

Canadian Undergraduate Journal of Cognitive Science

The Canadian Undergraduate Journal of Cognitive Science is an electronic journal published by the Cognitive Science Student Association at Simon Fraser University. Our aim is to provide a forum for students to share work amongst peers and gain valuable experience in the process of getting an academic paper published. As a publication, CUJCS provides a unique reference for students, showcases research by other undergraduate students, improves the contact and exchange of ideas between Canadian students and cognitive scientists alike, and illustrates the interdisciplinary work that is the hallmark of cognitive science everywhere.

Although preference is given to Canadian students, contributions from students elsewhere are strongly encouraged.

Copyright Information

In keeping with the editorial policy of another cognitive science journal, "Connexions", we are of the opinion that papers submitted to our journal will usually be samples of work-in-progress. As such, acceptance in CUJCS should not impede publication of a later version in traditional journals. The copyright of all contributions remains with their authors.

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ISSN: 1499-7487 (Online Version)
1499-7495 (CD-ROM Version)

Undergraduate students interested in contributing a paper to CUJCS should contact the Editors at cogsci-journal@sfu.ca for up-to-date submission details.

The Editors also appreciate any offers by graduate students or faculty in cogsci-related disciplines for refereeing.

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INTRODUCTION

Welcome to the second edition of the Canadian Undergraduate Journal of Cognitive Science (CUJCS) -- a forum for the interchange and promotion of ideas between undergraduate cognitive science students. In publishing the work of these students, we not only hope to offer a means to disseminate undergraduate research ideas, but also to provide an opportunity to experience the process of academic publication.

Still in its infancy, CUJCS has faced some new and interesting challenges over the last year and a half. Unfortunately, some of these ultimately resulted in the unavoidable delay of this year's publication. As such, we wish to thank all of our contributors, as well as our readers, for their patience and continued support during this time. We are dedicated to the ongoing improvement of our journal, and will continue to learn from both our mistakes and our successes to ensure that CUJCS becomes the principal undergraduate cognitive science journal in Canada.

We would like to take this opportunity to thank each of our authors whose submissions continue to make our journal possible. This year saw a number of interesting and varied research papers comprising a wide range of areas of investigation within cognitive science. Each paper was subject to at least two reviews before the final decision on acceptance was made. Those that were selected particularly represent not only the cognitive science methodology, but also the qualities of high-level discourse found in journal-quality papers, namely strong presentation, cohesion, clarity of thought, and evidence of critical thinking. As learning to write such papers is an ongoing process, those that were not selected for this year's edition were nonetheless encouraged to revise based on the referee's comments and to consider resubmitting for the 2004 edition.

In addition to our authors, a great deal of gratitude is owed to the faculty and students at our fellow universities and colleges who assisted in distributing our Call for Papers, and in encouraging their undergraduate students to participate. We would also like to thank our faculty advisors, Dr. Nancy Hedberg and Dr. Rodger Blackman, whose continued encouragement and assistance has helped bring this project to life; the members of the Simon Fraser University Cognitive Science Student Association (COGS) for their contributions in all aspects of the journal; our referee committee, comprised of graduate students and faculty from Simon Fraser University, Carleton University, Rutgers University and Washington University; and last, but not least, our Referee Coordinator, Doug Yovanovich, as without his efforts this year's edition would have surely turned into next year's.

Finally, we look forward to continuing to provide such opportunities for

our undergraduate cognitive science students in the years to come.

In closing, we hope that you will find the 2003 edition of CUJCS both stimulating and engaging. So please, grab a coffee, a comfortable chair and enjoy!

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Editorial Committee