Course Description

Examines how the mind and brain operate from a psychological and physiological perspective, including cognitive development across the life span, the human memory, and the cognitive processes.

Course Textbook


Course Learning Outcomes

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

1. Discuss the emergence of modern cognitive psychology.
2. Describe the visual system, the major theories of visual object recognition, and basic theories of speech perception.
3. Analyze the different processes and types of attention.
4. Discuss the working memory approach and the research on long-term memory.
5. Analyze the strengths and weaknesses of working and long-term memory.
6. Explain the research on memory strategies and metacognition.
7. Summarize the major findings on imagery and concept maps.
8. Discuss the research on general knowledge.
9. Summarize the research on language acquisition and comprehension.
10. Explain the problem-solving process.
11. Analyze the strengths and limitations of human deductive reasoning and decision-making processes.
12. Examine key milestones in human cognitive development throughout life.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lessons**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments**: This course contains five Unit Assessments, one to be completed at the end of Units I, II, IV, V, and VII. Assessments are composed of written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units III, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit III Article Critique**

Read this article found in the in the CSU Online Library in the ProQuest Criminal Justice database:


Address the following in a 500-word (minimum) essay. Make sure to elaborate fully on your main ideas, providing supporting details and explanations.

- Summarize three to five major points from the article.
- Evaluate the effectiveness of current research methods in studying issues related to eyewitness testimonies.
- Describe the safeguards the authors present to address limitations in eyewitness testimonies.
- Describe your personal perspective on any relevant points from the research article.

Format your paper using APA style. Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI PowerPoint Presentation**

Create a 12- to 15-slide PowerPoint presentation summarizing what you learned about language acquisition and comprehension.

Choose one of the three areas below to explain, in-depth, in your presentation:

- the processes by which we read and comprehend written material,
- the processes by which we formulate and articulate messages to others using speech and written language, or
- the research on second language acquisition, including the processes involved and the role of age.

You should base your presentation on research from at least three sources from the CSU Online Library and your textbook.

Please include in-text citations within your presentation and a references section at the end, both in APA style formatting.
Your presentation style should appear professional, using appropriate formatting and graphics. You may use the notes section to elaborate further on each slide.

If you need help with your presentation, you should consult with the Success Center staff, allowing enough time to receive guidance and feedback.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Research Paper**

Choose a topic from this unit to explore in-depth, using your textbook and the CSU Online Library. Write a paper summarizing your findings and your conclusions.

Examples of topics that you could explore include the following:

- How do infants develop language skills?
- What are the limitations of memory in elderly people?
- How do young children differ from older children in the ability to recall information?
- What interventions work to improve memory recall in different populations (e.g., infants, children, adults, or the elderly)?

**Expectations**

Your paper should be:

- APA style formatted, including a title page, an introductory paragraph with thesis statement, references section (minimum of three from the Online Library), and in-text citations.
- five to seven pages in length.

Please review the Grading Rubric so that you are aware of how your professor will evaluate your work. For example, your professor will consider the presence of a thesis statement, the structure of your paper, use of sources, logic and argumentation, mechanics, and APA style. By reviewing the grading rubric, you will be able to write your paper in a way that aligns with the expectations.

You may also want to contact the Writing Center for help in preparing for this assignment.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.
The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Boards (8 @ 2%) = 16%
Assessments (5 @ 10%) = 50%
Unit III Article Critique = 10%
Unit VI PowerPoint Presentation = 10%
Unit VIII Research Paper = 14%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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### Unit I  Introduction to Cognitive Psychology

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<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<td></td>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td><strong>Chapter 1: An Introduction to Cognitive Psychology</strong></td>
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<tr>
<td>Discuss:</td>
<td><strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<td>Submit:</td>
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### Notes/Goals:

### Unit II  Introduction to Perception and Attention

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<tr>
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<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td><strong>Chapter 2: Perceptual Processes I: Visual and Auditory Recognition</strong></td>
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<td><strong>Chapter 3: Perceptual Processes II: Attention and Consciousness</strong></td>
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### Notes/Goals:

### Unit III  Introduction to Short-Term and Long-Term Memory

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<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td><strong>Chapter 4: Working Memory</strong></td>
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<td><strong>Chapter 5: Long-Term Memory</strong></td>
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<td><strong>Additional Reading Assignment:</strong> See Study Guide</td>
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<td>Submit:</td>
<td><strong>Article Critique</strong> by Tuesday, 11:59 p.m. (Central Time)</td>
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### Notes/Goals:
## Course Schedule

### Unit IV
**Introduction to Memory, Metacognition, and Imagery**

#### Review:
- [ ] Unit Study Guide  
- Learning Activities (Non-Graded): See Study Guide

#### Read:
- [ ] Chapter 6: Memory Strategies and Metacognition  
- [ ] Chapter 7: Mental Imagery and Cognitive Maps

#### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

#### Submit:
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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### Unit V
**General Knowledge**

#### Review:
- [ ] Unit Study Guide  
- Learning Activities (Non-Graded): See Study Guide

#### Read:
- [ ] Chapter 8: General Knowledge

#### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

#### Submit:
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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### Unit VI
**Introduction to Language Acquisition and Comprehension**

#### Review:
- [ ] Unit Study Guide  
- Learning Activities (Non-Graded): See Study Guide

#### Read:
- [ ] Chapter 9: Language I: Introduction to Language and Language Comprehension  
- [ ] Chapter 10: Language II: Language Production and Bilingualism

#### Discuss:
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

#### Submit:
- [ ] PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)

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<td><strong>Read:</strong></td>
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<td>☐ Chapter 11: Problem Solving and Creativity</td>
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<td>☐ Chapter 12: Deductive Reasoning and Decision Making</td>
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