



PSYC 501.07	Special Topics Seminar in Psychology (Embodied Cognition)	Fall 2013
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Instructor:	Penny M. Pexman	Lecture Location:	A 051
Phone:	403-220-6352	Lecture Days/Time:	M 1200-1445
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Office:	A228		
Office Hours:	By appointment		

Course Description and Goals

This course will provide an overview of Embodied Cognition. Embodied cognition is the term given to research and theory that explores how our cognition is a function of our bodily or sensorimotor states. We will discuss where this new framework has come from, its implications for theories of human cognitive processes, and a range of empirical studies examining and testing this framework.

Prerequisites

Psychology 200 & 201 or Psychology 205 – Principles of Psychology I & II
Psychology 312
Consent of the Department.

Required Text

The course materials will be comprised of a series of pre-selected articles that will be linked from the course website (<https://blackboard.ucalgary.ca>)

Evaluation

A. Article Leading (20%). You will lead the discussion of an article assigned as reading for the class. Your goal is to not simply summarize the article, but to create interest and discussion. You can also integrate people's thought questions with your own ideas and questions. Guide us through key issues and some examples of relevant research, without rushing or cutting off useful discussion.

B. Research Proposal Presentation (10%). You will present the research idea that you have derived for a future study. This could be based on the research you summarized in your article leading presentation. Provide a brief overview of the theoretical basis for your proposed study, and outline the details of the study. The goal is for your proposal to foster discussion that is helpful to you as you finalize the proposed study for your Research Proposal Paper.

B. Research Proposal (30%). You will write a 10 page APA-formatted research proposal (references are extra to the 10-page limit) based on a topic covered in one of the articles in the course. Your goal is to come up with one or more experiments that you would like to carry out and that would make an

important and original contribution to the literature on that topic. The proposal should include the following labeled sections: literature review, proposal, method, analyses, predictions, implications, and references.

C. Thought Questions (20%). You will post a thought question prior to each class on Blackboard. Your goal is to post an issue, criticism, or stimulating thought related to that week’s readings. Try to keep these to a paragraph. You must post it no later than 6 pm the night (Sunday) before class. Be sure to read everyone’s thought questions before coming to class.

E. Seminar Participation (20%). You are expected to contribute to discussions during each class. This means coming to class having done the readings and having given yourself a chance to think about and synthesize the readings, so that your contributions can be as insightful as possible.

	Weight	Due Date
Article Leading	20%	various
Research Proposal Presentation	10%	Nov 25 or Dec 2
Research Proposal	30%	Dec 9
Thought Questions	20%	Weekly to Nov 18
Seminar Participation	20%	weekly

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic	Readings
M Sep 9	Introduction to Embodied Cognition Lecture Begins	
M Sep 16	Overview of Embodied Cognition	Barsalou, L. W. (2008) Grounded Cognition. <i>Annual Review of Psychology, 59</i> , 617-645. Lakoff, G. (2012). Explaining embodied cognition results. <i>Topics in Cognitive Science, 4</i> , 773-785. Mahon, B. Z., & Caramazza, A. (2008). A critical look at the embodied cognition hypothesis and a new proposal for grounding conceptual content. <i>Journal of Physiology – Paris, 102</i> , 59-70.
F Sep 20	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
M Sep 23	The Face and Emotion Perception Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.	Strack, F., Martin, L. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: A nonobtrusive test of the facial feedback hypothesis. <i>Journal of Personality and Social Psychology, 54</i> , 768-777. Davis, J. I., Senghas, A., Brandt, F., & Ochsner, K. N. (2010). The effects of BOTOX injections on emotional experience. <i>Emotion, 10</i> , 433-440. Pitcher, D., Garrido, L., Walsh, V., & Duchaine, B. C. (2008). Transcranial magnetic stimulation disrupts the perception and embodiment of facial expressions. <i>The Journal of Neuroscience, 28</i> , 8929-8933.

F Sep 27	Fee payment deadline for Fall Term full and half courses.	
M Sep 30	Action and Attention	<p>Reed, C. L., Betz, R., Garza, J. P., & Roberts, R. J. (2010). Grab it! Biased attention in functional hand and tool space. <i>Attention, Perception, & Psychophysics, 72</i>, 236-245.</p> <p>Chan, D., Peterson, M. A., Barense, M. D., & Pratt, J. (2013). How action influences object perception. <i>Frontiers in Psychology</i>. Doi: 10.3389/fpsyg.2013.00462.</p> <p>Graduate Student Article</p>
M Oct 7	Body Posture and Cognition	<p>Lorey, B., et al., (2009). The embodied nature of motor imagery: the influence of posture and perspective. <i>Experimental Brain Research, 194</i>, 233-243.</p> <p>Guldenpenning, I., et al. (2011). Motor expertise modulates the unconscious processing of human body postures. <i>Experimental Brain Research, 213</i>, 383-391.</p> <p>Eerland, A., Guadalupe, T. M., & Zwaan, R. A. (2011). Leaning to the left makes the Eiffel Tower seem smaller: Posture-modulated estimation. <i>Psychological Science, 22</i>, 1511-1514.</p>
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Oct 21	Embodied Memory	<p>Dijkstra, K., Kaschak, M. P., & Zwaan, R. A. (2007). Body posture facilitates retrieval of autobiographical memories. <i>Cognition, 102</i>, 139-149.</p> <p>Casasanto, D., & Dijkstra, K. (2010). Motor action and emotional memory. <i>Cognition, 115</i>, 179-185.</p> <p>Shebani, Z., & Pulvermuller, F. (2013). Moving the hands and feet specifically impairs working memory for arm- and leg-related action words. <i>Cortex, 49</i>, 222-231.</p>
M Oct 28	Embodiment and Abstract Concepts (Affect)	<p>Markman, A. B., & Brendl, C. M. (2005). Constraining theories of embodied cognition. <i>Psychological Science, 16</i>, 6-10.</p> <p>Casasanto, D. (2009). Embodiment of abstract concepts: Good and bad in right- and left-handers. <i>Journal of Experimental Psychology: General, 138</i>, 351-367.</p> <p>Casasanto, D., & Henetz, T. (2012). Handedness shapes children's abstract concepts. <i>Cognitive Science, 36</i>, 359-372.</p>
M Nov 4	More Embodiment and Abstract Concepts (Affect, Power, Liking)	<p>Meier, B. P., & Robinson, M. D. (2004). Why the sunny side is up: Associations between affect and vertical position. <i>Psychological Science, 15</i>, 243-247.</p> <p>Beilock, S. L., & Holt, L. E. (2007). Embodied preference judgments: Can likeability be driven by the motor system? <i>Psychological Science, 18</i>, 51-57.</p>

		Zanolie, K., et al. (2012). Mighty metaphors: Behavioral and ERP evidence that power shifts attention on a vertical dimension. <i>Brain & Cognition, 78</i> , 50-58.
Nov 9 – 12	Reading Days. No lectures.	
M Nov 11	Remembrance Day (Observed). University Closed. No lectures.	
M Nov 18	Action, Gesture, and Language	Holt, L. E., & Beilock, S. L. (2006). Expertise and its embodiment: Examining the impact of sensorimotor skill expertise on the representation of action-related text. <i>Psychonomic Bulletin & Review, 13</i> , 694-701. Ping, R. M., Goldin-Meadow, S., & Beilock, S. L. (2013). Understanding gesture: Is the listener’s motor system involved? <i>Journal of Experimental Psychology: General</i> . Doi: 10.1037/a0032246. Repetto, C., Colombo, B., Cipresso, P., & Riva, G. (2013). The effects of rTMS over the primary motor cortex: The link between action and language. <i>Neuropsychologia, 51</i> , 8-13.
M Nov 25	Brief Research Proposal Presentations	
M Dec 2	Brief Research Proposal Presentations	
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 9 - 19	Fall Term Exam Period.	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular

course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 6, 2013**

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 [suyaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)
Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 20, 2013**. Last day for registration/change of registration is **September 23, 2013**. The last day to withdraw from this course is **December 6, 2013**.