guide discussion, not the length – so don't worry if you don't think you can fill 30 minutes. You should assume that the other students in the class have read the article and are ready to discuss it, but do not assume that they have understood it – making sure they understand the article is the goal of the presentation.

During and following your presentation, you will guide the class in a discussion of the article. You may bring questions for the class to discuss, or provide demonstrations. Your goal is to get people talking about the article: bring up criticisms, suggest potential extensions, or highlight questions that are left unanswered by the article. The key is to engage the class.

2. Participation

By "class participation" I mean being responsive to what is going on in the class. You are expected to listen attentively when students are presenting so that you can answer questions about what they are saying and offer your own ideas about the research papers. The presenter is counting on you to participate in the discussion, just as you will be counting on them to participate when it is your turn to present. The better you prepare for the class (by reading the articles in advance), the more you will be able to participate.

3. Summary and Extension Assignments

At the beginning of each topic, I will assign you one of two articles (just to make sure there is some variety). These will be relatively short, simple articles (compared to the in-class papers). For each assigned article you will provide a **maximum four-pages (double-spaced)** response. Pages 1 & 2 will be a summary, in your own words, of the article (see the Presentation section for the 6 questions that you should emphasize in this summary). Pages 3 & 4 will outline a new experiment that extends or clarifies the study results. You may choose which of the assignments to complete, but we will grade only your first four submissions. Your proposal should cover the following:

    (1) What is the new question you want to answer, and why?

    (2) How do you propose to answer it (what are the experimental manipulations and procedure you plan to use)?

    (3) What is your prediction about the results, and why?

    (4) How would you interpret a different pattern of results?

Each submission will be graded out of 10, with 5 marks assigned to the summary, and 5 to the proposal. Late penalties will be one point per day. Use 1-inch margins on all sides, and a 12 pt. font. Title pages, titles, and headings are not necessary. Include your name and student ID number in the header. You may not trade space in the summary section for more space in the extension section, or vice versa. You will submit your assignments at the **beginning** of class on the day they are due. You may submit your assignment printed double-sided, if you wish.

Grading Scheme:

Extensions will not be granted except under the most serious circumstances. However, I understand that you have other demands and can't always give as much attention to a particular requirement as you

would like. To help account for this, your assignments/presentations will be weighted in favour of your best marks (see the complete grading scheme below).

Component	Breakdown	Scheme A	Scheme B
Presentations	Best mark	20%	20%
	Second best	10%	n/a
Summary Assignments	Best mark	20%	20%
	2nd best	15%	15%
	3rd best	15%	15%
	4th best	n/a	10%
Participation	Pre-Reading Week	10%	10%
	Post-Reading Week	10%	10%
Total		100%	100%

UW-ACE

UW-ACE (http://uwace.uwaterloo.ca/) will be very important to this course. I will post all of the necessary materials there, along with your grades. You will use UW-ACE to post your presentation(s) for the other students to download. Most importantly, however, this is where Erin and I will post announcements. Please be sure to check UW-ACE regularly to be sure you don't miss anything important. (We will also make announcements in class when possible.)

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.
Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm
Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm
Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm
Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (University): http://uwaterloo.ca/academicintegrity/

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.