

City University of Hong Kong

Information on a Course offered by Department of Applied Social Sciences with effect from Semester A in 2014/2015

Part I

Course Title: Cognitive Psychology

Course Code: SS3712

Course Duration: One semester

No. of Credit Units: 3

Level: B3

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: (Course Code and Title): SS2023 Basic Psychology I or its equivalent

Precursors: (Course Code and Title): Nil

Equivalent Courses: (Course Code and Title): Nil

Exclusive Courses: (Course Code and Title): Nil

Part II

1. Course Aims

This course aims to develop students' ability in understanding basic knowledge of major theories and research paradigms in cognitive psychology. It also aims to foster their positive attitudes toward applying the concepts of cognitive psychology to everyday experiences through conducting empirical studies.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Describe principle theories and concepts in cognitive psychology;	30%
2.	Explain major research methods and paradigms in cognitive psychology;	20%
3.	Analyze the link between research in cognitive psychology and everyday experience; and	20%
4.	Compare and contrast the strengths and weaknesses of different approaches to understand information processing in humans through conducting empirical studies.	30%

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√		√	
CILO 2	√	√		
CILO 3		√	√	
CILO 4	√		√	

Describe the TLAs:

TLA1: Lecture

Major theories and principles in cognitive psychology are described and explained, with an emphasis on the utility of various experimental paradigms in testing specific hypotheses in different areas of cognitive psychology.

TLA2: Laboratories

- Teaching/learning of concepts related to the experimental basis of research in cognitive psychology through online studies or laboratory experiments.
- Teaching/learning of major experimental paradigms for generating and testing specific hypotheses.

TLA3: Tutorials

- Students will be required design and present scientific studies investigating topics relevant to cognitive psychology.
- Promote students' discovery about the linkage between research and real-life experiences.

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable) State CILOS in percentages	Remarks
CILO 1-4	AT1: Experimental Report	30%	
CILO 2-3	AT2: Group Project and Presentation	20%	
CILO 1-4	AT3: Exam (3 hrs)	50%	

Further description of ATs:

AT1: Experimental Report (30%)

It aims to assess students' abilities to apply and evaluate specific theories/concepts and experimental paradigms. Students are required to adhere to the APA format in writing this report.

AT2: Group Project and Presentation (20%)

This is designed to assess the ability to (i) understand the applicability of specific experimental paradigms, (ii) design an empirical research study, and (iii) evaluate the linkage between research in cognitive psychology and everyday experience.

AT3: Examination (50%)

This is designed for assessing students' abilities to understand major theories and research paradigms, and to analyze the strengths and weaknesses of different approaches in cognitive psychology.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstration of an excellent ability to compare and contrast theories of cognitive psychology and evaluate research methods and paradigms in cognitive psychology. An outstanding ability to apply theoretical concepts to understand everyday cognitive functioning through empirical discovery. Excellent grasp of teaching materials and extensive knowledge of information processing in humans.
B+ B B-	Reasonable understanding of theories of and research methods in cognitive psychology. Showing a good capability to analyze and link theoretical concepts with everyday experiences. The experimental report is adequately written to investigate information processes.
C+ C C-	Ability to understand the subject knowledge in a general way. Limited capability to analyze the issues and synthesize theoretical concepts. Findings of the experimental report are descriptive in nature without much critical evaluation.
D	Limited familiarity with the subject issue. The experimental report does not focus on cognitive psychology, and theoretical concepts and research findings are poorly integrated.
F	Little evidence of familiarity with the subject issue. The research project is poorly designed, and limited knowledge of cognitive psychology is shown.

Part III

1. Keyword Syllabus

Assumptions and models in cognitive psychology. Sensation and perception. Attention and visual pattern recognition. Memory: basic concepts and principles. Knowledge representation. Reasoning and Problem solving. Language.

2. Recommended Reading

Textbook

Goldstein, E. B. (2011). *Cognitive psychology: Connecting mind, research, and everyday experience* (3rd ed.). USA: Wadsworth.

Baars, B. J., & Gage, N. M. (2010). *Cognition, brain, and consciousness: Introduction to Cognitive Neuroscience* (2nd ed.). USA: Elsevier.

Robinson-Riegler, B., & Robinson-Riegler, G. L. (2014). *Cognitive Psychology: Applying the science of the mind*. UK: Pearson.

Online Resources

CogLab: <http://coglab.wadsworth.com>

Supplementary Readings

Dodson, C. S., & Krueger, L. E. (2006). I misremember it well: Why older adults are unreliable eyewitnesses. *Psychonomic Bulletin & Review*, 13, 770-775.

Garry, M., French, L., Kinzett, T., & Mori, K. (2008). Eyewitness memory following discussion: Using the MORI technique with a Western sample. *Applied Cognitive Psychology*, 22, 431-439.

Goldstein, E. B. (2007). *Sensation and perception* (7th ed., pp.373-378). Belmont, CA: Thomson Wadsworth.

Loftus, E. F., Levidow, B., & Duensing, S. (1992). Who remember best? Individual differences in memory for events that occurred in a science museum. *Applied Cognitive Psychology*, 6, 93-107.

Wells, G. L., & Olson, E. A. (2003). Eyewitness testimony. *Annual Review of Psychology*, 54, 277-295.