
Cog468 Syllabus, Fall 2021

Instructor - Class Meetings - Office Hours - Email Processing Hours

- Instructor: Craig Graci, Computer Science & Cognitive Science
- Class meetings: Tuesday & Thursday 11:10am-12:30pm - **in-person**
- Office Hours: Tuesday 7:30am-9:00am & Wednesday 2:00pm-3:30pm - **zoom/meet**
- Email Processing Hours: Monday 2:00pm-3:00pm & Friday 2:00pm-3:00pm

Text

Just one text is required this semester, one that artfully presents a sound approach to doing research. You will use it as a guide for doing your own research project this semester.

- Booth, W., Colomb, G. and Williams, J. *The Craft of Research, 4th Edition*. Chicago: University of Chicago Press.

Other readings from a variety of sources will be assigned throughout the semester. These readings will prove to be particularly useful in preparing for the Cognitive Science Capstone Exam.

Course Description

The Cognitive Science Capstone course is a project oriented course. It can best be described in terms of its **component activities**, almost all of which either (1) provide preparation/support for projects, or (2) constitute projects in their own right. The most salient of the component activities are these:

1. **Class Participation** Class meetings will serve to orient you to the various activities which define the course. The class meetings will provide opportunities to establish common ground through, among other things, readings, reviews, and discussions. They will serve as our primary forum for communication as we engage in the featured course activities, particularly the Capstone Exam, the Capstone Blog, the Capstone Research Project, the Capstone Conference, and the Capstone Finally.
2. **Research Methods Readings and Related Assignments** These readings and related assignments will prepare you to engage in your Capstone Research Project.
3. **Classic Paper Readings and Related Assignments** These readings and related assignments will serve to extend/refine/consolidate your knowledge of cognitive science. Among other benefits, these readings and assignments will help to prepare you for the Cognitive Science Capstone Exam.
4. **Capstone Research Project** This course features individual interdisciplinary, representation rich research projects of a relatively modest scale. The Capstone Research Project is intended to be in the spirit of authentic undergraduate research. Each of you will be required to craft and complete your own project. You will be given wide latitude in negotiating a realm of study, as well as the research approach that you adopt, so long as (1) the topic stands in a justifiable relationship to the computational/representational assumption which unifies the field, and (2) the approach is consistent with the interdisciplinary assumption which diversifies the field. You are required to produce two especially significant artifacts as a result of completing this project: an

on-line work portfolio, and a paper. You will periodically be asked to walk the class through your portfolio.

5. **Capstone Research Paper** You must write a scholarly paper which formally presents your work on your Capstone Research Project. You will submit your paper to the local “Cognitive Science Capstone Journal”. Papers will be selected by the “editorial board” of the journal (which simply consists of the instructor for this course and selected members of the Cognitive Science Program Advisory Board) for inclusion in the journal, which will be internally “published”. At most, half of the submissions each year will be accepted.
6. **Capstone Blog: aka Notes to New/Prospective Cognitive Science Students** You must author a blog directed towards students at Oswego who are just commencing, or are considering declaring, a cognitive science major. The blog should be up-tempo, interesting, informative, and laced with actual bits of knowledge associated with the field of cognitive science! You are to craft 4 one-page, titled entries in your blog. Each blog entry should somehow draw on your own personal experience as a Cognitive Science Major in order to say something that might be of interest/value to your followers. Try to make your blog genuinely meaningful in an attempt to (1) help your followers maximally benefit from their study of cognitive science at Oswego, and (2) profile the program in a relatively positive light. Note that this blog shouldn’t be considered an opportunity to critique the program or to suggest revisions. Rather, your blog should be oriented towards promoting learning as students (both declared majors and those exploring the possibility of declaring the major) progress in the curriculum. You want to try to write in such a manner that student engagement in learning about the mind and related phenomena will be enhanced as a result of reading each entry. You should strive to offer tips so that the student reader might better enjoy, and enrich, their study of cognitive science at Oswego.
7. **Cognitive Science Capstone “Conference”** The final two classes of the semester will be devoted to slide shows presentations highlighting your capstone research projects.
8. **Cognitive Science Capstone Exam** The course includes the Cognitive Science Capstone Exam which is intended to give you an opportunity to display your knowledge of cognitive science as defined by the learning outcomes adopted by the Cognitive Science Program at Oswego. This exam is essentially the “final exam” for this course, and is weighted accordingly, even though it will be given in November – quite a while before the end of the course.
9. **Cognitive Science Capstone Finally** This course incorporates assessment of the General Education writing requirement for Cognitive Science majors. A number of up-tempo activities will take place during the slot allocated for the traditional final exam – and the “walk-up” to it. These will, for the most part, take the form of essays to be written before and during the final exam period. These essays, along with your blog entries and your research papers, will be used to perform the assessment.

Learning Outcomes

Upon successful completion of this course it is expected that you will be able to do most of these things in a satisfactory manner:

1. Demonstrate achievement of the capstone goals of integration, application, transition, and breadth. (Capstone)
2. Write a paper based on your research project. (Writing)
3. Author a respectable blog with new/potential cognitive science students in mind. (Writing)
4. Write short texts based on content of the field. (Writing)
5. Maintain an on-line public research portfolio work site. (Design: Technological Literacy)
6. Present your work in various ways at various stages of progress by articulating and defending candidate research topic proposals, presenting status reports in the form of web-based walk-throughs, sharing paper drafts, writing a final paper, and giving a slide show presentation on your work. (Presentation)
7. Participate in peer reviews of your individual research projects. (Collaboration)
8. Demonstrate your knowledge of the field of cognitive science through reading, writing and discussing ideas and issues that are pertinent to the field. (Expression of Knowledge in the Field)

9. Demonstrate conversational knowledge of cognitive science within the context of a formal interview (oral exam). (Conversational Competence in the Field)
10. Participate in meaningful personal/course/program assessment. (Reflection)

Requirements

1. You are required to be present for class each day and engage in all classroom activities. **Barring extreme circumstances, more than four absences will result in immediate failure in the course.** If you should miss more than four courses, you are welcome to provide a written explanation of your situation to the course instructor who will consider appropriate action in light of (1) the fact that the course privileges experience over information transfer, (2) interests of integrity surrounding the cognitive science program at Oswego, and (3) the nature of your extreme circumstances.
2. You are required to do all assigned reading and related homework activities.
3. You are required to complete a Capstone Research Project and all activities associated with the project.
4. You are required to complete an on-line Capstone Research Portfolio as an artifact associated with your Capstone Research Project.
5. You are required to complete an extensive series of activities leading up to, and including, the rendering of a Capstone Research Paper.
6. You are required to author a thematic Cognitive Science Blog.
7. You are required to participate in all aspects of the Cognitive Science “Conference”.
8. You are required to take, and perform satisfactorily on, the Cognitive Science Capstone Exam.
9. You are required to fully participate in the Cognitive Science Capstone Finally.

Grading

It is important to the Cognitive Science Program that you complete the Capstone Exam and fully participate in the Capstone Finale. Consequently, failure to complete the exam or fully participate in the finale will result in your immediate failure in the course. Beyond that, your grade will be determined on the basis of your performance on the following nonexclusive activities:

1. Attendance and class participation.
2. Reading assignments and related activities.
3. Capstone Research Project and related activities.
4. Capstone Research Web Portfolio.
5. Capstone Research Paper and related activities.
6. Capstone Blog
7. Cognitive Science Capstone “Conference” Presentation
8. Cognitive Science Capstone Exam
9. Cognitive Science Capstone Finally

Important Notes

1. This is an in-person, face-to-face class. I intend to teach the course accordingly, and to adhere to the admonition of my dean:
 - CLAS Dean (August 4, 2021): Faculty should continue to plan to teach their courses as posted in the schedule. **Please don't make individual exceptions to allow students to participate remotely in face-to-face courses. We know how disruptive that is to both faculty and students.**
2. Statement precluding the student use of cell phones or laptops or other electronic communication devices in the classroom: **Students will not be permitted to use cell phones or laptops or other communication devices while class is in session.** If you should need to check your phone for extraordinary reasons, please just quietly remove yourself from the classroom and check your cell for communications in the hallway. In the case of an emergency or other unexpected exigency, tend to your emergency or unexpected exigency. Otherwise, please simply quietly return to class immediately after checking your phone.
3. In consideration of lingering COVID consequences, I will generally distribute assignments via email, and I will generally place other key documents on a course site that I will maintain.
4. In the event that the college should need to go remote, as it did starting in March, 2020, I plan to use a teaching model that I developed for use at that time and that served me and my students well for the 2+ semesters that in-person teaching was so severely limited. If the need should arise, I will send you an email with a description of the model. With luck, that unfortunate situation will not recur this semester.
5. The course web page is located at:
http://www.cs.oswego.edu/~blue/course_pages/2021/Fall/CogSciCapstone/
6. Generally speaking, I will be processing student email this semester twice each week, on Monday from 2:00pm-3:00pm and on Friday from 2:00pm-3:00pm. Please expect my responses to any email that you should send me to be timed accordingly.
7. Generally speaking, I will holding my office hours twice each week, on Tuesday from 7:30am-9:00am and on Wednesday from 2:00pm-3:30pm. I plan to conduct my office hours solely via Zoom this semester. If you would like to meet with me during an office hour within a given week, please send me an email prior to 2pm on Monday of that week, and I will be happy to schedule a Zoom meeting with you. If you have a preferred time to meet during my office hours, I will do my best to accommodate your preference. Otherwise, I will schedule on a first come - first served basis, allocating the next office hour "slot" that is available.
8. Requests to make up exams will rarely be considered unless accompanied by a written medical excuse for your absence.
9. It is intended that you complete your work by yourself. You are, of course, welcome to ask specific technical questions of others and converse over conceptual issues, but you should be doing your own work. Compelling evidence that someone other than you contributed conspicuously to the completion of required work will result in a "maximum negative" grade for that assignment, failure in the course, or worse.
10. College Intellectual Integrity Statement: SUNY Oswego is committed to Intellectual Integrity. Any form of intellectual dishonesty is a serious concern and therefore prohibited. You can find the full policy online at <http://www.oswego.edu/integrity>.
11. College Disability Statement: "If you have a disabling condition, which may interfere with your ability to successfully complete this course, please contact the Office of Accessibility Services."
12. Clery Act/Title IX Reporting Statement: SUNY Oswego is committed to enhancing the safety and security of the campus for all its members. In support of this, faculty may be required to report their knowledge of certain crimes or harassment. Reportable incidents include harassment on the basis of sex or gender prohibited by Title IX and crimes covered by the Clery Act. For more information about Title IX protections, go to <https://www.oswego.edu/title-ix/> or contact the Title IX Coordinator, 405 Culkin Hall, 315-312-5604, titleix@oswego.edu. For more information about the Clery Act and campus reporting, go to the University Police annual report: <https://www.oswego.edu/police/annual-report>.