

**CGSC 1001: Mysteries of the Mind**  
**Syllabus**

**Summer 2020, Tuesdays and Thursdays**

**Location: Video Lectures (Recorded and uploaded to CuLearn)**

Course title: **Mysteries of the Mind**

Department: Institute of Cognitive Science (2202a Dunton Tower)

Instructor's name, phone; email address; office hours:

**Jay Jennings**

Email: [jayjennings@cunet.carleton.ca](mailto:jayjennings@cunet.carleton.ca). However, please use the CULearn discussion board for questions. If you do not want other students to see the question as it is of a personal or sensitive nature, please use the CULearn messaging system to email me privately!

Office hours: Tuesday's and Thursday's, 2:00 – 4:00 pm BY APPOINTMENT ONLY (meaning if you want to discuss something, please email me directly to set up an appointment). To supplement the online nature of our course, please email me to set up an “office meeting” through Big Blue Button, which can be accessed from the CULearn page for this course at the bottom.

**SONA (extra credit) issues will not be dealt with by the cognitive science undergraduate administrator.**

**Instead contact Melissa Lett** [MelissaLett@cunet.carleton.ca](mailto:MelissaLett@cunet.carleton.ca)

Course newsgroup, web site address, etc. if applicable:

CULearn will be used for marks. <https://carleton.ca/culearn/>

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**Course description:** -- content, aims, objectives:

**The human mind is the most complex thing yet discovered in the universe. Learn about minds in humans, animals, and computers in this fascinating exploration of consciousness, memory, creativity, problem solving, perception, and your own biases. The introductory course will also cover fun (and practical) topics such as how cognitive science can help you through school, how cognitive science applies to important real-world problems in areas such as law and computer interfaces, and the mind issues raised by popular movies. This course will guide you through the fascinating mysteries, and the solutions found so far, of our inner world.**

**Texts** -- (required, supplementary, on Reserve, other):

Many readings for this course come from the online textbook “[Cognitive Science: An Introduction](#),” but it is still in progress and incomplete. Other texts will be posted on CULearn. You do not have to purchase anything for this course.

**Evaluation:**

Your final grade will be a combination of marks from quizzes.

**Carleton's Grading Scheme:**

90-100 A+  
85-89 A  
80-84 A-  
77-79 B+  
73-76 B  
70-72 B-

67-69 C+  
63-66 C  
60-62 C-  
57-59 D+  
53-56 D  
50-52 D-  
00-49 F

**Proportions of how marks contribute to your final course grade:**

22% Test 1  
22% Test 2  
22% Test 3  
22% Final Quiz  
12% After Lecture Quizzes (1 percent each)

There's an online grade calculator at <https://apps.mercer.edu/registrarcalc/weightedaverage.html>

**Extra credit in CGSC1001:** Extra credit is available in two ways. Extra credit is assigned in 0.5% units for each 30 minutes of participation, up to a maximum of 4% total **by participating in Institute of Cognitive Science (ICS) experiment**. Participation in these activities is optional. For more information about how to participate in ICS experiments, go to the ICS sona website. <https://carleton.ca/ics/current-students/undergraduate/participating-in-psychological-research-sona/>

Again, your participation is entirely optional. If you do not wish to participate in studies, contact the Instructor and he or she will try to find another way for you to earn extra credit.

Please note that this is a separate system from the Department of Psychology. Experiment participation done through psychology do not get you extra credit in an ICS course, and experiments participated in for ICS do not get you credit for psychology courses. If you have questions about SONA, contact **Melissa Lett** [MelissaLett@cunet.carleton.ca](mailto:MelissaLett@cunet.carleton.ca)

**The other way is through the Incentive Program.**

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Learning Support Workshops are designed to help students cultivate and refine their academic skills for a university environment.

**Each workshop is about an hour long, so each workshop will be worth 1% of extra credit.** To see the complete Learning Support Workshop schedule, please visit mySuccess via Carleton Central. You can also view your CSAS Workshop attendance history at any time by logging into mySuccess.

In addition to the CSAS Learning Support Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through the CSAS website: [carleton.ca/csas](https://carleton.ca/csas). Please also remember to review the Incentive Program participation policies here: [carleton.ca/csas/incentive-program/](https://carleton.ca/csas/incentive-program/).

If you have any questions related to the Incentive Program or the Learning Support Workshops, please contact the Centre for Student Academic Support at [csas@carleton.ca](mailto:csas@carleton.ca) or 613-520-3822.

**Online Quizzes:**

After each lecture, there will be a short (2-5 questions) that will be worth 1 percent per quiz. There are 12 lecture days, therefore these short quizzes will be worth 12 percent in total. These quizzes are meant to get you thinking about the material, and will be similar to the other quiz questions in format.

Quizzes will be multiple choice tests that you will take online through CuLearn.

Each quiz must be taken at the specified time.

Each quiz has two times you can write it.

You may not communicate with anyone else during the quiz, you may not take screenshots, or in any other way record questions.

You may use your notes and the slides while writing the quiz, but you won't have much time, so please study.

The second one is at 5:30 in the morning, so everybody should be free at that time.

If you can't make either time, you will need a deferral, please contact me for deferrals. See below for deferral information.

You may not write both of the alternate times—you only get one attempt.

You will have about 36 minutes to complete each quiz. You have only one chance to answer each question. You may not go back and change a previous answer.

You may start anytime within the hour after the quiz opens, but no matter when you start, after that hour is up the quiz shuts down.

*For example, if the quiz open time is 7pm, and you start at 7:45, you will be cut off at 8.*

Each quiz will have about 30 questions.

A previous student made some online flashcards for this course:

<http://www.cram.com/flashcards/cognitive-science-7751881> <sup>[1]</sup><sub>SEP</sub>

<http://www.cram.com/flashcards/cognitive-science-lectures-10-15-7829458>

**Material covered will be anything in the slides, lectures (including guest lectures), or videos shown during lectures. The readings are there to help you understand the lecture material. So if something is in the readings but not in the lecture, you are NOT responsible for knowing about it.**

### Deferrals

For quizzes, there are two opportunities to write each quiz, and one is very early in the morning during a time in which everyone should be free. Set more than one alarm and have a friend call you if you plan to write this one, because I will not accept "I slept through my alarm" as an excuse. That being said, if you are busy during both times, you can request a deferral. Here is the procedure: Find the declaration in the folder marked Miscellaneous on CuLearn, print it out, fill it out, sign it, photograph/scan it, and email it to me. If the deferral is approved then you may write the exam at a later time. **YOU DO NOT NEED A DOCTOR'S NOTE.** Note that we keep these declarations on file to prevent abuse of the declaration system.

### Reviewing Your Quizzes

I am happy to go over your quizzes with you. I recommend contacting me via email and we can set up a time to go over the quiz virtually through Big Blue Button.

**What Happens When: (This might get updated, particularly for readings) May 4<sup>th</sup> to June 16<sup>th</sup>**

Date	Topic	Due
Lecture 1: Tue, May 5	Intro to course  Learning, memory, representation	<a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Cognitive_Science_Defined">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Cognitive_Science_Defined</a>  Read Memory, Representation, and Learning chapters of <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction</a>
Lecture 2: Thu, May 7	Perception  The fields that compose cognitive science	<a href="http://www.wired.com/wired/archive/13.11/bolero.html">http://www.wired.com/wired/archive/13.11/bolero.html</a> Read perception chapters of <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction</a>  <a href="http://www.scholarpedia.org/article/Cognitive_psychology">http://www.scholarpedia.org/article/Cognitive_psychology</a>
Lecture 3: Tue, May 12 <sup>th</sup>	How cognitive science can help you get through school + learning disabilities          The Cognitive Level	<a href="https://memberfiles.freewebs.com/78/73/62537378/documents/What%20Is%20the%20Best%20Way%20to%20Study_%20-%20WSJ.pdf">https://memberfiles.freewebs.com/78/73/62537378/documents/What%20Is%20the%20Best%20Way%20to%20Study_%20-%20WSJ.pdf</a> Read this, even though we'll be talking about Anki, not supermemo:  <a href="http://www.wired.com/medtech/health/magazine/16-05/ff_wozniak">http://www.wired.com/medtech/health/magazine/16-05/ff_wozniak</a> install at <a href="http://ankisrs.net/">http://ankisrs.net/</a> <a href="http://www.psychologytoday.com/blog/ulterior-motives/201406/if-you-are-going-to-take-notes-do-it-hand">http://www.psychologytoday.com/blog/ulterior-motives/201406/if-you-are-going-to-take-notes-do-it-hand</a> watch these introductory videos: <a href="https://www.youtube.com/results?search_query=How+to+Use+Anki+Effectively+-+Flash+Card+Basics+for+Pre-Med+and+Med+Students+%5BPart+1%5D">https://www.youtube.com/results?search_query=How+to+Use+Anki+Effectively+-+Flash+Card+Basics+for+Pre-Med+and+Med+Students+%5BPart+1%5D</a> or search YouTube for other how to use ANKI videos.  <a href="http://www.bakadesuyo.com/is-everything-we-know-about-teaching-and-learning">http://www.bakadesuyo.com/is-everything-we-know-about-teaching-and-learning</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/How_Cognitive_Science_Can_Help_You_Get_Through_School">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/How_Cognitive_Science_Can_Help_You_Get_Through_School</a>  read: <a href="http://www.iep.utm.edu/functionism/">http://www.iep.utm.edu/functionism/</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Other_Cognitive_Levels_of_Explanation">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Other_Cognitive_Levels_of_Explanation</a>
Lecture 4: Thu, May 14 <sup>th</sup>	Language and communication  Cognitive Development	<a href="http://www.scholarpedia.org/article/Language_%28linguistics%29">http://www.scholarpedia.org/article/Language_%28linguistics%29</a>  read <a href="http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer?currentPage=all">http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer?currentPage=all</a>
Lecture 5: Tue, May 19 <sup>th</sup>	<b>Quiz 1</b>  Cognitive Science in Film	***No readings**
Thur, May 21 <sup>st</sup>	<b>Quiz 1 alternate</b>	<b>5:30am</b>

	time		
Lecture 6: Thu, May 21 <sup>st</sup>	Evolutionary Psychology  Morality	<a href="http://plato.stanford.edu/entries/evolutionary-psychology/">http://plato.stanford.edu/entries/evolutionary-psychology/</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/A_Brief_History_of_Human_Evolution">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/A_Brief_History_of_Human_Evolution</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/What_is_evolution%3F">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/What_is_evolution%3F</a>  <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Moral_Thinking">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Moral_Thinking</a>	
Lecture 7: Tue, May 26 <sup>th</sup>	<b>Quiz 2</b>  Cognitive biases	<a href="http://en.wikipedia.org/wiki/List_of_cognitive_biases">http://en.wikipedia.org/wiki/List_of_cognitive_biases</a>	
Lecture 8: Thu, May 28 <sup>th</sup>	Dreaming  Myths of cognitive science	<a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Dreaming">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Dreaming</a>  <a href="http://health.usnews.com/health-news/family-health/articles/2009/10/13/5-common-pop-psych-myths">http://health.usnews.com/health-news/family-health/articles/2009/10/13/5-common-pop-psych-myths</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Myths_about_Cognition">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Myths_about_Cognition</a>	
<b>Thu, May 28<sup>th</sup></b>	<b>Quiz 2 Alternate Time</b>	<b>5:30 am</b>	
Lecture 9: Tue, June 2 <sup>nd</sup>	Religion  Imagination	Pages 453—461 of Jesse Bering's "The Folk Psychology of Souls" 2006. Download it from the library.	
Lecture 10: Thu, June 4 <sup>th</sup>	Consciousness  Social Cognition and the evolution of intelligence	<a href="http://www.scholarpedia.org/article/Models_of_consciousness">http://www.scholarpedia.org/article/Models_of_consciousness</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/What_Consciousness_Is">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/What_Consciousness_Is</a> <a href="https://www.youtube.com/watch?v=wfYbgdo8e-8&amp;feature=youtu.be">https://www.youtube.com/watch?v=wfYbgdo8e-8&amp;feature=youtu.be</a>  <a href="http://archives.evergreen.edu/webpages/curricular/2006-2007/languageofpolitics/files/languageofpolitics/Evol_Anthrop_6.pdf">http://archives.evergreen.edu/webpages/curricular/2006-2007/languageofpolitics/files/languageofpolitics/Evol_Anthrop_6.pdf</a> Olivier Pascalis, Jocelyne Bachevalier, Face recognition in primates: a cross-species study, Behavioural Processes, Volume 43, Issue 1, April 1998, Pages 87-96, ISSN 0376-6357, DOI: 10.1016/S0376-6357(97)00090-9. <a href="http://www.sciencedirect.com/science/article/pii/S0376635797000909">http://www.sciencedirect.com/science/article/pii/S0376635797000909</a> <a href="http://nautil.us/blog/why-are-you-so-smart-thank-your-mom--your-difficult-birth">http://nautil.us/blog/why-are-you-so-smart-thank-your-mom--your-difficult-birth</a> <a href="https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Explanations_For_How_Humans_Got_So_Smart">https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction/Explanations_For_How_Humans_Got_So_Smart</a>	
Lecture 11: Tue, June 9 <sup>th</sup>	<b>Quiz 3</b>  Cogsci and the real world	Read: <a href="http://www.scholarpedia.org/article/False_memory">http://www.scholarpedia.org/article/False_memory</a> <a href="http://en.wikipedia.org/wiki/Human%E2%80%93computer_interaction">http://en.wikipedia.org/wiki/Human%E2%80%93computer_interaction</a> <a href="http://en.wikipedia.org/wiki/George_Lakoff#Political_significance_and_involvement">http://en.wikipedia.org/wiki/George_Lakoff#Political_significance_and_involvement</a> <a href="http://en.wikipedia.org/wiki/Behavioral_economics">http://en.wikipedia.org/wiki/Behavioral_economics</a> (optional) <a href="http://en.wikipedia.org/wiki/Computer_chess">http://en.wikipedia.org/wiki/Computer_chess</a>	
<b>Thu, June 11<sup>th</sup></b>	<b>Quiz 3 alternate time</b>	<b>5:30am</b>	
Lecture 12: Thu, June 11 <sup>th</sup>	Cognitive Science, History, Present, and future  Why Cognitive Science is the most important thing in the world	<a href="https://scienceblogs.com/pharyngula/2010/08/17/ray-kurzweil-does-not-understa">https://scienceblogs.com/pharyngula/2010/08/17/ray-kurzweil-does-not-understa</a> <a href="http://boingboing.net/2011/07/14/far.html">http://boingboing.net/2011/07/14/far.html</a> <a href="http://www.wired.com/wired/archive/8.04/joy.html">http://www.wired.com/wired/archive/8.04/joy.html</a>  <a href="http://en.wikipedia.org/wiki/Applications_of_artificial_intelligence">http://en.wikipedia.org/wiki/Applications_of_artificial_intelligence</a>	
<b>Tue, June 16</b>	<b>Quiz 4 Final Quiz</b>	<b>Covering all lectures During Class time (Available anytime from Midnight to Midnight on the 16<sup>th</sup> of June)</b>	

## Regulations and Information Common to all Cognitive Science Courses

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

**For more information on the important dates and deadlines of the academic year, consult <https://carleton.ca/registrar/registration/dates-and-deadlines/>**

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#### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

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[carleton.ca/pmc](http://carleton.ca/pmc)

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

## **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include: ☐ reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; ☐ submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; ☐ using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; ☐ using another’s data or research findings; ☐ failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; ☐ handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

## **Important Information**

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.



