

Review of Week 6

COGS1 – Spring 2019

Topics

Case Study: Dance

What is Marking?

What we found with super-expert dancers

Why is Marking so effective?

A few Claims about about thinking

Thinking with artifacts



WHAT THE

F

WHAT SWEARING
REVEALS ABOUT
OUR LANGUAGE,
OUR BRAINS,
AND OURSELVES

BENJAMIN K. BERGEN

Quiz F – in section during week 7

- Quiz F will be on week 6 reading and lecture material.

7 May 14 – 16	<i>*For Dummies – The Introduction to Neural Networks we all need!</i> <i>(*EC Prereading quiz: opens on TritonEd Monday, May 13 @ 4pm – Tuesday, May 14 @ 10:00am)</i>	Dr. Cottrell (5/14) Introduction to Neural Networks	Quiz F in section Next week: Midterm 2 – May 21 st in class- scantron provided ☺
	<i>#A Six Unit Network is All You Need to Discover Happiness</i> <i>(#Optional reading)</i>	Dr. Boyle (5/16) Midterm-2 Review	

- Extra Credit reading: “For Dummies – The introduction to Neural Networks we all need!” quiz will be available on TritonEd from:
 - Monday, May 13 @ 4pm – Tuesday, May 14 @ 10:00am
- Midterm-2 is on Tuesday during lecture of Week 8
 - Midterm-2 covers all material from weeks 4 – 6.

Kirsh– Thinking with the body

1. What is embodied cognition? Why is an embodied approach necessary for fully understanding and appreciating cognitive processes?
2. What is marking? What are some examples of marking? How might it be helpful?
3. How does the environment facilitate cognition? Know the examples given by Dr. Kirsh during lecture (e.g. using hand for speed reading).
4. What is projection? How does it tie into cognition?
5. What are the steps of “interactive strategy” as described by Dr. Kirsh. Are these steps fixed? How do we “create” change?
6. What is Dr. Kirsh’s “thesis”? What are the theoretical claims associated with his thesis?
7. What are the sensory modalities involved in projection? Provide examples given in the lecture (e.g. the abacus).
8. Why does Dr. Kirsh propose that you can “think through body movement”? What experiment did he conduct to demonstrate how this occurs?

Kirsh – continued

9. What aspects must one attend to in marking? Why does Dr. Kirsh given the analogy of sketching on paper?
10. What is the difference between “full” vs. “marked” choreography? How does this relate back to “thinking through body movement”? What is the value of “marking”? Which strategy best facilitates learning?
11. What experiment did Dr. Kirsh conduct to evaluate whether “marking” choreography facilitated learning of choreography? What experimental design was utilized?

Bergen – Your Brain on Swearing

1. What makes a word taboo? What are the different categories of profanity?
2. Are there any linguistic characteristics that are associated with taboo words (e.g. word length, syllable structure, etc.)?
3. How are Tourette's, swearing and the basal ganglia related?
4. Are there any cross cultural differences in what is considered to be profane?
5. Do profane words go in or out of fashion? Cite examples for each
6. Are speech errors evidence of repressed subconscious thoughts?
7. What are word interference tasks? What do these tasks reveal? Give an example used in Dr. Bergen's lecture.
8. How and when did the nickname for Richard change in the United States?
9. What is automatic aphasia?

Bergen – continued

10. What is coprolalia?

11. Are there any physical consequences when a person swears?

12. Which area of the brain is associated with inhibitory control?

13. Where is Broca's Area? Wernicke's Area?

a. What aspects of language do they generally process?

b. Is language restricted to these areas?

14. Who was Jacques Lordat?

15. What happened to patient EC? Why is he important to research regarding profanity?