

## COGS 199/160: Language and Cognition Research

Instructor: Ben Bergen [bkbergen@cogsci.ucsd.edu]

All Hands Meeting (mandatory) in SSRB 207; Time/Day TBD  
Joint \*CL Lab Meeting (optional) in CSB 280; Time/Day TBD

### Overview/Purpose

COGS 199/160 provides hands-on experience in research on language and cognition. It is a practicum/apprenticeship that combines elements of small-group and individual project responsibilities, project meetings, and seminar meetings. Because every student has a unique role in a project, specific week-to-week activities are individualized. Although it is project-focused, students also do some reading to become familiar with the content of their project, and discuss additional readings for breadth of knowledge.

COGS 199/160 is a 3-quarter sequence: 199 in the Fall and 160 in the Winter and Spring. Each quarter provides training in different tasks, skill-sets, readings, and responsibilities. Content, projects and duties expand and change every quarter. You will work with a project supervisor who is your day-to-day project contact, and who will oversee your training and task progress.

### Requirements for enrolling

- a. Some upper-division coursework in Cognitive Science, Linguistics, and/or Psychology
- b. A GPA of 3.3 or higher
- c. Ability and availability to commit to a 3-quarter, 4-credit sequence
- d. Permission of instructor based on entry interview and approval of project supervisor

### Grading and Responsibilities

Students are expected to complete ten hours of work in the lab per week. This includes direct project duties, like running participants through experiments, coding data, creating stimuli, performing analyses, and so on, as well as participation in regular lab meetings and weekly meetings with project supervisors.

Performance will be evaluated on the basis of performance of project duties, fulfillment of the required hours, and participation in lab meetings, including making one presentation per quarter.

If a student is completing assigned tasks without fulfilling 10 hours/week, it is their responsibility to meet with the supervisor to receive other assignments.

#### Breakdown of responsibilities

Project work (7-9 hours/week):	80%
Attending lab meetings (1-2 hours/week):	10%
End of quarter report (due by Weds of finals week)	10%

## Elaboration of expectations/requirements

- a. **Project work:** Your main responsibility is timely, professional execution of specific tasks related to your project, as assigned by your supervisor. [7-9 hours/week] Task types depend on project needs and might include: training, practicing, assembling stimuli, piloting procedures, recruiting participants, preparing research documents, collecting data, secondary coding (from video) of behavior, data recording, data analysis, assisting in preparing reports.
  - i. You should ask your supervisor for clarification when needed, *and* for additional tasks when you do not have enough to fill your required hours.
  - ii. Extra/make-up hours: If unable to complete a task or fulfill hours during a given week, contact the project coordinator to make other arrangements.
  
- b. **Lab meetings:** There are four types of meetings each quarter.
  - i. At the beginning of the quarter (or the end of the preceding quarter), you will meet individually with Dr. Bergen to discuss how the preceding quarter went and come up with a personally-tailored plan for the coming quarter.
  - ii. As a member of a research project team, you will meet regularly to discuss how the project is going and what needs to be done next, and to come up with a plan for completing required tasks.
  - iii. We hold weekly all-hands meetings, where all the lab RAs and grad students get together for two purposes. The first is to discuss ongoing projects—problems, solutions, successes, needs, and so on. The second is to read and discuss current research related to our interests. Most weeks, we will all read a recent journal article. All enrolled students will be expected to submit brief summaries of the reading before the meeting. One volunteer will present each reading briefly at the all-hands meeting (typically for about ten minutes, using slides). As a group, we critically evaluate the work and discuss not only what it means but how it can be useful in thinking about other issues.
  - iv. The lab holds weekly lab meetings together with the Embodied Cognition Lab and the Brain and Cognition Lab. Together, these labs are often referred to as \*CL (which is a regular expressions joke). RAs are encouraged and welcome to attend, but not required. They typically involve presentations by grad students or faculty in the labs, and occasional presentations by RAs.
  
- c. **End-of-quarter report:** Each student will write up a written summary of their experiences in the lab. The goal is for you to have a written record of what you did, why you did it, and what you learned. This will be very useful practice for personal statements you might eventually write for graduate school. Each student will e-mail the instructor their end-of-quarter report by the Wednesday of finals week. This should be a couple pages long, and should include at least the two following elements:
  - i. Brief summary of each project the students worked on in the current quarter (1 paragraph each)
  - ii. Brief summary of activities, including skills learned during the quarter.
  
- d. **Human Subject Training.** You will need to take the NIH online human subjects research training before working with human subjects: <http://phrp.nihtraining.com/users/login.php>. Make sure you take the social/behavioral sciences course, not the biomedical one. The course is designed to be taken in one or two hours, depending on your pace. You may also save your progress and return to it later if you need to. To take the course, log on and register as a non-NIH individual. You will receive a Certificate of Completion when you finish the course.