

**Introduction to Cognitive Science:  
Writing in the Major**  
COGST 1104/PSYCH 1104/PHIL 1621/LING 1104  
TA: Ashlyn Winship

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Time: F 2:30pm - 3:20pm  
Location: Uris Hall 438  
Webpage: Available on Canvas

Email: [alw329@cornell.edu](mailto:alw329@cornell.edu)  
Office hours: M 10:00am-12:00pm,  
Morrill Hall B07

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**Course description:**

This interdisciplinary course offers a broad introduction to cognitive science by exploring eleven foundational debates that shape our understanding of the mind. Each week centers on a core controversy—ranging from the innateness of concepts and grammar to the role of emotion in cognition—drawing on insights from psychology, neuroscience, philosophy, linguistics, and artificial intelligence. Through readings, discussions, and in-class presentations, students will critically engage with competing theories and develop an understanding of how humans think, learn, perceive, and interact with the world. No prior background required. The Writing in the Majors (WIM) section offers an additional credit hour for this course, and is designed to engage students in thinking and writing critically about these foundational topics in cognitive science.

**If you are enrolled in this course, you must also be enrolled in the regular section of Introduction to Cognitive Science: COGST 1101, PSYCH 1102, LING 1170, PHIL 1620, CS 1710, or HD 1102.**

**Course goals:**

The goal of this additional WIM section is to help you develop and strengthen your writing skills, and guide you to crafting in-depth analyses of topics in cognitive science. By the end of this course, you are expected to demonstrate competency in the following areas:

- ❖ Analysis of foundational topics in cognitive science
- ❖ Responsible use of primary and secondary sources

- ❖ Preparatory writing strategies such as drafting, revising, and peer review, as well as careful proofreading prior to final draft submission
- ❖ Crafting and supporting original arguments and analyses in your writing

### **Materials:**

There are no additional materials required for this course outside of those that may be required for the regular section of Introduction to Cognitive Science.

### **Grade distribution:**

The WIM component of your course will comprise 25% of your total course grade for Introduction to Cognitive Science, and it will replace the final exam (or presentation) grade in the regular section. You will write 2 short papers and 1 longer paper for this section. We will workshop these papers in the Friday WIM sections, so your attendance and participation is important.

#### **❖ Attendance: 5%**

- You are expected to attend all class meetings. You are permitted *three* unexcused absences to the Friday sections, no questions asked. If you miss more than your three permitted absences, your participation grade will be reduced 1% for each additional unexcused absence. Reasons for *excused* absences include health reasons, family emergencies, religious holidays, etc. If you cannot attend class for these reasons, please let me know you will be absent. Also, please do not come to class if you are sick, experiencing Covid symptoms or have tested positive for Covid.

#### **❖ Short Paper 1: 5%**

#### **❖ Short Paper 2: 5%**

#### **❖ Long Paper: 10%**

### **Late policy and extensions:**

If you need an extension on an assignment, you must reach out to me at least three days before the assignment's deadline. If you do so, we will discuss the possibility and details of your extension. No deadline negotiations will happen after this period. You *will not* receive an extension for more than one assignment this semester.

If you turn in an assignment late, it will be deducted one-third of a letter grade for each day late (for example, if you would have received an A, but you turn it in two days late, you will receive a B+). **Please note:** No assignments will be accepted more than three days after the original due date, *no exceptions* (this includes granting of extensions).

**A note on grading:**

If at any point in the semester you have a question about your grades, please reach out to me or to Dr. Casasanto to schedule a meeting. Discussion of grades will happen in person, never over email.

**Electronics policy:**

You are allowed to bring laptops, tablets, phones, etc. to class with you for notetaking and/or assignment drafting purposes when appropriate. However, much of the in-class time in this course will be spent either working on writing activities with pen and paper, or in discussion with myself and your peers. During writing activities and discussions, you will not be using your laptops or tablets, and will be expected not to be on your phones. Inappropriate use of electronics will result in loss of participation points, which are otherwise free points - so be smart!

**Cornell Writing Centers:**

The Cornell Writing Centers (CWC) provide support for individuals at any stage of the writing process. It is a free resource available to everyone on campus—faculty, staff, graduate and undergraduate students—for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained peers) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, assignment expectations, critical reading, analytic thought, and imagination. All tutors have training in supporting multilingual writers, working with writers remotely online, and in supporting writers working on application materials. The CWC welcomes walk-ins, but we also encourage writers to make appointments through our scheduling platform: <https://cornell.mywconline.net/>.

### **Accommodations:**

**Students with Disabilities:** Your access in this course is important to me. Please request your accommodation letter early in the semester, or as soon as you become registered with SDS, so that we have adequate time to arrange your approved academic accommodations.

- Once SDS approves your accommodation letter, it will be emailed to both you and me. Please follow up with me to discuss the necessary logistics of your accommodations.
- If you are approved for exam accommodations, please consult with me at least two weeks before the scheduled exam date to confirm the testing arrangements.
- If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers; reach out to me or SDS right away.
- If you need an immediate accommodation, please speak with me after class or send an email message to me and SDS at [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu).

If you have, or think you may have a disability, please contact Student Disability Services for a confidential discussion: [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu), 607-254-4545, [sds.cornell.edu](http://sds.cornell.edu).

### **CAPS resources:**

**Counseling & Psychological Services (CAPS)** at Cornell Health provides professional and confidential mental health care to help you “live well to learn well” here at Cornell. Their staff members come from diverse clinical and cultural backgrounds with expertise in responding to the wide range of mental health concerns faced by university students.

**About their services:** Currently, CAPS counseling staff are providing services in-person and through telehealth (Zoom). Phone appointments may be available, when needed. Their psychiatry staff are providing most services in person, with limited telehealth and phone appointments. Services are available to undergraduate, graduate, and professional students studying in Ithaca.

### **Academic integrity:**

The full Code of Academic Integrity is available here:

<https://theuniversityfaculty.cornell.edu/dean/academic-integrity/>. The section of the code regarding plagiarism is included in the next paragraph. Please read this carefully. You are expected to conduct yourself according to the expectations of the full code at all times.

Representing another's work as one's own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course. If a student is submitting all or part of the same work simultaneously for the determination of a grade in two or more different courses, all faculty members in the courses involved must approve such submissions.

### **Use of AI:**

I am interested in *your* writing. I am not interested in what ChatGPT or other LLMs have to say, or how well you can prompt them to imitate what you might want to say. You will learn most effectively when you do not rely on a language model to generate your thoughts for you.

***Any use of AI to complete assignments in this course must be disclosed at the time of submission of the assignment.*** This includes using AI to aid in research, outlining papers, check spelling and grammar, etc. ***Any use of AI that is discovered that was not disclosed is a violation of academic integrity, and will be treated as such*** (see above).

### **Land acknowledgment:**

Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of Gayogohó:nq' people, past and present, to these lands and waters.