

## GLIS 693: Special Topics 2 | Information & Cognition

Tentative course outline, September 13<sup>th</sup>, 2015.

“DISCLAIMER: This syllabus is provided for informational use only. Content and assignments may change before the start of the course and may differ between course sections. Students of this course should not use this document but instead retrieve the official version from the McGill course management site”

### General information

Complementary course – Fall 2015

Instructor: Prof. Ilja Frissen, [ilja.frissen@mcgill.ca](mailto:ilja.frissen@mcgill.ca), phone: 398-4684.

Office hours: by appointment (email).

SIS mansion (3661 Peel), rm. 210.

Always use your McGill address to communicate with us via e-mail (see email policy below).

### Lecture time

Mondays, 11:30 am – 2:30 pm in Education 437

Note that on October 19<sup>th</sup> there will be no class because it is Election Day.

### Learning outcomes

At the end of the course you will be able to:

- Recognize and associate basic cognitive processes that are involved in how humans acquire, remember, and use information and knowledge
- Describe the role of cognitive, environmental, developmental, emotional, and mental health factors in information behavior
- Illustrate the knowledge, thought processes, and goal structures that underlie overt observable behavior and the covert cognitive functions.

### Course content

- Principles of human information processing from a cognitive psychological perspective
- Attention: information overload
- Memory: information encoding, storage, and retrieval
- Problem solving and decision making
- Knowledge: mental representation and use
- Mental health and information behavior: depression, schizophrenia, cognitive dysfunction
- Individual differences in information behavior: cognitive style and personality, information avoidance

### Instructional method

The course will be a combination of lectures and seminars. Typically, the class will start with a lecture on a major theme within the topic Information and Cognition. The lecture is followed by a seminar which features student presentations on a selected primary or secondary text related to the theme of the lecture. The presentation should provide a) an overview of a text's main points, and b) a critical response. The objective is to create group discussion. The class

### Core texts and Readings

There is no assigned textbook but the student is encouraged to consult some of the many introductory texts on cognitive psychology that are available at the library. For instance:

- Braisby, N., & Gellatly, A. (2012). *Cognitive Psychology*. Oxford, UK: Oxford University Press.  
Galott, K. (2009). *Cognitive Psychology in and out of the Laboratory*. Belmont, CA: Thomson.

Goldstein, E.B. (2008). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Belmont, CA: Thomson.

Levitin, D. (2011). *Foundations of Cognitive Psychology: Core Readings*. Boston: Allyn & Bacon.

Robinson-Riegler, B., & Robinson-Riegler, B. (2012). *Cognitive Psychology: Applying the Science of the Mind*. Boston: Pearson.

Readings will be available through the McGill network. A preliminary list is available at the end of this syllabus. However, titles can be added and deleted over the course of the course.

## Evaluation

The course evaluation breaks down into several parts:

Description		Criteria	Misc.	Weight	
Assignments	A1	A short opinion paper outlining what, according to you, role psychology can play in IS. Identify at least two problematics in IS that are dependent on psychological factors.	Max. 250 words	You could use this to highlight topics that you would like to see addressed later on in the course.	5%
	A2	This assignment will be explained by the guest speaker Robin Canuel			15%
Paper	Paper reviewing a topic in IS, identifying cognitive processes at play, and making recommendations on how to amend common practice by taking cognitive processes into account. An example: <b>Quinn (2008). Collection development and the psychology of bias, <i>Library Quarterly</i>, 82, 277-304.</b>				
	P1	First draft of your final paper.	Present problematic and outline ~500 words		60%
	P2	Second draft of your final paper, incorporating the comments to P1 from instructor.	<b>From here on writing follows APA guidelines.</b> No minimum at this stage but your paper should be taking shape	Here is a very useful 21 min <a href="#">online presentation</a> that covers all the basics of APA style	
	P3	Final paper	20 to 30 pages A minimum of 15 references. Due: <b>6 pm Friday December 11<sup>th</sup></b>		
Presentations	S1	You write a 3 page review on one of the <b>suggested readings</b> for the class.  Self-selected topics/papers are allowed with prior permission of instructor	2 page summary + 1 page critical review. Due 4 pm of the Friday before class and will be distributed to the rest of the class by the instructor. The rest of class will prepare questions.	The objective is to create discussion. There will be a sign-up sheet, you sign up voluntarily	10%
	S2	In-class presentation (of the current state) of your final paper.		Class will provide feedback for final revision of P3.	10%

## Course Administration and Email Policy

All course announcements and administrative communications will be through MyCourses. You should plan to check MyCourses regularly. To ensure that your emails are properly filed for prompt reading, be sure to include “[693]” in the subject line of your email. If you send your email from myCourses the subject line will be correctly annotated for you.

## McGill Policy Statements

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

*L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des*

*procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).*

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

*Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.*

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this. Additional policies governing academic issues, which affect students, can be found in the McGill Charter of Students' Rights (The Handbook on Student Rights and Responsibilities is available at

[www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf](http://www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf)).

## Course Outline

Note that in the outline below I am counting the weeks so as to align them with the rest of the program. In other words, the first class is in week 2. In addition,

Wk	Date		Thematic	Presentations		Due	
				Guest	Student		
1	09/07	Labour day					
2	09/14		Intro to Cognitive Psychology				
3	09/21					A1	
4	09/28			Information & Cognition		Robin Canuel (Head HSSL)	
5	10/05		Memory				A2
	10/12	Study Break					
6	10/19	Election day					
7	10/26		Knowledge; Expertise		<i>Tacit knowledge</i>	(S1)	P1
8	11/02		Decision making		<i>Bias in collection development</i>	Prof. Max Evans S1	
9	11/09		Attention		<i>Information overload</i>	S1	
10	11/16		Perception		<i>Paper vs screen</i>	S1	
11	11/23		Individual differences/ mental health		Personality; cognitive style	<i>Information avoidance</i>	Jesse Dinneen S1
12	11/30			Mental health	<i>Internet related addictions</i>	Prof. Laura Mitchell (Concordia) S1	
13	12/07		Student presentations of final project				P3
	12/11					S2	

## Resources

APA guidelines:

<http://flash1r.apa.org/apastyle/basics/index.htm>

<http://psychology.about.com/od/apastyle/a/apageneral.htm>

Finding scientific literature:

<http://libraryguides.mcgill.ca/c.php?g=337869&p=2354038>

In addition, our Guest speaker Robin Canuel is the Psychology Liaison Librarian, so you can ask him questions as well in Week 4.