Course Co-ordinator
Bruce Milliken (Room 414, x24361, millike@mcmaster.ca)

Content and Schedule
The course includes eight modules, each three weeks in duration. The first four modules will be completed in the fall term (September – December), the last four modules in the winter term (January – April).

Module 1: Cognition/Perception (Bruce Milliken millike@mcmaster.ca)
September 10, 17, 24
Module 2: Cognition/Perception (Scott Watter watter@mcmaster.ca)
October 1, 15, 22
Module 3: Evolution/Social (Martin Daly daly@mcmaster.ca)
October 29, November 5, 12
Module 4: Evolution/Social (Sigal Balshine sigal@mcmaster.ca)
November 19, 26, December 3
Module 5: Development (Daphne Maurer maurer@mcmaster.ca)
January 7, 14, 21
Module 6: Development (Mel Rutherford rutherm@mcmaster.ca)
January 28, February 4, 11
Module 7: Systems and Behavioural Neuroscience (Deda Gillespie dgillespie@mcmaster.ca)
February 25, March 3, 10
Module 8: Systems and Behavioural Neuroscience (Paul Faure paul4@mcmaster.ca)
March 17, 24, 31

When and Where
Classes will take place on Mondays from 2:30 to 5:30pm in Room 335.

Course Objectives
This course has two primary objectives. First, by offering eight short modules that cover a range of research areas, our aim is to encourage breadth of knowledge across many of the areas of research represented in the department. Knowing a bit about research areas other than the one in which you specialize will help you take an active role in departmental activities, such as colloquia and informal reading groups. The more graduate students take part in such activities, the more vibrant the intellectual atmosphere in the department. Second, this course aims to teach analytical and communication skills needed for a successful scientific career. This objective will be addressed with short writing assignments, oral presentations, and engagement in discussion of course readings at our class meetings.
Assessment
For six of the eight modules, students will receive a grade on two short papers, which together will contribute 60% toward the overall course grade (i.e., 10% in each of 6 modules). For two of the eight modules, students will give a short oral presentation in which they lead the discussion of one of the assigned readings. The grade for each of these two oral presentations will contribute 10% toward the overall course grade. The remaining 20% of the course grade (2.5% for each of 8 modules) will be allocated at the discretion of each of the module instructors, and will be described by the instructor at the beginning of each module. A summary of the components of the overall course grade is provided in the table below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Presentations</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Instructor’s Discretion</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Final grades for the course will be computed by converting the numerical grades received on the above assignments to a letter grade using the following table:

<table>
<thead>
<tr>
<th>NUMERICAL GRADE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>85 – 89</td>
<td>A</td>
</tr>
<tr>
<td>80 – 84</td>
<td>A-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>B+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>B</td>
</tr>
<tr>
<td>70 – 72</td>
<td>B-</td>
</tr>
<tr>
<td>0 – 69</td>
<td>F *</td>
</tr>
</tbody>
</table>

* Grades in graduate courses below B- are considered failing grades
Content
This module focuses on human cognition, and in particular on the distinction between process-oriented and structure-oriented accounts of remembering.

Required Readings

September 10

September 17

Recommended Reading

September 24

Supplemental Readings

September 17 (Theme: The implicit/explicit memory distinction)

September 24 (Theme: The verbal overshadowing effect)
Assessment

**Short Paper 1 (5%)**: Students not doing oral presentations will choose one of the assigned papers for September 17th as the basis for a two-page position paper.

**Short Paper 2 (5%)**: Students not doing oral presentations will choose one of the assigned papers for September 24th as the basis for a two-page position paper.

**Quiz on September 17 (1.5%)**: Short quiz on required reading

**Participation (1%)**: Students are encouraged to participate in class discussion

**Oral Presentations (10%)**: Eight students will give oral presentations that guide our discussion of the supplemental readings

As students will complete either an oral presentation or two short papers, this (and each other) module will contribute 12.5% toward the final grade.