COGS3210

Advanced Topics in Cognitive Science: Embodied Cognition and Skilled Performance

Session 1, Special circumstances 2021

Archive (Pre-2022) - Department of Cognitive Science

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Kath Bicknell
kath.bicknell@mq.edu.au
Contact via Email
Level 3, Australian Hearing Hub
Please email to arrange an appointment

John Sutton
john.sutton@mq.edu.au

Credit points
10

Prerequisites
130cp including (COGS2000 or COGS202) or (COGS2010 or COGS210) or COGS2020 or COGS2030 or COGS2040 or COGS2050

Corequisites

Co-badged status

Unit description
Is the mind in the head? Or might cognitive processes sometimes involve the rest of the body, as well as the brain? This unit examines increasingly popular ideas about 'embodied cognition', with a focus throughout on the practical, applied, and empirical significance of these ideas for specific active research programs in the cognitive sciences. Among a range of topics, we look especially at the cognitive mechanisms of action and skilled movement, with examples from the study of sport, performance, and other real-world practices. We introduce methods for studying the rich ecologies of embodied cognition, and encourage students to draw on their own expertise, skills, and interests. This unit provides a thorough, cutting-edge, practical introduction to embodied cognition, and thus to some of the liveliest debates and movements in contemporary cognitive science.

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:

ULO1: Explain current concepts, theories, methods, and findings in the field of embodied cognition.

ULO2: Identify strengths and limitations of recent research associated with embodied cognition.

ULO3: Discuss points of integration and conflict in the field of embodied cognition with intellectual independence.

ULO4: Produce observant, descriptive analyses of cognitive processes in real-world environments.

ULO5: Synthesise information from a wide variety of sources to formulate a convincing argument in written form.

General Assessment Information

Department of Cognitive Science Late Policy

Late submission of an assessment will attract a penalty of 5% 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 2x5%x40 = 4 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 requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the Special Consideration Policy).

Word count for written assignments

For written assignments, there will be 5% leeway in the word limit (i.e., up to 100 words over 2000). Beyond that you will be penalised 5% of your report mark for every further 100 words over the limit.

Questions about the assessment tasks?

Please email the unit convenor for clarification or questions about any of the assessments, or ask for clarification during tutorials. The convenor is happy to discuss essay directions in advance of submission if necessary.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	35%	No	Friday, June 4, 2021
Presentation	15%	No	In class, weeks 4-13
Cognitive Ethnography project	30%	No	Friday, May 7, 2021

Name	Weighting	Hurdle	Due
Commentary paper	20%	No	Friday, March 12, 2021

Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **Friday, June 4, 2021**
Weighting: **35%**

Max 2000 words

On successful completion you will be able to:
- Explain current concepts, theories, methods, and findings in the field of embodied cognition.
- Identify strengths and limitations of recent research associated with embodied cognition.
- Discuss points of integration and conflict in the field of embodied cognition with intellectual independence.
- Produce observant, descriptive analyses of cognitive processes in real-world environments.
- Synthesise information from a wide variety of sources to formulate a convincing argument in written form.

Presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **In class, weeks 4-13**
Weighting: **15%**

Leading and/or prompting of a class discussion, highlighting an article from the week's reading list.

On successful completion you will be able to:
- Explain current concepts, theories, methods, and findings in the field of embodied cognition.

- Identify strengths and limitations of recent research associated with embodied cognition.
- Discuss points of integration and conflict in the field of embodied cognition with intellectual independence.
- Produce observant, descriptive analyses of cognitive processes in real-world environments.

Cognitive Ethnography project

Assessment Type [1]: Report
Indicative Time on Task [2]: 30 hours
Due: **Friday, May 7, 2021**
Weighting: **30%**

Written analysis (max 1000 words) of skilled performance using cognitive ethnographic methods.

On successful completion you will be able to:
- Identify strengths and limitations of recent research associated with embodied cognition.
- Discuss points of integration and conflict in the field of embodied cognition with intellectual independence.
- Produce observant, descriptive analyses of cognitive processes in real-world environments.
- Synthesise information from a wide variety of sources to formulate a convincing argument in written form.

Commentary paper

Assessment Type [1]: Report
Indicative Time on Task [2]: 15 hours
Due: **Friday, March 12, 2021**
Weighting: **20%**

Max 500 words

On successful completion you will be able to:
- Explain current concepts, theories, methods, and findings in the field of embodied cognition.
- Identify strengths and limitations of recent research associated with embodied cognition.

- Discuss points of integration and conflict in the field of embodied cognition with intellectual independence.
- Produce observant, descriptive analyses of cognitive processes in real-world environments.

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Please note that this unit has been altered to accommodate our delivery provisions in compliance with current COVID-19 requirements (Special Circumstance delivery). Learning activities for this unit will be delivered as follows:

Lectures will be delivered online and will be interactive (rather than pre-recorded). The lectures will run for two hours on Thursdays, from 10am-12pm.

Tutorials will be one hour. Tutorials will be offered on-campus while keeping an online version available for those students who choose to continue their studies online. (Please check eStudent to see which version you are enrolled in, or if you wish to enrol in a different tutorial.)

All course reading materials will be available electronically through iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/su

pport/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Statement on Academic Courtesy

It is the right of each student to learn in an environment that is free of disruption and distraction. Please arrive to all classes on time, and if you are unavoidably detained, pleasejoin the lecture or tutorial as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities such as accessing the Active Learning Platform activities, you are asked to close down all other applications to avoid distraction to you and others.

Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let your tutor know.

Statement on Social Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others on the basis of their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All lecturers, tutors and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone. The Unit Convenor is happy to provide additional support if needed.

Unit information based on version 2021.02 of the Handbook