Description: Our primary focus in this seminar will be discussion and critical evaluation of some of the main topics in the cognitive sciences. We will read and discuss articles from disciplines that comprise cognitive science (philosophy, cognition, computer science, artificial intelligence). Each week one student will lead discussion about the assigned articles and one additional article. Assigned articles are available on WebCampus.

Everyone is expected to read all of the assigned articles and, each week, everyone (except the presenter) will submit 2 questions or discussion points designed to stimulate class discussion (these are due in class as a typed hard copy). Your grade will be based on your participation in discussion, the questions/discussion points and presentations, and a paper.

38% Weekly Participation: This course is a discussion-based course, which means that every student is expected to participate in the discussion. Two questions about the readings are due in class each week. Students will mark which question (or questions) they asked in class and turn that in at the end of class. Participation is worth 38% of your grade and will be recorded for each class.

38% Presentations: Presentations of articles are to be done in PowerPoint (or the equivalent). Presenters are expected to be able to explain the papers (answer questions, correct misunderstandings, which will often require going outside of the assigned readings) but the presentations should be designed with the goal of stimulating discussion. Presenters should treat the presentation as a combination of a lecture and a symposium; the presentation is geared to clarifying and organizing the ideas, but more importantly, integrating them and guiding discussion about them. Thus, presenters are expected to raise questions for discussion, particularly those that go beyond individual papers. As part of the presentation, students are expected to find one additional paper and one additional “piece” from the popular media related to the topic. With respect to the popular media, the goal is to find something in the news, movies, books, blogs, etc. that is relevant to the topic that will promote discussion (e.g., how long do you think it will be before technology used in the Matrix could work?)

Each student will lead two discussions and will meet with me at least one week before that discussion.

24% Paper: One critical review paper or experiment proposal is required (minimum 12 pages, minimum 10 references outside of class readings), due on May 12th. The topic of the paper must be approved and is due midway through the semester (March 13th). Although your paper may be related to the topic(s) of your personal research, you may not write a paper about ongoing or planned research; the paper must be novel. The “paper topic” submission must include a short summary of the topic and point of the paper, not just the names of topics (it should be somewhere around a page long).

<table>
<thead>
<tr>
<th>Tentative Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
</tr>
<tr>
<td>1/21</td>
</tr>
</tbody>
</table>
Learning objectives

- formulating a well-organized argument supported by evidence;
- communicating effectively via written, spoken, and graphical communication;
- problem-solving in cognitive science and its constituent fields;
- applying critical thinking skills in new and complex situations.

LIST OF READINGS
In suggested reading order

1/21 Week 1: Overview


1/28 Week 2: Representations


**Background**


---

**2/4 Week 3: Cognitive Architectures**


**Background**


---

**2/11 Week 4: Embodied Cognition**


**2/18 Week 5 Evolutionary Cognition**


**Background**


**2/25 Week 6: Perception**


**Background**


**3/3 Week 7: Neuroscience**


**Background**


3/10 Week 8: Attention and Working Memory


**Background**


3/17 Week 9: Memory


**Background**


3/31 Week 10 Language


Background


4/7 Week 11: Free Will & Brain Reading


Background

Libet, B. (1999). Do we have free will? Journal of Consciousness Studies, 6, 47-57.


**4/14 Week 12: Brain Computer Interface**


**Background**


**4/21 Week 13: Consciousness**


**Background**


**5/5 Week 14: Artificial Intelligence**


**Background**


**Other resources**


ACADEMIC MISCONDUCT
Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

COPYRIGHT
The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright

DISABILITY RESOURCE CENTER (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

RELIGIOUS HOLIDAYS POLICY
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.
TRANSPARENCY in LEARNING and TEACHING

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unl.edu/provost/teachingandlearning
https://www.unl.edu/provost/transparency

INCOMPLETE GRADES

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

TUTORING and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

REBELMAIL

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

LIBRARY STATEMENT

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/