



University of
New Haven

Cognitive Psychology

SECTION I: Course Overview

Course Code: PSY332BCN

Subject Area(s): Psychology

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course will cover the basics of human cognition, a field of study that explores how people perceive, learn, remember, and think about information. Cognitive Psychology is about how we take in information about the world, make sense of it, store it for later use, and then try to retrieve it when it's needed.

In this course you will understand how best to study for tests, how to read effectively, and how to remember difficult-to-learn material. You will learn that there is much more going on in your mind than you are conscious of. You are aware of experiences such as seeing something, remembering a past event, or thinking about how to solve a problem, but behind each of these experiences are many complex and largely invisible processes. We will delve into some of the activities that go on in our minds that are responsible for everyday experiences such as perceiving, remembering, and thinking.

You will learn there are many practical connections between the results of cognitive psychology research and everyday life. Examples of these connections will be prevalent throughout the course.

The course is structured into ten distinctive modules covering the main aspects of the discipline of Cognitive Psychology and its application to contemporary phenomena: Cognitive Neuroscience, Perception, Attention and Consciousness, Memory, Knowledge, Language, Problem Solving and Creativity, Judgment, Decision Making and Reasoning, and Cognition and Emotion. The format of instruction will include lecture, audiovisual materials, small group discussions, class activities, and in-class discussions.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Explain the major theoretical perspectives on the cognitive processes of perception, attention, memory, knowledge, language and decision-making.
- Discuss how humans actively process information in terms of attention and consciousness.
- Assess key methods used in modern cognitive psychology research.
- Analyze real-world problems and to provide practical solutions based on your theoretical knowledge of the cognitive psychology.

PREREQUISITES

This course requires an introductory psychology course, or its equivalent, such as AP/IB Psychology.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name: TBA
Contact Information: TBA
Term: SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING & FALL SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Independent Learning Activity	20%
Quizzes	15%
Group Assignments	15%
Midterm Exam	20%
Final Exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00

F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Independent Learning Activities: Essay Papers or AICAP Activity written assignment (20%): The student can choose between four (4) assignments, two of which must be submitted. There will be two papers, in the form of essays (4-6 pgs.) on assigned topics, each weighted 10% of your final grade. These papers are designed not only to enhance analysis of the course readings, but also to encourage self-reflection and self-learning. A guide on how to develop an academic essay will be provided at the beginning of the course. One of the papers must be based on the recommended AICAP for this class (Hidden City Tour: Street Life, Bomb Shelter)

Quizzes (15%): After completion of each topic, you will be quizzed on that material. There are two reasons for these quizzes; first, they should encourage you to keep on top of the reading, in order to ensure that you do not fall behind in the course and second, research has shown that repeated testing (i.e., retrieval practice)

enhances retention of material. We will make use of this finding in order to increase your performance on exams and to help you remember the topics we cover after the course has been completed.

Group Assignments (15%): These assignments will involve group reading, text analysis, analysis of real-world problems, and discussion. You will be organized into groups and will have to explain and provide feedback in class on particular readings assigned to you and provide practical solutions for real-world problems based on your theoretical knowledge of the cognitive psychology. At times, you will be asked to either comment upon news items or videos provided by the instructor or be required to find media sources and examples (in the form of advertisements or news items) related to the contents of the course. An additional explanation on how the example informs the topic of study will also be required, as these examples and readings will be analyzed in the class.

Midterm & Final Examinations (20% & 20%): The midterm exam will cover the first half of the course and final exam will be comprehensive. The structure of the exams will be as follows: multiple choice questions, short-answer questions, and an essay-response question.

EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

Guest Lectures

- **Guest Lecture:** Expert in Witness Interview and Crime Investigation
- **Guest Lecture:** Expert in Cognition and Emotion

AICAP Activities

The AICAP activities selected for this course were chosen for their relevance to the course's learning objectives. While these activities may not be mandatory, you are highly encouraged to attend. Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment.

- **Hidden City Tour: Street Life**
- **Bomb Shelter**

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Anderson, J. (2014). *Cognitive Psychology and Its Implications* New York, NY: Worth Publishers

- II. **SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- Eysenck, M.W. & Keane, M.T (2015). Cognition & Emotion. In *Cognitive Psychology: A Student's Handbook* (635-679). New York, NY: Psychology Press.
- (2015). Judgment, Decision Making. In *Cognitive Psychology: A Student's Handbook* (547-585).
- (2015). Problem Solving and Expertise. In *Cognitive Psychology: A Student's Handbook* (503-543).
- Goldstein, B. (2018). Cognitive Neuroscience. In *Cognitive Psychology* (pp.25-44). Boston, MA: Cengage.
- (2018). Conceptual knowledge. In *Cognitive Psychology* (pp. 263-295). Boston, MA: Cengage.
- (2018). Everyday Memory and Memory Errors. In *Cognitive Psychology* (pp. 225-260). Boston, MA: Cengage.
- Heathcote, D. (2016) Working Memory and Performance Limitations. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (99-124). New York, NY: Rotledge.
- Law, R. & Maguire, M. (2016) Biological Cycles and Cognition. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (253-287) New York, NY: Rotledge.
- Maguire, M. (2016) The Effects of Drugs on Cognition. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (223-252). New York, NY: Rotledge.
- Milne, R & Bull, R. (2016) Witness Interview & Crime Investigation. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (175-196). New York, NY: Rotledge.
- Sternberg, R. & Sternberg, K. (2016) Cognitive Neuroscience. In *Cognitive Psychology* (pp: 35-69). Boston, MA: Cengage Learning.
- (2016). Introduction to Cognitive Psychology. In *Cognitive Psychology* (pp: 2-33). Boston, MA: Cengage Learning.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are listed below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Eysenck, M.W. & Keane, M.T (2015). Approaches to human Cognition. In *Cognitive Psychology: A Student's Handbook* (1- 31). New York, NY: Psychology Press.
- (2015). Consciousness. In *Cognitive Psychology: A Student's Handbook* (683- 710). New York, NY: Psychology Press.
- Eysenck, M.W & Wilson, M.R. (2016) Sporting Performance, Pressure and Cognition: Introducing Attentional Control Theory: Sport. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (Ch. 14). New York, NY: Rotledge.
- Goldstein, B. (2018). Short-Term and Working Memory. In *Cognitive Psychology* (pp. 129-159). Boston, MA: Cengage.
- Loveday, C. (2016) Music and Cognition. In Groom, D. & Eysenck M.W. (Eds.) *An Introduction to Applied Cognitive Psychology* (Ch. 13). New York, NY: Rotledge.

REQUIRED FILMS

Justice in Mind (2013)

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

COURSE CALENDAR
Cognitive Psychology

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review Syllabus & Introduction	Course Overview Lecture & Discussion	Ensure textbook purchase
2	What is Cognitive Psychology? Studying the Mind Cognitive Neuroscience	Lecture & Discussion	Readings: Anderson, J. Ch. 1 (pp. 1- 3) Sternberg, R. & Sternberg, K. (2016) Introduction to Cognitive Psychology. In <i>Cognitive Psychology</i> (pp: 2-33). Boston, MA: Cengage Learning. Goldstein, B. (2018). Cognitive Neuroscience. In <i>Cognitive Psychology</i> (pp.25-44). Boston, MA: Cengage.
3	Neuroscience	Discussion Documentary: <i>Justice in Mind</i>	Readings: Sternberg, R. & Sternberg, K. (2016) Cognitive Neuroscience. In <i>Cognitive Psychology</i> (pp: 35-69). Boston, MA: Cengage Learning. Film: <i>Justice in Mind</i>
4	Perception & Attention: Perception & Attention Mental Imagery	Lecture & Discussion Group Assignment	Readings: Anderson, J. - Ch. 2 (pp. 27- 51) Ch. 3 (pp. 53- 76) Ch. 4 (pp. 78-95)
5	Memory: Short-term, Performance Limitation	Discussion Documentary: <i>Memento</i>	Readings: Heathcote, D. (2016) Working Memory and Performance Limitations. In Groom, D. & Eysenck M.W. (Eds.) <i>An Introduction to Applied Cognitive Psychology</i> (99-124). New York, NY: Rotledge. Film: <i>Memento</i>

6	<p style="text-align: center;">Memory: Representation of Knowledge LTM: Encoding, Retrieval & Consolidation Everyday Memory & Memory Errors</p>	<p style="text-align: center;">Lecture & Discussion Group Assignment</p>	<p>Readings: Anderson, J. - Ch. 5 (pp. 97- 122) Ch. 6 & 7 (pp. 124- 179) Goldstein, B. (2018). Everyday Memory and Memory Errors. In <i>Cognitive Psychology</i> (pp. 225-260). Boston, MA: Cengage.</p> <p style="text-align: center;">Submit Independent Learning Activity (Essay I)</p>
7	MIDTERM		
8	<p style="text-align: center;">Memory: Witness Interview & Crime Investigation (I)</p>	<p style="text-align: center;">Lecture & Discussion Group Assignment</p>	<p>Readings: Milne, R & Bull, R. (2016) Witness Interview & Crime Investigation. In Groom, D. & Eysenck M.W. (Eds.) <i>An Introduction to Applied Cognitive Psychology</i> (175-196). New York, NY: Rotledge. Goldstein, B. (2018). Conceptual knowledge. In <i>Cognitive Psychology</i> (pp. 263-295). Boston, MA: Cengage.</p>
9	<p style="text-align: center;">Memory: Witness Interview & Crime Investigation (II) Knowledge</p>	<p style="text-align: center;"><i>Guest speaker</i> Lecture & Interactive Question & Answer Session</p>	<p>Students will be assigned material appropriate to the content of lecture proposed to provoke discussion. A list of questions to be submitted to Moodle prior to session.</p>
10	<p style="text-align: center;">Language</p>	<p style="text-align: center;">Lecture & Discussion Group Assignment</p>	<p>Readings: Anderson, J. - Ch. 12 (pp. 294-311) Ch. 13 (pp. 313- 336)</p>
11	<p style="text-align: center;">Problem Solving</p>	<p style="text-align: center;">Lecture & Discussion</p>	<p>Eysenck, M.W. & Keane, M.T (2015). Problem Solving and Expertise. In <i>Cognitive Psychology: A Student's Handbook</i> (503-543).</p> <p style="text-align: center;">Submit Independent Learning Activity (Essay II)</p>

12	Judgment, Decision Making, & Reasoning: The Effects of Drug on Cognition	Lecture & Discussion Group Assignment	Readings: Eysenck, M.W. & Keane, M.T (2015). Judgment, Decision Making. In <i>Cognitive Psychology: A Student's Handbook</i> (547-585). Maguire, M. (2016) The Effects of Drugs on Cognition. In Groom, D. & Eysenck M.W. (Eds.) <i>An Introduction to Applied Cognitive Psychology</i> (223-252). New York, NY: Rotledge.
13	Cognition: Biological Cycles & Cognition	Lectures & Discussion Group Assignment	Readings: Law, R. & Maguire, M. (2016) Biological Cycles and Cognition. In Groom, D. & Eysenck M.W. (Eds.) <i>An Introduction to Applied Cognitive Psychology</i> (253-287) New York, NY: Rotledge.
14	Cognition & Emotion	<i>Guest speaker</i> Lecture & Interactive Question & Answer Session	Readings: Eysenck, M.W. & Keane, M.T (2015). Cognition & Emotion. In <i>Cognitive Psychology: A Student's Handbook</i> (635-679). New York, NY: Psychology Press. Students will be assigned material appropriate to the content of the proposed lecture to provoke discussion. A list of questions to be submitted to Moodle prior to session.
15	FINAL EXAM		

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)