Term Information

Effective Term   Autumn 2020

General Information

Course Bulletin Listing/Subject Area   Psychology
Fiscal Unit/Academic Org   Psychology - D0766
College/Academic Group   Arts and Sciences
Level/Career   Graduate
Course Number/Catalog   8860
Course Title   Current Research in Cognitive Neuroscience
Transcript Abbreviation   research cog neuro
Course Description   This course is required for all Cognitive Neuroscience graduate students and for Cognitive Neuroscience concentration students. Students will attend talks by internal/external faculty, workshops given by the invited speaker's students/postdocs, and professional development workshops; students will also be required to give a talk about their research.
Semester Credit Hours/Units   Fixed: 2

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance No
education component?
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   None
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   26.1501
Subsidy Level   Doctoral Course
Intended Rank   Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Develop an understanding of the literature in the field of cognitive neuroscience
	• Increase ability to interact with colleagues, the scientific community, and the educated public
	• Gain essential experience and expertise both attending and delivering research talks
Content Topic List	• neuroimaging
	• fMRI
	• decision-making
	• modeling
	• development
	• vision
	• attention
	• clinical
	• aging
	• memory
	• social cognition
Sought Concurrence	No

Attachments

• PSYCH8860_syllabus_Saygin.docx: syllabus

(Syllabus. Owner: Paulsen,Alisa Marie)

• Psych 8860 syllabus-revised NOV 2019.docx: syllabus

(Syllabus. Owner: Paulsen,Alisa Marie)

Comments

• 11/20/19 Required changes made to syllabus *(by Paulsen,Alisa Marie on 11/20/2019 09:55 AM)*

• See 11-15-19 email with SBS Panel feedback. *(by Vankeerbergen,Bernadette Chantal on 11/15/2019 02:49 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	10/16/2019 03:07 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	10/16/2019 03:07 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/16/2019 03:33 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/15/2019 02:49 PM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	11/20/2019 09:55 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	11/20/2019 09:55 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2019 10:12 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/20/2019 10:12 AM	ASCCAO Approval

Instructor:	Zeynep Saygin
Email:	saygin.3@osu.edu
Office:	205 Psychology Building
Office Hours:	by appointment

Textbook:
None

Prerequisites and Enrollment Information:
No prerequisites required. This course is required for ALL Cognitive Neuroscience graduate students and for Cognitive Neuroscience concentration students. Other students wishing to take the course for credit should contact the instructor.

Course Overview:
Becoming a successful independent academic researcher requires a large set of skills. Not only do you need to have an understanding of the literature in your own field and the ability to conduct your own research, but you need to be able to interact with colleagues, the scientific community, and the educated public. In this course, you will gain essential experience and expertise both attending and delivering research talks. You will attend invited talks by internal and external faculty and invited speaker workshops (given by the invited speaker's students or postdocs who will provide important methodological details in a workshop/ open discourse setting). You will also be required to give a talk about your own research to the rest of the class. You will also have opportunities to hear and talk about professional development.

Why are these things so important?

- *You can develop your presentation skills.* Good talks build your reputation at conferences and can make or break job interviews. You'll learn about talk giving in several ways. First, you'll see experienced faculty talk about their research. The way in which they both present and handle questions will provide lots of helpful examples. Second, you will prepare to present your own work and get valuable feedback.
- *You can see what's going on in the field.* Over the course of the year, you'll see a great showcase of research across a wide array of disciplines and using a variety of cognitive neuroscience methods, which will help keep you on the cutting edge of the field.
- *You can gain experience as a participant.* There's a bit of an implied contract between the presenter and audience. The audience should be attentive, of course; but beyond that, questions and healthy debate can vastly improve what

we all gain from the meeting. Thus, as good academic citizens, we each have a responsibility to participate, to ensure an optimal exchange. Of course, calibrating ourselves to become positive contributors comes with experience. You will participate here and get helpful feedback in this capacity.

Evaluation
Grades are based on the following:

1) <u>Presentation (50 points).</u> Once per year, you will give a talk on your research. This talk will be based on research you are planning, are currently conducting, or have completed. Each student talk will consist of a 20min presentation, followed by 5-10min of audience questions. A good talk will include (1) a general-interest introduction to the research question, (2) a brief overview of the relevant literature, (3) a clear description of the specific experimental question and methods, (4) presentation of results (or hypothetical results), and (5) discussion of implications and/or future directions. Students are expected to practice their talk in advance with their advisors and/or labs, and are encouraged to seek out feedback afterwards. The student talk schedule and details will be worked out at the beginning of the Fall Semester (with the understanding that first-year students will be given preference to present in the Spring semester).

2) <u>Attendance (10 points)</u>. Attendance is mandatory. If you must miss a class, you will need to request approval of your absence at least 48 hours before the class meets (except in the case of an emergency). Students are expected to arrive on time, be attentive, and remain through the end of the question period. (If you have another course immediately before or after, make sure you speak to me in advance.)

3) <u>Audience Participation & Discussant (20 points)</u>. Participation is an essential part of this class. Students are encouraged to speak up and ask questions as much as possible. Although it is unreasonable for every audience member to ask a question in every talk, everyone should be able to find at least one time per semester to raise a question. In order to earn an A in the course, you are required to ask a least one question to an invited speaker talk or invited speaker workshop. For student talks, presentations will follow a speaker/discussant format where each student will participate as the lead discussant on another peer's presentation. The idea is that the discussant will come to the presentation with some preliminary questions for the speaker to facilitate a more engaging talk. As such, speakers will need to provide the discussants with some information about the talk prior to the brownbag – these materials are commonly the slides themselves, but relevant research papers are also acceptable.

4) <u>Reaction papers (20 points)</u>. You will need to write a 2-3 page paper each semester. You can choose from options A or B below for each semester:

Option A: Write a 2-3 page (double-spaced) reaction paper based on one of the outside speaker presentations. Pick the outside speaker of your choosing, either from the cognitive proseminar, or another outside talk series. Summarize the main theme of the talk and discuss (1) an aspect you found particularly interesting, and (2) an idea for either an interesting follow-up study or how it might inspire your own research.
Option B: Write a 2-3 page (double-spaced) reaction paper based on the presentation of one of the other students in the class (must be outside your lab). Summarize the main theme of the talk, and discuss (1) an aspect you found particularly interesting, and (2) a suggestion for something interesting for them to follow up on, a question you had about the research, and/or other *constructive* peer feedback.

For the semester that you are not giving a research talk, grades will be computed based on items 2, 3, and 4, out of a possible total of 50 points. For the semester that you did you give a research talk, grades will be computed based on all four items, out of a possible total of 100 points.

Course grades will be determined as follows:

93-100%	A	73-76.99%	C
90-92.99%	A-	70-72.99%	C-
87-89.99%	B+	67-69.99%	D+
83-86.99%	B	63-66.99%	D
80-82.99%	B-	<59.99%	E
77-79.99%	C+		

Course Policies:

Laptops / Electronic Devices. Laptops and electronic devices are not allowed. Some of you may prefer to take notes on laptops during talks, but the temptation to multitask is distracting, detrimental to learning, and disrespectful to the speakers and other members of the audience. Out of respect for the speakers and other audience members, please refrain from using laptops or other distractions (smart phones, papers to grade, etc) during the seminars. For an interesting recent study on the effects of internet on class performance and learning, check out: http://journals.sagepub.com/doi/abs/10.1177/0956797616677314

Respect and community-building. The greatest compliment you can show a fellow scientist is to be interested and engaged in their research. As an audience member, be respectful of the fact that the speaker has put a great deal of time, effort, and passion into their work and sharing it with you. Give the speaker the respect of your full attention, and ask questions. There is no such thing as a stupid or bad question, as long as it comes from a place of genuine curiosity and respect. Likewise, as a speaker, be respectful of the fact that the audience is dedicating their valuable time to listen to your presentation. Make sure you are well-prepared, and be receptive to questions and feedback. In general, this sort of give and take is

essential to a healthy research community, and will not only prepare you to become successful independent researchers, but will make our current research environment more fun and stimulating for everyone.

University Policies:

Academic Misconduct: "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the **Code of Student Conduct** at http://studentconduct.osu.edu"

Sexual misconduct/relationship violence: "Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

Disability Services: "The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

Tentative Class Schedule (subject to change):

Fall 2020:
8/28 **Organizational meeting and overview on research ethics**
9/4 **Invited Speaker talk**
9/11 **Invited Speaker workshop**
9/18 **Student talks**
9/25 **Student talks**
10/2 **Invited Speaker talk**
10/9 **Invited Speaker workshop**
10/16 *Autumn Break, no class*
10/23 **Student talks**
10/30 **Student talks**
11/6 **Invited Speaker talk**
11/13 **Invited Speaker workshop**
11/20 **Professional Development workshop**
11/27 *Indigenous Peoples' Day, no class*
12/4 **Invited Speaker talk**
12/10 *papers due*

Spring 2021:

1/15 **Professional Development talk/workshop**
1/22 **Student talks**
1/29 **Student talks**
2/5 **Invited Speaker talk**
2/12 **Invited Speaker workshop**
2/19 **Student talks**
2/26 **Student talks**
3/5 **Invited Speaker talk**
3/12 **Invited Speaker workshop**
3/19 *Spring Break, no class*
3/26 **Invited Speaker talk**
4/2 **Invited Speaker talk**
4/9 **Invited Speaker workshop**
4/16 **Student talks**
4/23 **Student talks**
4/27 *papers due*