



# MARYLAND APPLIED GRADUATE ENGINEERING

## Cognitive Robotics (ENPM808Z) Sections 0101 and R001

**Professor:** Dr. Yantian Zha

**Office Phone:** N/A

**Email:** [ytzha@umd.edu](mailto:ytzha@umd.edu)

**Office Hours:** IRB 4220

Thursdays 9:00 am - 12:00 pm; Fridays 3:00 pm - 6:00 pm; and by appointment

**Teaching Assistant:** TBD

**Pronouns:** TBD

**Email:** TBD

**Office Hours:** TBD

**Credits:** 03

**Term:** Spring 2024

**Course Dates:** January 24<sup>th</sup> – May 9<sup>th</sup>

**Course Times:** Mondays 4:00 pm - 6:40 pm

**Classroom:** TBD and Online

**Canvas/ELMS:** <https://umd.instructure.com/courses/1360099>

**Gradescope:** <https://www.gradescope.com/courses/697349>, Course ID: 697349

### Course Description

Cognitive Robotics explores the application of human cognitive intelligence to the design and development of intelligent robots. The course delves into the fundamental principles of human cognitive intelligence and its integration with robotics and machine learning. Students will learn to develop cognitive robot learning architectures and implement them using simulators like Pybullet, NVIDIA Isaac-Gym, and Meta Habitat 2.0. Through engaging class projects, students will apply their newly acquired knowledge to solve novel, challenging and practically useful problems, enabling them to make meaningful contributions to the field. This unique opportunity to bridge the gap between cognitive science and robot learning that empowers students to develop smarter and more capable robotic systems.

The course offers an overview of cognitive robotics with a specific focus on cognitive robot learning, a cutting-edge subfield situated at the intersection of artificial intelligence, cognitive psychology, and robotics. It selectively concentrates on several subjects of current research interest, dividing the lectures approximately 50% on introduction, background, and standard topics, and the remaining 50% on research-oriented topics exploring state-of-the-art connections between robot learning and cognitive science.

Students can choose from traditional assignment-exam options or more challenging assignment-project alternatives. Opting for the latter, participants are expected to produce work that is of publishable quality at a top-tier conference upon completing the class project. This advanced option provides a unique opportunity for students to contribute to the forefront of research in cognitive robotics and make significant advancements in the field.

### Prerequisites

It is preferred that participants possess some background in Python programming and/or experience in neural network programming using PyTorch or TensorFlow.

## Learning Outcomes

After successfully completing this course you will be able to:

- **Apply Fundamental Principles:** By the course conclusion, students will proficiently apply the fundamental principles of cognitive robotics, integrating human cognitive intelligence into the design and development of intelligent robots through practical exercises and real-world applications.
- **Demonstrate Proficiency in Skills:** Students will demonstrate proficiency in developing cognitive robot learning architectures and implementing them using simulators like Pybullet, NVIDIA Issac-Gym, and Meta Habitat 2.0. Through hands-on projects and assessments, they will showcase their ability to practically apply acquired skills to solve complex challenges in the field.
- **Contribute to Research Output:** Participants selecting the advanced exam-research project option will produce high-quality, publishable work eligible for presentation at top-tier conferences. This outcome demonstrates their capability to actively contribute to ongoing research in cognitive robotics, emphasizing their ability to create and disseminate valuable insights in the academic community.

## Course Materials

### *Required Resources*

- The instructor's course slides.
- A desktop or a laptop computer.
- (For Project Option) Access to a desktop or laptop computer equipped with a dedicated NVIDIA GPU.

## Course Structure

This course includes both on-campus and online sections. To attend synchronously online, log into ELMS-Canvas at the time of the Section 0101 class on Mondays 4:00 pm - 6:40 pm and select "Video Conference" from the left side menu. This will open a Zoom link to the live classroom.

For asynchronous online students, all lectures will be recorded and made available on ELMS-Canvas under "Panopto Recordings/Video Lectures" within 24 hours of the class time. Be sure to review the recorded lecture in a timely manner.

On-campus students come to class prepared to engage with the lecture and materials. Online students, be sure to log into Canvas regularly and participate in discussions and activities. Regardless of the section you are enrolled in, participation is expected.

**Please note** that F1 students enrolled in the on-campus section are required to attend in person. If you have a conflict on a particular day, please reach out to me in advance to discuss.

## Communication Guidelines

### Communicating with the Instructor

My goal is to be readily available to you throughout the semester. I can be reached by email at [ytzha@umd.edu](mailto:ytzha@umd.edu). Please DO NOT email me with questions that are easily found in the syllabus or on ELMS-Canvas (e.g., When is this assignment due? How much is it worth? etc.), but please DO reach out about personal, academic, and intellectual concerns/questions.

While I will do my best to respond to emails within 48 hours, you will more likely receive email responses from me in one day from 6pm to 8pm EST.

When constructing an email to me please put “ENPM 808Z (Section XXXX) Assignment/Project/Class/Other: Your Topic” in the subject line. This will draw my attention to your email and enable me to respond to you more quickly.

Additionally, please review [These tips for 'How to email a Professor'](#). By following these guidelines, you will be ensured to receive a timely and courteous response.

Finally, if you need to discuss issues not appropriate for the classroom and/or an email, we can arrange to talk by phone, over Zoom, or in person. Send me an email asking for a meeting and we can set something up.

### **Announcements**

I will send IMPORTANT messages, announcements, and updates through ELMS-Canvas. To ensure you receive this information in a timely fashion, make sure your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS-Canvas ([How to change notification settings in CANVAS](#)).

Log into our ELMS-Canvas course site at least once every 24-hour period to check your inbox and the Announcements page.

### **Names/Pronouns and Self-Identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **Communicating with your Peers**

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or

silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

### Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course’s learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

## Grading

### Grade Breakdown (Assignment – Exam Option)

Assignment	Percentage %
Assignments	60%
Midterm Exam	30%
Participation (Class Quizzes)	10%
<b>Total</b>	<b>100%</b>

### Grade Breakdown (Assignment – Project Option)

Assignment	Percentage %
Assignments	15%
Midterm Presentation	30%
Participation (Class Quizzes)	10%
Group Project	45%
<b>Total</b>	<b>100%</b>

### Course Assignments

The assignment-exam option comprises only three assignments, while the assignment-project option includes a singular assignment, weekly reports, a midterm presentation, and a final report.

#### *Assignments*

A total of three assignments encompass both theoretical concepts and programming tasks. Students exclusively pursuing the research project option are required to complete the first assignment. All assignments will be accessible and submitted through Gradescope.

- **Assignment 1 - Neural Networks:** Focuses on understanding and implementing neural networks to provide students with a solid foundation for learning the rest topics of cognitive robot learning.
- **Assignment 2 - Search & Planning, Markov Decision Process:** Concentrates on comprehending optimal search methodologies and their application in solving sequential decision-making problems.

- **Assignment 3 - Perception, Reinforcement Learning, and Imitation Learning:** Focuses on understanding the learning of sequential decision-making in both model-based and model-free fashions, setting up the solid knowledge for training robots to ACT in the world.

#### *Midterm Presentation (Assignment – Project Option)*

- Each student would present the project – the research problem, expected contributions, state-of-the-art, and early results. The presentation would be graded based on the quality of early results (60%), the slides/presentations quality (10%), the survey and analysis of related works (10%), student’s understanding of the project (10%), and quality of students’ answers in a Q&A session after each talk (10%).

#### *Group Project (Assignment – Project Option)*

- The group project consists of the weekly reports that will be submitted on each Sunday and a final report to be submitted at the end of this semester. The grading will mostly be based on the novelty and completeness of the project (48 pts), the quality of weekly reports (36 pts), and the final report/codes (16 pts). There are six levels of completeness: 1) You cannot show any results (your initial implementation is incomplete); 2) You can show a baseline (existing method) results but clearly there are some bugs; 3) You can show results for a working baseline (e.g., learning curves, accuracy, or demos); 4) You have working baseline (s) but your main model/algorithm results are totally missing; 5) You have working baseline (s) and your main model/algorithm is not working; 6) Both of your baseline (s) and your main model are working (your main model/algorithm outperforms baseline (s), or you provide a convincing analysis explaining the achieved experimental comparison results even you cannot beat the best baseline).

#### *Participation (Quizzes)*

- The participation will be counted based on pop quizzes and/or sign-up sheets.

### **Grading of Assignments**

All assignments will be graded according to a predetermined set of criteria (i.e., rubric) which will be communicated to students before the assignment is submitted.

To progress satisfactorily in this class, students need to receive timely feedback. To that end, it is my intention to grade all assignments within **3 weeks** of their due date. If an assignment is taking longer than expected to grade, students will be informed of when they can expect to see their grade.

### **Grade Computation**

All assessment scores will be posted on ELMS/Canvas page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

It is expected that you will submit work by the deadline listed in the syllabus and/or on ELMS-Canvas. Late work will be penalized according to the late work policy described in the **Course Policies and Procedures** section below.

**Grade Disputes:** I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99  $\neq$  90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

## Course Schedule

Week #	Date	Topic	Deliverable
1	Jan 29	The Overview of Cognitive Robotics	Submit project team and topic in 2 weeks
2	Feb 5	Neural Basis for Cognitive Robot Learning	Assignment 1 [due in 2 weeks]
3	Feb 12	Search & Planning	
4	Feb 19	Sequential Decision Making	
5	Feb 26	Deep Reinforcement Learning	Assignment 2 [due in 3 weeks]
6	Mar 4	Imitation Learning	Submit midterm presentation slides
7	Mar 11	Midterm Presentation	
8	Mar 18	Spring Break	
9	Mar 25	Midterm Presentation / Exam	
10	Apr 1	Visual Perception	Assignment 3 [due in 3 weeks]
11	Apr 8	Perception-Acting Coupling	
12	Apr 15	Learning Language Models	
13	Apr 22	Planning and Learning in Robotics	
14	Apr 29	Self-Explanation Guided Robot Learning	Submit Project Report [Preliminary Draft]

**Note:** This is a tentative schedule, and subject to change as necessary – monitor ELMS-Canvas for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

## Course Policies and Procedures

The University of Maryland's conduct policy indicates that course syllabi should refer to a webpage of course-related policies and procedures. For a complete list of graduate course related policies, visit the [Graduate School website](#). Below are course-specific policies and procedures which explain how these Graduate School policies will be implemented in this class.

### Satisfactory Performance

The Graduate School expects students to take full responsibility for their academic work and academic progress. The student, to progress satisfactorily, must meet all the academic requirements of this course. Additionally, each student is expected to complete all readings and any preparatory work before each class session, come to class prepared to make substantive contributions to the learning experience, and to proactively communicate with the instructor when challenges or issues arise.

### Questions about Assignments

Please ask all questions you may have about an assignment by 11:59 PM the day before the assignment is due. Any questions asked after that time may not be answered in time for you to make changes to your work.

### Late Work Policy

Assignments should be completed by the due date and time listed with the assignment, on the syllabus, and/or in the course calendar. If you are unable to complete an assignment by the stated due date, it is your responsibility to contact your instructor to discuss an extension, at least 24 hours BEFORE the assignment is due. Extensions are not guaranteed, but may be granted at the instructor's discretion.

**Assignments submitted late will receive a 10% deduction in total grade per each calendar day late up to a maximum of three days late (i.e., there is a maximum of a 30% grade reduction for assignments submitted late). Work submitted more than three days late will not receive feedback and will automatically earn a grade of zero.**

### Religious Observance

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

### Academic Integrity

For this course, some of your assignments will be collected via Turnitin on ELMS/Canvas. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**







It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, **collaboration on graded assignments is strictly prohibited unless otherwise stated**. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Graduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: **"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."**

If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!**

To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 <b>OPEN NOTES</b>	 <b>USE BOOK</b>	 <b>LEARN ONLINE</b>	 <b>GATHER CONTENT With AI</b>	 <b>ASK FRIENDS</b>	 <b>WORK IN GROUPS</b>
Homework Assignments	✓	✓	✓	---	---	---
Quizzes & Weekly Summaries	✓	✓	✓	---	---	---
Team Project	✓	✓	✓	✓	✓	✓
Final Exam	✓	---	---	---	---	---

### Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.



## Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

## Tips for Succeeding in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

## Student Resources and Services

Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit the [Counseling Center's Academic Resources](#) to learn more about the wide range of resources available to you. Below are some additional resources and services commonly used by graduate students. For a more comprehensive list, please visit the Graduate School's [Campus Resources Page](#).

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

### **Writing Center**

Everyone can use some help sharpening their communication skills (and improving their grade) by visiting [The Graduate School's Writing Center](#) and schedule an appointment with them. Additionally, international graduate students may want to take advantage of the Graduate School's free [English Editing for International Graduate Students \(EEIGS\) program](#).

### **Health Services**

The University offers a variety of physical and mental health services to students. If you are feeling ill or need non-emergency medical attention, please visit the [University Health Center](#).

If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### **Notice of Mandatory Reporting**

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu).

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at [ocrsm.umd.edu](http://ocrsm.umd.edu).

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### **Veteran Resources**

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.