Learning Outcomes:

This seminar is a chance for you to explore the evolutionary underpinnings of behavior with an appreciation for the science and study of animal minds. It is my goal that by the end of this seminar you will be capable of:

- Defining cognition in a way that doesn’t scare off other biologists
- Recognizing good biological explanations for cognitive traits
- Connecting the theory of evolution to hypotheses related to memory, attention and learning
- Explaining psychological methodologies as they are applied to animals
- Questioning scientific statements related to animal minds
- Developing your own learning goals related to the topic of animal cognition
- Understanding the continuity of cognitive evolution (including the cognition of humans)

To achieve these goals, I ask that you do the readings ahead of class and participate in our discussions (which also means attending each meeting—please inform me if you will be missing our seminar). Your grade in this seminar is based on your preparation and participation.

Credit Hour Justification/Mode of Teaching:

The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

As such, as this is a three-credit course, we will meet each week for one 170 min lecture/discussion. You will need to do work (readings and discussion prep) out of class to be successful in discussions.

Class Structure:
The first half of class will be a discussion on the readings led by either myself or one of you (topic assignments will be handed out on the first day of class). The second half of class will be used to generate new material in a workshop format. Here I will give you prompts where you will work in groups or solo to address a problem or topic relevant to the chapter in question. I will distribute your additional readings on D2L in their assigned weeks (they are already uploaded).

Important Dates, Course Policies Established by SFA:
Please see the SFA website for questions regarding add, drop, & withdraw dates, final exam overloads, where to go for help, etc.

Academic integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic Integrity Policy (4-106)

The Code of Student Conduct and Academic Integrity (https://www.sfasu.edu/docs/policies/10.4.pdf) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (2-206):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities:**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being:**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1–Jan 22</td>
<td>Introduction</td>
<td>Contexts of Nature according to Aristotle and Descartes Gregor Schiemann</td>
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<td>2 – Jan 29</td>
<td>Cognition and the study of behavior</td>
<td>Shettleworth ch. 1, D2L Reading</td>
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<td>3 – Feb 5</td>
<td>Evolution, behavior and cognition: A Primer</td>
<td>Shettleworth ch. 2</td>
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<td>4 – Feb 9</td>
<td>Perception and attention</td>
<td>Shettleworth ch. 3, D2L Reading</td>
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<td>5 – Feb 12</td>
<td>Pavlovian learning</td>
<td>Shettleworth ch. 4</td>
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<td>6 – Feb 19</td>
<td>Recognition learning</td>
<td>Shettleworth ch. 5, D2L reading</td>
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<td>7 – Feb 26</td>
<td>Discrimination</td>
<td>Shettleworth ch. 6, D2L reading</td>
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<td>8 – Mar 4</td>
<td>Memory</td>
<td>Shettleworth ch. 7</td>
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<td>X – Mar 11</td>
<td>Spring Break</td>
<td>Enjoy</td>
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<td>9 – Mar 18</td>
<td>Spatial cognition</td>
<td>Shettleworth ch. 8, D2L reading</td>
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<td>10 – Mar 25</td>
<td>Timing</td>
<td>Shettleworth ch. 9</td>
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<td>11 – Apr 1</td>
<td>Numbers</td>
<td>Shettleworth ch. 10</td>
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<td>12 – Apr 8</td>
<td>Tool use</td>
<td>Shettleworth ch. 11, D2L reading</td>
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<td>13 – Apr 15</td>
<td>Social intelligence</td>
<td>Shettleworth ch. 12, D2L reading</td>
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<tr>
<td>14 – Apr 22</td>
<td>Social learning</td>
<td>Shettleworth ch. 13, D2L reading</td>
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Please let me know if there is anything I can do to help facilitate your learning and I would be happy to discuss these topics as they relate to your own interests.

I look forward to a productive and educational semester 😊