**C8201: Cognition & Neuropsychology**


**Class Handbook: 2023-24**


**Credit Value**: 20 credits

**Class Leader**: David Hamilton (Office: GH668, Email: d.hamilton@strath.ac.uk)


**1. Aims of the Course:**

Welcome to C8201 Cognition & Neuropsychology, a journey into the fascinating world of the human mind and brain! This course is a key stepping stone in understanding two crucial areas of psychology: human cognition and neuropsychology. Here's what you can expect:


- **Exploring Human Cognition**: We'll dive into the intricate workings of the human mind, understanding how we perceive, remember, think, and communicate. Through both theoretical and experimental studies, we'll unravel the complexities of these mental functions.

- **Neuropsychology and the Brain**: Ever wondered what happens when certain brain areas get damaged? We'll explore this through neuropsychological studies, gaining insights into how brain injuries can affect cognitive functions.

- **Building a Strong Foundation**: Whether you're continuing in psychology or branching into other fields, this course will equip you with a deep understanding of modern psychology, enabling you to engage intelligently in psychological discussions.


**2. Learning Outcomes:**

Upon completing this course, you'll have developed:


***Cognitive Skills:***

- A robust understanding of cognitive neuropsychology theories.
- The ability to connect empirical research with theoretical concepts.

- Critical thinking skills to evaluate and interpret contrasting research findings.

*Knowledge and Understanding:*

- A thorough grasp of key concepts in cognition and neuropsychology.

- Familiarity with pivotal empirical studies and neuropsychology case studies.

- Insight into research methodologies used in this field.

*Practical Skills:*

- Proficiency in data handling, analysis, and IT tools.

- Skills in statistical analysis, data interpretation, and psychological report writing.

- Effective bibliographic and research skills, alongside time management and independent learning abilities.

3. **Course Structure and Teaching Methods:**

- Building on Previous Knowledge - This Level 2 class builds upon the foundations laid in C8105 Psychology 1A and C8106 Psychology 1B, preparing you for advanced classes in Cognition and Psychobiology. You will also draw upon your research methods and statistical knowledge gained during the C8203: Introduction to Research Design and Analysis as part of your practical report.

- Teaching Format: Typically, there will be two one-hour lectures per week. In addition, there will be a range of asynchronous materials (e.g., recommended reading, videos) you are expected to engage with. **Please check the MyPlace page regularly, and make sure you read updates and notices.**

4. **Class Discussion Forum**

Students are encouraged to use the C8201 Forum to ask questions. This allows all students (and staff) to view queries, and stops academic staff from having to answer duplicate questions sent via email.

Messages posted in this area can be seen by the whole class and the teaching staff. You can use this board for general discussions and queries about the class. Use it to ask, and answer if you can, questions of interest to the whole class.

## 5. Lectures

Typically, you will have x2 one-hour lectures per week. These will be on a Monday between 11am – 12pm in MC301, and on a Friday between 11am – 12pm in JA325. Please view the class timetable on MyPlace for full details.

## 6. Assessment:

Your progress will be assessed through a combination of a practical report (40%) and a two-hour examination (60%) held during the main Spring Exam Diet. Regular attendance and active participation with lectures and asynchronous material is essential for successfully completing the module.

Details of the practical report will be shared with you on MyPlace in due course. The assessment will involve an individually produced report on the topic of attentional bias towards alcohol stimuli. You will be expected to view an example experiment, and then conduct appropriate statistical tests using a provided SPSS data file.

All assessments will be graded in accordance with the Second Year Marking Criteria attached at the bottom of this document.

## 7. Submitting Your Report

Ideally, **submit your files in PDF format** to avoid any formatting issues. We accept .pdf, .doc, .docx, .odt, and .wps files. Remember, we grade based on the content we receive, not what was intended, so non-PDF files may experience formatting changes.

Ensure your submission includes a cover page and the word count, which can be noted on the cover page.

By uploading a file, you confirm the statement, "This assignment is my own work, except where I have acknowledged the work of others." Once the deadline passes, any uploaded file will be marked as submitted. Late submissions will incur penalties.

## 8.   Returning Marks

For the BA Psychology Course, we strive to mark student work anonymously to ensure impartiality. Therefore, please use your student registration number instead of your name on your report. Detailed submission instructions are available on MyPlace. We aim to return marked assignments through MyPlace within about 15 working days, roughly equivalent to 3 weeks, after the submission deadline. Should there be any alterations to the marks release schedule, such as due to an excessive number of extension requests or staff illness, students will be informed through a class notice.

## 9.   Reading and Resources:

While purchasing a textbook isn't necessary, you'll find a wealth of resources and up-to-date reading material on the class MyPlace page to support your learning journey. Lecturers will provide a range of journal articles and reading resources to support your learning.

## 10. Attendance Monitoring

Attendance during lectures and practical sessions is tracked through a QR code system. Students must scan this code during the class to mark their attendance. In case of issues with the system, write your name and email address in capitals on paper and hand it to the lecturer before leaving. Remember, attendance cannot be recorded post-class; it must be done during the session.

For absences due to significant reasons like illness, update your situation on Pegasus and email any supporting documents to personal-circumstances@strath.ac.uk. If you miss a class for a non-critical reason (like oversleeping), this doesn't need to be reported on Pegasus. There's no need to inform staff about missed classes unless it's for a serious personal matter.

For extended absences, such as a prolonged illness, contact your year tutor or class leader.

**Strathclyde     BA Psychology                    Criteria used in marking: Year 2**

These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. It is also important to note that the guidelines given below relate primarily to coursework, and therefore should be used more generously when applied to work produced under exam conditions.

Note: spelling and grammar are not taken into account where they are the subject of reasonable adjustments.

100, 92        Exceptional

Exceptional in most or every respect, the work is often beyond the level expected of a highly competent student at their level of study.  Could not be bettered at relevant undergraduate level of study.

•        Shows complexity of thought, insight or originality

•        Demonstrates a thorough understanding of the subject matter

•        Draws in a comprehensive relevant literature base. Clear evidence of beyond course reading materials

•        Demonstrates wide, appropriate knowledge and critical analysis of the literature

•        Is well focused, with concentration on the main issues to be addressed

•        Presents a very strong case by means of clear logically structured argument or debate, supported by evidence

•        Has, where appropriate, complete and correct referencing

•        Shows an excellent standard of writing and communication/presentation

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, there will be clear, complete and accurately described methods and results sections.

84     Outstanding

Outstanding in most respects, the work is what might be expected of a highly competent student.

•       Explores the topic under discussion fully

•       Presents clear argument, supported by evidence

•       Demonstrates an excellent understanding of the subject matter

•       Draws in a comprehensive relevant literature base. Clear evidence of beyond course reading materials

•       Demonstrates very good synthesis, analysis, reflection, understanding  and critical evaluation of the literature

•       Is well focused, with concentration on the main issues to be addressed

•       Presents a very good case by means of clear, well-structured, logical argument supported with evidence.

•       Has, where appropriate, complete and correct referencing of sources

•       Shows an very good standard of writing and communication/presentation

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, there will be clear, complete and accurately described methods and results sections.


78, 75, 72       Excellent       (First)

Very good in most respects, the work is what might be expected of a very competent student.

•       Answer is well aligned to the question

•       Draws on relevant references, albeit limited in number. Clear evidence of reading beyond core course materials

•       Shows a very good knowledge of the area and a very good understanding of the material

•       Demonstrates good attempts at critical analysis and evaluation of sources of evidence

•       Concentrates on the main issues to be addressed

•       Shows clarity of argument, and uses references appropriately to support the argument

•       Has very good structure, presentation, and expression

•	Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, there will be clear, complete and accurately described methods and results sections. May be minor errors in how statistical tests are reported, though only in terms of format.

68, 65, 62	Upper Second

Good in most respects, the work clearly meets requirements for demonstrating the relevant learning outcomes.

•	Demonstrates a good level of knowledge and understanding

•	Uses references appropriately to support the argument, though references may be limited in number or reflect restricted reading.

•	Shows evidence of reading beyond core course materials, and must include some primary sources.

•	Addresses the area in question though some irrelevant material may be presented

•	Shows a degree of structure

•	Presentation and expression are generally good, with a few shortcomings

•	Shows a good attempt to reference sources, though references may be incomplete and there may be flaws in the format

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, the method section will generally be clear, but there may be minor omissions of detail. The correct analysis will be conducted and reported in the Results section, although there may be errors in reporting of statistical tests and/or their interpretation.

58, 55, 52	Lower Second

The work meets some requirements for demonstrating the relevant learning outcomes.

•	Demonstrates some knowledge and understanding of the issues, though may have minor inaccuracies

•	Addresses the area in question, though lacks detail, elaboration or explanation of concepts and ideas

• Argument is not consistently supported by evidence, and may be anecdotal in places or may be based on unsubstantiated statements

• Little evidence of reading beyond core course materials

• Presents a weakly structured argument

• Weaknesses in presentation and expression

• Shows an attempt to reference sources, though references may be incomplete and flawed in format

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, the method section will adequately describe the methods used, but there may be inaccuracies, omissions of detail, and/or repetition. The correct analysis will be conducted and reported in the Results section, although there may be some errors in reporting of statistical tests and/or interpretation of results.

48, 45, 42    Pass (Third)

The work meets minimum requirements for demonstrating the relevant learning outcomes.

• Shows a limited level of knowledge and understanding

• Does not adequately address the question but has some description of associated and relevant issues

• Some evidence of required reading

• Much of the content is poorly structured or incoherent

• Has an awkward writing style or poor expression of concepts

• Referencing, where appropriate, is incomplete and flawed in format

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key details will be absent from the method section, making replication impossible. It may not be clear that the correct data analysis has been conducted, as the Results section is incomplete or contains major errors.

38, 35, 32    Fail

The work is weak or shows a decided lack of effort.

• Displays poor or confused knowledge and understanding

• Does not address the question

• Little evidence of required reading

- Content relates to associated and relevant issues but is sparse or erroneous

- Displays a poor academic writing style and /or presentation

- Has incomplete or inadequately presented references, if any

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key details will be absent from the method and results sections, making replication and interpretation of findings impossible.

20 Clear fail

The work is very weak.

- Displays very little knowledge or understanding of the area in question

- No evidence of required reading

- Is incomplete and muddled

- Has incomplete or inadequately presented references, if any

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key sections (e.g. method, results or discussion sections) may be omitted.

10 Minimal demonstration of learning outcomes

The work is extremely weak.

- Is incomplete in almost every respect

- Deficient evidence of learning

0 No relevant work submitted for assessment