

# SS5750: PERCEPTION AND COGNITION

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**Effective Term**

Semester B 2025/26

## Part I Course Overview

**Course Title**

Perception and Cognition

**Subject Code**

SS - Social and Behavioural Sciences

**Course Number**

5750

**Academic Unit**

Social and Behavioural Sciences (SS)

**College/School**

College of Liberal Arts and Social Sciences (CH)

**Course Duration**

One Semester

**Credit Units**

3

**Level**

P5, P6 - Postgraduate Degree

**Medium of Instruction**

English

**Medium of Assessment**

English

**Prerequisites**

MSSPSY Students: Nil

Non-MSSPSY Students: SS1101 Basic Psychology or its equivalent

**Precursors**

Nil

**Equivalent Courses**

Nil

**Exclusive Courses**

Nil

## Part II Course Details

**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.

### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                                                              | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Describe principal theories and concepts in cognitive psychology;                                                                                            | 30                  | x      |        |        |
| 2     | Explain major research methods and paradigms in cognitive psychology;                                                                                        | 20                  | x      | x      | x      |
| 3     | Analyze the link between research in cognitive psychology and everyday experience; and                                                                       | 20                  | x      | x      |        |
| 4     | Compare and contrast the strengths and weaknesses of various approaches to gain a deeper understanding of information processing in humans through projects. | 30                  | x      | x      | x      |

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

| LTAs |                                 | Brief Description                                                                                                                                                                                                                                | CILO No.   | Hours/week (if applicable) |
|------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------|
| 1    | Lectures                        | Students will participate in formal lectures to learn key theories and principles of cognitive psychology, focusing on the usefulness of various experimental paradigms for testing specific hypotheses across different areas within the field. | 1, 2, 4    |                            |
| 2    | Experiential Learning Exercises | Students will design and present scientific studies investigating topics relevant to cognitive psychology. They will be encouraged to explore the connection between research and real-life experiences.                                         | 1, 2, 3, 4 |                            |

|   |                                |                                                                                                                                                          |            |  |
|---|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| 3 | Laboratories/Research Analyses | Students will learn concepts related to the experimental basis of research in cognitive psychology through online or laboratory studies and experiments. | 1, 2, 3, 4 |  |
|---|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|

**Assessment Tasks / Activities (ATs)**

|   | ATs                     | CILO No.   | Weighting (%) | Remarks ("- " for nil entry)                             | Allow Use of GenAI? |
|---|-------------------------|------------|---------------|----------------------------------------------------------|---------------------|
| 1 | Quizzes (50%)           | 1, 2, 3, 4 | 50            | -                                                        | No                  |
| 2 | Individual Report (25%) | 1, 2, 3, 4 | 25            | -                                                        | No                  |
| 3 | Group Project (25%)     | 2, 3, 4    | 25            | Allow AI to: e.g., brainstorm and generate initial ideas | Yes                 |

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

1. Quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

The quizzes are designed to assess students' understanding and application of cognitive psychology.

**Excellent**

(A+, A, A-) Excellent grasp of teaching materials and extensive knowledge in theories and concepts of cognitive psychology

**Good**

(B+, B) Reasonable understanding of theoretical concepts of cognitive psychology

**Marginal**

(B- C+, C) A basic understanding of the concepts of cognitive psychology.

**Failure**

(F) Little evidence of familiarity with concepts of cognitive psychology.

**Assessment Task**

2. Individual report (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Demonstrate the ability to explain, analyse, and integrate cognitive psychology concepts and research evidence, and communicate these ideas clearly in written form.

**Excellent**

(A+, A, A-) Demonstration of outstanding ability to synthesise, analyse, and critically evaluate cognitive theories and research.

**Good**

(B+, B) A well-written report with sound understanding and appropriate integration of research literature.

**Marginal**

(B- C+, C) A report that is mostly descriptive, with limited critical engagement.

**Failure**

(F) Little evidence of familiarity with cognitive psychology or the assigned topic.

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**Assessment Task**

3. Group project (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Demonstrate the ability to collaboratively analyse and synthesise psychological research, communicate theoretical and empirical insights clearly, and deliver an engaging and well-structured presentation.

**Excellent**

(A+, A, A-) An outstanding group presentation that demonstrates deep mastery of theory and research, strong synthesis, and exceptional communication.

**Good**

(B+, B) A solid and well-developed presentation demonstrating a clear understanding and appropriate use of research evidence.

**Marginal**

(B-, C+, C) A presentation that is mostly descriptive with limited integration or analysis.

**Failure**

(F) Little evidence of understanding, preparation, or engagement with the research literature.

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**Assessment Task**

1. Quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

The quizzes are designed to assess students' understanding and application of cognitive psychology.

**Excellent**

(A+, A, A-) Excellent grasp of teaching materials and extensive knowledge in theories and concepts of cognitive psychology.

**Good**

(B+, B, B-) Reasonable understanding of theoretical concepts of cognitive psychology.

**Fair**

(C+, C, C-) A basic understanding of the concepts of cognitive psychology.

**Marginal**

(D) Limited familiarity with concepts of cognitive psychology.

**Failure**

(F) Little evidence of familiarity with concepts of cognitive psychology.

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### Assessment Task

2. Individual report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

#### Criterion

Demonstrate the ability to explain, analyse, and integrate cognitive psychology concepts and research evidence, and communicate these ideas clearly in written form.

#### Excellent

(A+, A, A-) Demonstration of outstanding ability to synthesise, analyse, and critically evaluate cognitive theories and research.

#### Good

(B+, B, B-) A well-written report with sound understanding and appropriate integration of research literature.

#### Fair

(C+, C, C-) A report that is mostly descriptive, with limited critical engagement.

#### Marginal

(D) Theoretical concepts and research are poorly understood or weakly connected.

#### Failure

(F) Little evidence of familiarity with cognitive psychology or the assigned topic.

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### Assessment Task

3. Group project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

#### Criterion

Demonstrate the ability to collaboratively analyse and synthesise psychological research, communicate theoretical and empirical insights clearly, and deliver an engaging and well-structured presentation.

#### Excellent

(A+, A, A-) An outstanding group presentation that demonstrates deep mastery of theory and research, strong synthesis, and exceptional communication.

#### Good

(B+, B, B-) A solid and well-developed presentation demonstrating clear understanding and appropriate use of research evidence.

#### Fair

(C+, C, C-) A presentation that is mostly descriptive with limited integration or analysis.

#### Marginal

(D) A weak presentation that demonstrates limited understanding and minimal integration of research.

#### Failure

(F) Little evidence of understanding, preparation, or engagement with the research literature.

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## Part III Other Information

### Keyword Syllabus

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

### Reading List

#### Compulsory Readings

| Title |                                                                                                                                             |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Stamford, CT: Cengage Learning |

#### Additional Readings

| Title |                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Please refer to the updated course syllabus distributed from your instructor(s).                                                                       |
| 2     | Cognition: Pearson New International Edition, 5/E by Mark H. Ashcraft and Gabriel A. Radvansky. Pearson. (ISBN-10: 1292021470; ISBN-13: 9781292021478) |