Overview: This seminar will explore a variety of cognitive functions through clinical case studies of related cognitive disorders. The cognitive functions to be discussed include perception, attention, long-term memory, working memory, thinking and problem solving, and language. The disorders to be discussed include visual agnosia, blindsight, prosopagnosia, amnesia, Alzheimer’s disease, frontal lobe damage, dysexecutive syndrome, pure word deafness, dyslexia, and dysgraphia. The goal of this course is to develop an understanding of both normal and abnormal cognition in an integrated manner. Theories, measures, and patterns of normal cognition which will be introduced through lectures will be reconsidered later during discussions and reviews of clinical situations. The emphasis in this class will be on the psychological aspects of the cognitive disorders rather than on the anatomical aspects.

Lectures & Discussions: The semester will consist of four sections. The start of each section will consist of lectures that cover the theories related to a class of cognitive functions. The remaining time for that section will be devoted to discussions of case studies and special populations with cognitive deficits that relate to the class of cognitive functions presented in lecture. The discussions will be based on assigned empirical readings.

Student Learning Objectives
The learning objectives for students in this lecture course are to:

- Understand the fundamentals of cognitive processes and demonstrate that understanding in the context of examinations
- Learn the theories of cognitive processing and the disorders that helped to form those theories well enough to be able to display that knowledge and familiarity in assignments and examinations
- Apply their understanding of cognitive processes and theories of those processes to novel situations

Attendance and Participation: Discussions are essential to the seminar format and necessary for optional learning. The goal of discussions will be to evaluate the logic for and evidence of the position of the authors, your own position and the positions of your classmates. The discussions also provide an opportunity to formulate applications of principles and theories regarding normal cognition to clinical situations. Class participation will constitute 20% of the final grade. Participation grades are quite subjective, so you want to be sure that I know you are an active participant in your learning and in class. Class participation is impossible when one does not attend class.

Course Materials: Reserve readings will be available on Blackboard.

Reading Responses: In order to incorporate a larger number of readings for discussion, different articles may be assigned to different groups of students. That group of students will then be responsible for bringing what they gain from their reading to the class discussion. Your group may be given a question or questions to address. Your group may also be asked to bring one or more questions on the issue to the class as a whole. The class will be counting on your understanding of the readings will help move the discussion further.

Term Paper: A part of your evaluation in the course will be a term paper that focuses on evaluating a particular cognitive function (verbal attention, visuo-spatial memory, working memory, reasoning, etc)
in individuals with a particular clinical disorder (i.e., Down’s Syndrome, Turner’s syndrome, Korsokoff’s syndrome, etc). You are encouraged to find a partner who shares your interest in a cognitive function, a cognitive disorder, or both. You and your partner may work together to find and review resources however, the term paper must reflect your own individual writing. As in the class, the focus of the paper should be on the psychological aspects of the clinical disorder. I expect to meet with you about your topic well before you get too deeply involved in gathering research material. This is to ensure that your topic is well suited to the nature of the course. The final paper should be between 15-20 pages of double spaced text (not including references, figures, tables, etc) and should conform to current APA guidelines. You should include no less than 15 primary source references (journal articles). The interlibrary load is very good about finding articles if given sufficient time. Websites can provide leads to journal articles published elsewhere but websites cannot be used as a reference source. A paragraph explaining your topic is due at the end of the first week. A 5 page preliminary literature review (at least 6 articles) is due end of the third week. A paragraph-by-paragraph outline of the paper is due by fourth week. A 10 page (minimum) rough draft of the paper is due by the end of the fifth and the Final draft of the essay is due on the day of the last exam.

Exam/assessment descriptions
Four exams will be given during the semester. The exams will consist of multiple choice, true/false, completion and short answer questions. Each exam covers one of the four sections presenting in lecture and in class discussions.

Grading
Your overall course grade is based on a total of 300 points distributed over the exams, written assignments, and participation in class discussions and activities. Course grades categories are 90% or greater = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 59% or less = F. The breakdown of the course grade is as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
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<tr>
<td>Exam 4</td>
<td>15%</td>
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<tr>
<td>Literature Review</td>
<td>2.5%</td>
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<tr>
<td>Outline</td>
<td>2.5%</td>
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<tr>
<td>Rough Draft</td>
<td>10%</td>
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<tr>
<td>Final Draft</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Lecture/Discussion Topics
I. Perception & Attention
1 Visual, Auditory & Perception
2 Auditory, Visual, & Divided Attention
3 Blindsight & Unilateral Spatial Neglect
4 Visual Agnosia & Prosopagnosia
II. Memory
5 Working memory
6 Long-term memory
7 Amnesia, Alzheimer’s disease, frontal lobe damage
III. Problem Solving & Reasoning
8 Gestalt, information processing, & analogy
9 Deductive, inductive, & Everyday Reasoning
10 Executive functions & the frontal lobe
IV. Language
11 The language system
12 language recognition, comprehension & production
13 Deficits at the word, syntax, and discourse levels
Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty
Plagiarism and academic misconduct is inexcusable and can be punished by an F for the assignment, or even an F for the course. You must give credit to anyone and everyone from whom you took ideas or quotations. Remember that the assignments are supposed to be your own individual work. If there is a resource or reference you are interested in using but are unsure about how to use it (or how to cite it), please contact me for clarification in advance. I expect you to familiarize yourself with the university guidelines, which can be found in the Undergraduate Catalog.

Academic misconduct includes, but is not limited to:
- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the college in any matter relating to academics or research
- Plagiarism
- Doing academic work (assignments, attendance quizzes, exams, etc.) for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
If you have not yet obtained a signed degree plan, you should see your Academic Advisor immediately. Degree plans are important and useful to successful progress towards graduation.