Form 2B

City University of Hong Kong

Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2012/2013

Part I

Course Title:	Perception and Cognition
Course Code:	SS5750
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	SS2023 Basic Psychology or its equivalent
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims:

This course aims to develop students' ability in understanding knowledge and insights of cognitive psychology, and to foster their positive attitudes toward the application of theoretical concepts of cognitive psychology to human cognition.

Course Intended Learning Outcomes (CILOs)
Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Describe principle theories, concepts, and research paradigms relevant to cognitive psychology;	30%
2.	Analyze the link between research in cognitive psychology and everyday experiences;	20%
3.	Compare and contrast different approaches to understanding human information processing through conducting empirical studies; and	30%
4.	Evaluate the application of theories and principles in cognitive psychology to real life settings.	20%

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: Lectures
Major theories, principles and models in cognitive psychology are described and explained. Students will be engaged in discussion and interaction that serve to stimulate their thinking on different topics in cognitive psychology.

TLA2: Tutorials
- Students will be required to analyse and present empirical data collected via the online studies or laboratory experiments in a scientific format.
- Promote students' discovery about the linkage between research and everyday experiences.
- Evaluate different approaches to understand human cognitions.

TLA3: Laboratories
- To teach concepts related to the experimental basis of research in cognitive psychology through conducting online studies or laboratory experiments.
- To familiarize students with major experimental paradigms for generating and testing specific hypotheses.

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	Remarks
CILO 1-4	AT1: Two Quizzes	50%	
CILO 1, 3, 4	AT2: Experimental Report	30%	
CILO 2-4	AT3: Group Project and Presentation	20%	

Further description of ATs:

AT1: Quizzes (50%)
Two quizzes are designed to assess students' ability to understand major theories and research paradigms in cognitive psychology, and to analyze the strengths and weaknesses of different theoretical approaches.

AT2: Experimental Report (30%)
Each student is required to hand in a 2000-word report written in the APA format, based on the data collected in online studies or laboratory experiments. It is designed to assess competence in (1) analyzing empirical data through hypothesis testing, (2) evaluating methodological issues associated with different research paradigms, and (3) evaluating different approaches in cognitive psychology for understanding human cognitions.

AT3: Group Project and Presentation (20%)
Students are required to work in small groups and present research topics in cognitive psychology. This is designed to assess the ability to conduct an empirical research via online studies or laboratory experiments, and evaluate the linkage between research in cognitive psychology and everyday experience.

Grading of Student Achievement:
Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

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:**

Models in cognitive psychology; sensing and perceiving; visual perception; attention; memory; memory errors; eyewitness testimony; knowledge representation and organization; problem solving; reasoning.

2. **Recommended Reading:**

Goldstein, E. B. (2010). *Cognitive psychology*: *Connecting mind, research, and everyday experience* (3rd ed.). Canada: Wadsworth Cengage learning.

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

3. **Online Resources:**

CogLab: http://coglab.wadsworth.com

4. **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.) (p.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.