

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/2019**

Part I Course Overview

Course Title: Perception and Cognition

Course Code: SS5750

Course Duration: One semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: MSSPSY Students : NIL
(Course Code and Title) Non-MSSPSY Students : SS2023 Basic Psychology I or its equivalent

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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%	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
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.	√	√		√			
Tutorials	• Students will be	√	√	√	√			

	<p>required to analyse and present empirical data collected via the online studies or laboratory experiments in a scientific format.</p> <ul style="list-style-type: none"> • Promote students' discovery about the linkage between research and everyday experiences. • Evaluate different approaches to understand human cognitions. 							
Laboratories	<ul style="list-style-type: none"> • 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. 	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Two Quizzes (50%)	✓	✓	✓	✓			50%	
Experimental Report (30%)	✓		✓	✓			30%	
Group Project and Presentation (20%)		✓	✓	✓			20%	
Examination: 0% (duration: , if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Two Quizzes (50%)	The two quizzes are designed to assess students' knowledge in cognitive psychology	Excellent grasp of teaching materials and extensive knowledge in theories and concepts of cognitive psychology	Reasonable understanding of theoretical concepts of cognitive psychology	A basic understanding of concepts of cognitive psychology.	Limited familiarity with concepts of cognitive psychology.	Little evidence of familiarity with concepts of cognitive psychology.
2. Experimental report (30%)	Each student is required to submit an individual experimental report using data collected from online experiments.	Demonstration of an outstanding ability to analyze and interpret research data, and critically evaluate the application of theoretical concepts to everyday cognitive functioning.	The experimental report is adequately written with proper integration of past literature and interpretation of research findings.	Findings of the experimental report are descriptive in nature without much critical evaluation.	Theoretical concepts and research findings are poorly integrated in the report.	Little evidence of familiarity with the subject issue. The report is poorly written, and limited knowledge of cognitive psychology is shown.
3. Group project and Presentation (20%)	Students are required to work in a small group and present a research study in cognitive psychology.	Demonstration of an excellent ability to synthesize the relevant literature on the selected topic, systematically analyse the data, and critically evaluate the findings with reference to its application in everyday experiences.	Showing a good capability to analyze empirical data and link theoretical concepts with everyday experiences	Limited capability to synthesize theoretical concepts and integrate research findings with everyday cognitive functioning.	Limited familiarity with the subject issue. Poor application of the theoretical models.	Inability to integrate past research on cognitive psychology.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Goldstein, E. B. (2015). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (4 th ed.). Stamford, CT: Cengage Learning.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Goldstein, E. B. (2007). <i>Sensation and perception</i> (7 th ed.). Belmont, CA: Thomson Wadsworth.
2.	CogLab: http://coglab.wadsworth.com
3.	Dodson, C. S., & Krueger, L. E. (2006). I misremember it well: Why older adults are unreliable eyewitnesses. <i>Psychonomic Bulletin & Review</i> , 13, 770-775.
4.	Garry, M., French, L., Kinzett, T., & Mori, K. (2008). Eyewitness memory following discussion: Using the MORI technique with a Western sample. <i>Applied Cognitive Psychology</i> , 22, 431-439.
5.	Goldstein, E. B. (2007). <i>Sensation and perception</i> (7 th ed.) (p.373-378). Belmont, CA: Thomson Wadsworth.
6.	Loftus, E. F., Levidow, B., & Duensing, S. (1992). Who remember best? Individual differences in memory for events that occurred in a science museum. <i>Applied Cognitive Psychology</i> , 6, 93-107.
7.	Wells, G. L., & Olson, E. A. (2003). Eyewitness testimony. <i>Annual Review of Psychology</i> , 54, 277-295.