



COGS700

Foundations of Cognitive Science

S2 Day 2015

Department of Cognitive Science

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General Information

Unit convenor and teaching staff

Lecturer and Course Convenor

Blake Johnson

blake.johnson@mq.edu.au

S2.6 Room 3.512

By appointment

Lecturer

Mark Williams

mark.williams@mq.edu.au

S2.6 Room 3.511

By appointment

Lecturer

Thomas Carlson

thomas.carlson@mq.edu.au

S2.6 Room 3.513

By appointment

Bianca De Wit

bianca.dewit@mq.edu.au

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit addresses the conceptual foundations of cognitive science. By covering key questions and issues in the philosophy of science, it addresses the underlying assumptions and implications of science. The unit also covers selected topics in cognitive science from a historical and theoretical perspective. The unit gives the students an overview of the major issues and allows them then to reinforce their knowledge with further discussion and reading. The unit is student-led, involving regular critical evaluation of core material, presentations and analyses of mainstream views, and ongoing discussion. This helps to reinforce the students' learning and allows them to decide on the most pertinent issues to their particular discipline and research area with support and direction from the coordinators.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

General Assessment Information

Requirement to pass the unit

A passing grade is contingent on completion and submission of **all** assessments. ***Failure to submit any assessments [essay 1, 2 or 3] will automatically result in a fail grade and any subsequent pieces of work will not be assessed.***

Late Penalties

Late submission of an assignment will attract a penalty of 10% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of $2 \times 10\% \times 40 = 8$ marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 7 days after the submission deadline will not be marked and will receive a mark of 0. Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the [Disruption to Studies Policy](#)).

Final Grade

Your final grade is determined by your performance in meeting the learning outcomes for the unit. The Standard Numerical Grade (SNG) reflects the extent to which your performance matches the grade descriptors, as outlined in the [Macquarie University Grading Policy](#). Please note that your final mark may be scaled and therefore may not necessarily be a raw sum of the marks received for the individual assessment tasks.

Assessment Tasks

Name	Weighting	Due
Short Essay 1	40%	Week 6
Short Essay 2	20%	Week 8
Short Essay 3	40%	Week 13

Short Essay 1

Due: **Week 6**

Weighting: **40%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 1 (Week 1-5). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Short Essay 2

Due: **Week 8**

Weighting: **20%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 2 (Weeks 6 and 7). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Short Essay 3

Due: **Week 13**

Weighting: **40%**

A short essay (1,250 ~ 1,500 words) on a topic covered in Module 3 (weeks 8-12). Students should discuss the topic of the essay and the relevant literature with the instructor before beginning.

On successful completion you will be able to:

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Delivery and Resources

The lecturers of each module will provide students with a reading list. Students will need to access the papers on those lists through the library's website or directly from the instructor.

Unit Schedule

Weeks 1-5 will be taught by Mark Williams

Weeks 6-7 will be taught by Thomas Carlson

Weeks 8-12 will be taught by Blake Johnson

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy

applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Through highly structured written essays in each module, students will demonstrate an ability to (1) identify at least one critical theoretical issue/question that motivates research in an area that is relevant to that module; (2) identify how the studies/findings that are discussed in the module have addressed that question; and (3) convey succinctly, yet comprehensively, the progression of this particular research area from its

early days to its present-day state.

Assessment tasks

- Short Essay 1
- Short Essay 2
- Short Essay 3

Changes since First Published

Date	Description
27/07/2015	Deleted Bianca de Wit from the staff list
24/07/2015	Addition of general assessment information