

CGSC 4909(A): Honours Project**Course Outline****Fall/Winter 2019-20****Class Information**

	Fall	Winter
Dates:	Tuesday	Thursday
Time:	8:35 am - 11:25 am	4:05 pm - 6:55 pm
Location:	Southam Hall 513	Southam Hall 513
Course prerequisites:	4th year standing, enrolment in B. Cog. Sc. Honours	

Instructor Information

Instructor:	Dr. Nadiya Slobodenyuk
Office:	DT 2207
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Office Hours:	Tuesday 12 pm – 2 pm Wednesday 11 am – 12 pm Thursday 11 am – 2 pm + by appointment + whenever my door is open

1. Course Description & Objectives

Congratulations on making it to fourth year at Carleton!

You will soon start a new chapter in your life applying for jobs or pursuing further education. The project course is designed to provide you with research experience and prepare you for graduate school or future career.

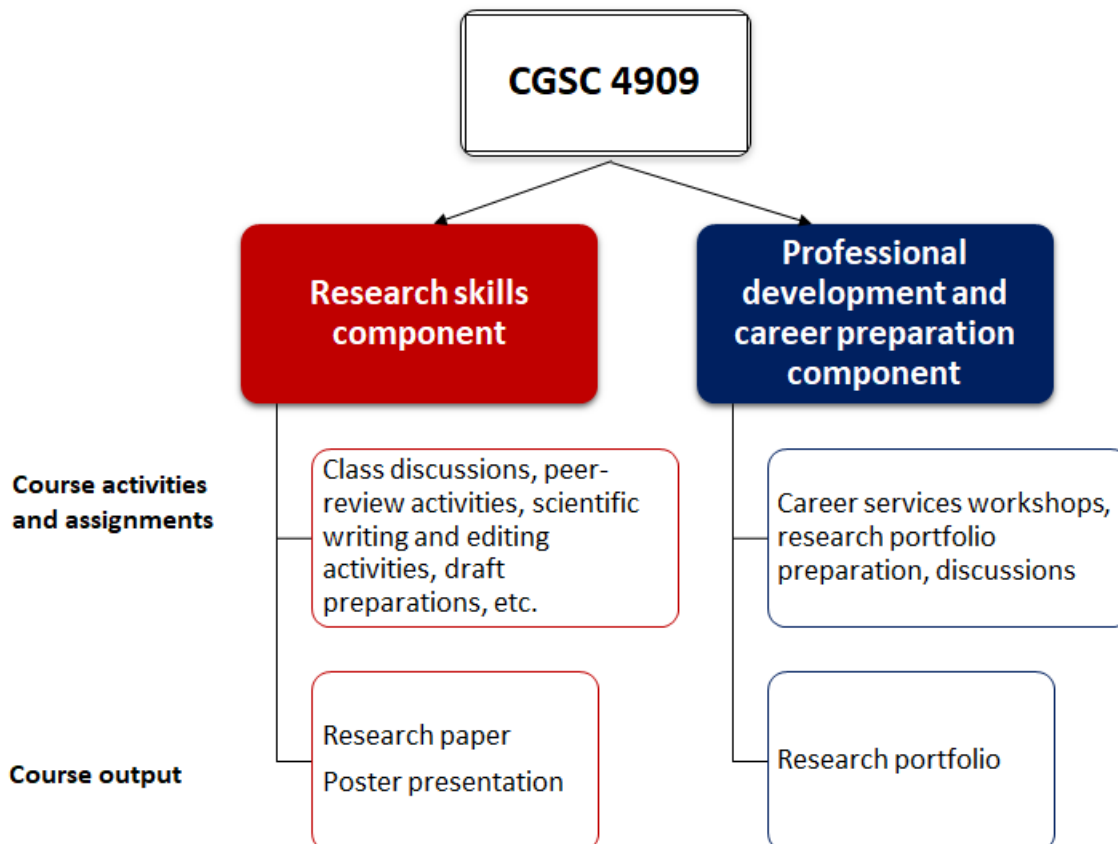
The course extends over a full academic year. Students in groups of three to six undertake a research project within the scope of the course topic. They engage in a comprehensive investigation of one of the big questions in cognitive science and contribute by completing an original research project. Groups of students will represent a range of specific expertise across the various methodologies common in cognitive science. The project experience will provide the opportunity to transform cognitive science students into confident researchers ready for a competitive job market or further education.

In the academic year 2019-20, CGSC 4909 group projects will focus on the investigation of the relation between perception and action. More specifically, we will critically examine the action-specific account of perception which holds that people perceive the environment in terms of their ability to act in it. According to this view, a decreased ability to climb the hill due to fatigue makes the hill appear steeper, wearing a heavy backpack makes distances appear greater due to increase in energetic demands associated with walking, and the ability to hit the target well makes the target appear bigger. Although there is ample evidence of the relationship between action capability and visual perception, this account has not been fully accepted. An ongoing debate concerns whether action-specific effects are, in fact, perceptual and reflect differences in the underlying perceptual representations or post-perceptual and reflect differences in output processing. In this course, we will attempt to 1) solve some of the methodological problems that are at core of the debate, 2) replicate some of the more controversial research findings, and 3) extend the action-specific account beyond what is already known.

Consistent with the interdisciplinary nature of cognitive science, students will have the opportunity to approach the topic from different perspectives as part of interdisciplinary teams.

2. Course Structure

We will typically meet for a 3-hour weekly class, during which you will have an opportunity to participate in discussions and peer-review activities, present readings, practice scientific writing and editing, and engage in other research-related activities and activities that prepare you for the job market. CGSC 4909 has two major components: 1) research skills component and 2) professional development and career preparation component. All activities and assignments are associated with one of the two components. They are designed to help you acquire skills necessary for preparation of a 1) research paper, 2) poster presentation, and 3) research portfolio.



3. Student Learning Outcomes

By the end of the course you will:

1. gain factual knowledge about the debate on the nature of visual perception in cognitive science
2. develop a subject matter expertise

You will also be able to:

3. analyze from the methodological standpoint and critically evaluate empirical research
4. recognize, explain, and juxtapose scientific arguments within the context of the perception/action debate
5. construct and present evidence-based arguments
6. conduct constructive peer-review and respond to peer criticism of your work
7. use different methodologies in cognitive science
8. conduct and interpret statistical analyses

Additionally, you will:

9. improve scientific writing skills and skills of oral presentation and debate
10. acquire skills of project planning, management, and long-term collaboration

4. Readings & Resources

There is no textbook for this course. Readings will be assigned on a weekly basis and will be available on course cuLearn page. On course cuLearn page, you will also find the course outline and schedule, course feedback tools, marking rubrics, and a variety of learning exercises and useful links. It is going to be a dynamic space with many opportunities for you to make a meaningful contribution to the course and connect with your peers.

5. Course Assessment & Assignments

Activities and assignments will be graded the following way.

Item	Weight
Fall	
Participation and attendance	12
Presentations of reading assignments	4 x 3 = 12
Draft 1 of the Introduction section of the final paper	0*
Draft 2 of the Introduction section of the final paper	0*
Draft 1 of the Method section of the final paper	0*
Draft 2 of the Method section of the final paper	0*
Draft of the REB application	0*
Winter	
Participation and attendance	12
Full statistical analysis	12
Draft 1 of Results section of the final paper	0*
Draft 1 of Discussion section of the final paper	0*
Research portfolio	8**
Final paper	34
Poster presentation	10
Course total:	100

* Drafts are not graded, but mandatory. You will receive feedback on your drafts. Writing drafts will help you prepare the final version of your paper. If the draft is late, a 20% penalty will be applied to the associated assignment.

** Points are given for submitting the Portfolio and integrating feedback.

6. Tentative schedule

FALL TERM		
Classes	Class Topics and Activities	Weekly Assignments
September 10	<ul style="list-style-type: none"> Introduction to the course Introduction to the course topic What are research skills? Which jobs involve research? What can you do with a cognitive science degree? 	Read the assigned article and be prepared for class presentation and discussion facilitation next week.
September 17	<ul style="list-style-type: none"> How to read sources critically How to evaluate arguments Discussion of the assigned readings 	Read the assigned article and be prepared for class presentation and discussion facilitation next week.

September 24	<ul style="list-style-type: none"> • Discussion of the assigned readings 	Read the assigned article and be prepared for class presentation and discussion facilitation next week.
October 1	<ul style="list-style-type: none"> • Discussion of the assigned readings • Recognizing a research problem • Generating research ideas • Validating research ideas • Working in groups on the draft of the project proposal 	
October 8	<ul style="list-style-type: none"> • Planning a research project • Scientific integrity • Review of research methods • Review of study design considerations 	
October 15	<ul style="list-style-type: none"> • Presentations of the project proposals and peer-led discussion • How to write a conceptually coherent paper • Writing an APA-style research paper • Writing an introduction to an APA-style paper 	Finalize the structure of the Introduction section of the paper. Find and read relevant literature. Be ready to discuss the structure of the Introduction section of your paper during the next class.
October 22	Fall break. No classes.	
October 29	<ul style="list-style-type: none"> • Peer-led discussion of the structure of the Introduction section of the research paper 	Submit Draft 1 of the Introduction section of the paper Deadline: Sunday, November 3
November 5	<ul style="list-style-type: none"> • Writing a Method section of the research paper 	Submit Draft 1 of the Method section of the paper Deadline: Sunday, November 10
November 12	<ul style="list-style-type: none"> • Presentations of the final study design and discussion • Planning statistical analyses 	Submit Draft 2 of the Method section of the paper Deadline: Sunday, November 17
November 19	<ul style="list-style-type: none"> • Working with human participants: <ul style="list-style-type: none"> • Ethical considerations • Logistics of data collection 	Complete TCPS training and obtain a certificate.
November 26	<ul style="list-style-type: none"> • Writing an ethics application workshop • Elements of open science 	Submit a draft of your REB application Deadline: Sunday, December 1
December 3	<ul style="list-style-type: none"> • Finalizing and submitting REB applications 	
Winter term		
January 9	<ul style="list-style-type: none"> • Career services workshop: Hidden job markets, networking • Finalizing the Introduction section of the paper • Preparation for data collection 	Submit Draft 2 of the Introduction section of the paper Deadline: Sunday, January 12

January 16	<ul style="list-style-type: none"> Data collection 	
January 23	<ul style="list-style-type: none"> Data collection 	
January 30	<ul style="list-style-type: none"> Data collection 	
February 6	<ul style="list-style-type: none"> Data collection 	
February 13	<ul style="list-style-type: none"> Processing data Descriptive and inferential statistics Review of selected statistical analyses 	Submit full statistical analysis Deadline: Tuesday, February 25
February 20	Winter break. No classes.	
February 27	<ul style="list-style-type: none"> Review of the APA-style requirements for the Results section of the research paper Working on the Results section of the paper Interpreting results 	Submit Draft 1 of the Results section of the paper Deadline: Tuesday, March 3
March 5	<ul style="list-style-type: none"> Writing an APA-style Discussion section of the research paper 	Submit Draft 1 of the Discussion section of the paper Deadline: Tuesday, March 10
March 12	<ul style="list-style-type: none"> Peer-led discussion of the Discussion section of the research paper Career services workshop: CVs, Cover letters 	
March 19	<ul style="list-style-type: none"> Communicating results Preparing a research portfolio (cuPortfolio) 	Submit the final version of your research paper Deadline: Tuesday, March 24
March 26	<ul style="list-style-type: none"> Preparing a poster presentation Research portfolio discussion 	Prepare a poster presentation for next week
April 2	<ul style="list-style-type: none"> Poster presentations 	Congratulations! You've completed a research project! No more assignments :)

Note that the schedule is tentative and is likely to be adjusted based on the needs of the class.

7. Important Dates

Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall term and fall/winter courses.	September 17
Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	September 30
Last day to request Formal Examination Accommodation Forms for April examinations to the Paul Menton Centre for Students with Disabilities.	November 8

Note that the dates for assignment submissions and project-related deadlines are listed in the schedule above and on cuLearn course webpage.

8. Class Policies:

- ***Attendance***

Regular class attendance is required.

- ***Use of mobile phones***

Strictly prohibited.

- ***Use of laptops, tablets***

Allowed for taking notes.

- ***Extra credit***

There is no extra credit in this course. Your final grade is a result of your performance on the assignments.

- ***Communication***

I will be available for any questions, feedback, and help with the course material during my regular office hours. If necessary, extra office hours will be scheduled before and after each exam and major assignment. You are also welcome to pass by with any course-related questions or to talk about the meaning of life whenever my door is open. Please feel free to send me an e-mail on any course-related matter. I usually reply promptly and will certainly reply within 24 hours. I might not be able to reply during the weekend.

Note that I will respond only to e-mails sent from your official Carleton University e-mail account containing your full name.

If you do not have or have yet to activate your Carleton account, you may wish to do so by visiting

<http://carleton.ca/ccs/students/>

Outside the classroom, e-mail is the main means of communication in this course. You will receive regular updates and reminders on your e-mail. It is your responsibility to check your e-mail regularly.

- ***Missed classes***

If you miss a class, please consult your classmates and ask for their notes. If there is a need, I can also discuss with you the material covered in class during my office hours.

- ***Marking***

Students have the right to see their marked work during the regular office hours.

- ***Carleton grading system***

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62

A = 85-89 B - = 70-72 D+ = 57-59

A - = 80-84 C+ = 67-69 D = 53-56

B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND "Failed, no Deferral" – assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor, subject to the approval of the Chair and Faculty Dean.

All final grades are subject to the Dean's approval.

- ***Makeup policy***

If health-related or unforeseeable personal circumstances prevent you from attending the test, you are expected to inform me before the test. Any supporting documents must be presented in a timely manner as well. You will be given a chance to retake the missed exams at a time agreed upon with the instructor.

If you receive zero for cheating or plagiarism on one of the assignments or an exam, you will NOT be given a second chance to fix your grade.

- ***Request 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

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

Religious 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

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. 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

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

- ***Learning support services***

Centre for Student Academic Support and Student Academic & Career Development Services offer a variety of services designed to support student learning. For example, they offer group study rooms, free drop-in sessions with study skills

specialists and writing tutors, free academic skills workshops, networked computers, a tutor referral service, and supportive peer helpers. Visit their websites for more information:

<https://carleton.ca/csas/>

<https://carleton.ca/sacds/>

- ***Official final examinations period***

Fall 2019 courses: Dec. 9-21, 2019 and Winter 2019 courses: April 13-25, 2020 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the Carleton 2019-2020 Calendar: <http://calendar.carleton.ca/academicyear/>

- ***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.

- ***Academic integrity***

The University Senate defines plagiarism as "presenting, whether intentional 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, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

To learn more, please see the section on academic integrity on the Registrar's webpage:

<https://carleton.ca/registrar/academic-integrity/>

- ***Copyright policy***

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). **The PowerPoint presentations, lectures notes, and other materials available to you on cuLearn may not be distributed online.**

- **ICS Resources (613-520-2600, phone ext. 2522)**

Department of Cognitive Science (2522)	2201 DT (Dunton Tower)
Registrar's Office (3500)	300 Tory
Student Academic and Career Development Services (7850)	302 Tory
Paul Menton Centre (6608)	501 University Centre
Writing Tutorial Service (1125)	4th floor Library
Learning Support Services (1125)	4th floor Library

- **Academic advising**

Visit the Cognitive Science Undergraduate Office, DT 2201 to discuss your program. Advisors can answer questions concerning:

- Course selection and meeting program requirements
- Your audit and transfer credits
- Gaining access to courses that are closed
- Information concerning prerequisites and preclusions
- Course equivalencies and substitutions
- Information about whether to pursue the (Honours Project Course) or the Thesis stream and CGPA requirements
- Community Practicum Course
- Concentrations
- Exchanges and course selection

- **Departmental Drop Box policy (Located outside 2202A DT)**

Mail received prior to 8:30am will be date stamped with yesterday's date. Mail received before 8:30am on Monday's will be date stamped with the previous Friday's date.

Please include your name, student number, course code and instructor's name. If any of this information is missing it may delay getting your paper to your instructor.