Course Description

Study of human intellectual functioning and development from infancy to adulthood. Provides a comprehensive study of our cognitive processes.

Course Textbook


Course Learning Outcomes

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

1. Discuss Wundt's and James' contribution to cognitive psychology, discuss the emergence of modern cognitive psychology and the factors contributing to its rise, and compare and contrast the parallel distributing process with traditional information processing approaches.
2. Discuss the theories of visual object recognition, distinguish between bottom-up and top-down processing, review the applied research on face recognition, and discuss the theories of speech perception.
3. Differentiate divided attention and selective attention, discuss the three kinds of attention processes, discuss visual search and compare and contrast the isolated-feature/combined-feature effect and the feature-present/feature-absent effect, define the orienting attention network and discuss its importance in attention, compare and contrast the theories of attention, and differentiate distributed attention and focused attention.
4. Summarize Miller's article on short-term memory and chunking; differentiate rehearsal, the serial position effect, release from proactive interference and the working memory approach; apply the concepts of recency and primacy effects; and compare current and past views of working memory.
5. Identify and apply procedural memory, retrieval, encoding, and recognition; discuss the research on the self-reference effect; and summarize the misinformation effect and its relation to retroactive interference.
6. Discuss mnemonics using organization, apply the comprehensive (multimodal) approach to memory improvement, and describe the current research on the tip-of-the-tongue phenomenon.
7. Discuss the research on imagery and interference, explain cognitive maps and discuss the research on cognitive maps, and apply the landmark effect concept.
8. Describe the feature comparison model of semantic memory; discuss the prototype approach, differentiate super-ordinate, basic-level, and subordinate level categories; discuss the exemplar approach to semantic memory; apply the parallel distributed processing approach; and demonstrate the constructive model of memory.
9. Identify the units of language, examine Chomsky's theory, and discuss the reactions by psychologists to this theory, differentiate Broca's aphasia and Wernicke's aphasia, discuss the dual-route approach to reading and compare and contrast the direct-access approach and the indirect-access hypothesis, discuss the whole-word approach to teaching reading, and identify the relationship between artificial intelligence, LSA, and FRUMP.
10. Differentiate linearization, prosody, and discourse; differentiate sequential and simultaneous bilingualism; and describe the critical period hypothesis as it relates to phonology, vocabulary, and grammar.
11. Discuss the situated-cognition approach to problem solving, define means-ends heuristics and discuss the research associated with this, differentiate mental set and functional fixedness, and discuss the approaches to creativity.
12. Discuss the belief-bias effect, discuss the confirmation bias in deductive reasoning, compare and contrast representativeness and base rate, and differentiate illusory-correlation and availability.
13. Discuss attention patterns, recognizing mother and conjugate reinforcement in infants; discuss children's memory strategies; and explain prospective memory, implicit memory, explicit recognition memory and explicit recall memory in the elderly.

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 Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Key Terms: are available with page references in each unit.
4. Reading Assignments: include approximately 1-4 textbook chapters in each course unit.
5. Unit Assessments: contain both objective and subjective type questions. Students are required to take Unit Assessments at the completion of each unit.
6. Unit Assignments: Students are required to submit for grading Unit Assignments in Units II, IV, and VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit II, IV, and VI Assignments. Specific information about accessing these rubrics is provided below.
7. Final Examination (Proctored): all final examinations are supervised by an approved Proctor. Final Examination details are provided below. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
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

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU's virtual librarians by e-mailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the e-mail address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, meeting room appointments, and other forms of instruction.

Unit Assignments

Unit II PowerPoint Presentation

Unit II focuses on the perceptual processes of attention and consciousness. Your presentation should include:
• Differentiate divided attention and selective attention.
• Discuss the three kinds of attention processes.
• Compare and contrast the theories of attention.

Create a 10 slide presentation summarizing these processes and theories.
You may use various sources, including your textbook. Be sure to cite any sources used in a reference slide with proper APA formatting. Cover and reference slides do not count toward the final slide count. Use the slide notes function to explain slide contents as necessary.

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

**Unit IV Article Critique**

Locate an article in the CSU Online Library that relates memory strategies and metacognition.

Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude your critique by summarizing your argument and re-emphasizing your opinion. Your paper should be at least one page, written in APA format.

- You will first need to identify and explain the author’s ideas. Include specific passages that support your description of the author’s point of view.
- Offer your own opinion. Explain what you think about the argument. Describe several points with which you agree or disagree.
- Explain how the passages support your opinion.

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

**Unit VI Reflection Paper**

A reflection paper cites your reactions, feelings, and analysis of an experience in a more personal way than in a formal research or analytical essay.

Write a one page minimum, reflection of Unit VI and your personal experiences as they relate to the dual-route approach, the direct-access approach, the indirect-access hypothesis, and the whole-word approach to teaching reading.

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

**APA Guidelines**

CSU requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**CSU Grading Rubrics for Papers/Projects and Assessments**

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for written response questions in Unit Assessments, and Research Papers/Projects.
The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project-specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu or access them through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

You may use only your textbook as source material for your response. All source material must be referenced (paraphrased and quoted material must have accompanying citations). You may use the Publication Manual of the American Psychological Association (APA Style Guide) or the CSU Citation Guide for reference.

**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.

**Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Assessments (8 @ 7%)</td>
<td>56%</td>
</tr>
<tr>
<td>Unit II PowerPoint Presentation</td>
<td>8%</td>
</tr>
<tr>
<td>Unit IV Article Critique</td>
<td>8%</td>
</tr>
<tr>
<td>Unit VI Reflection Paper</td>
<td>8%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: An Introduction and Perceptual Processes (Visual and Auditory)

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 1: An Introduction to Cognitive Psychology
- [ ] Chapter 2: Perceptual Processes I: Visual and Auditory Recognition

**Submit:**
- [ ] Assessment

### Unit II: Perceptual Processes (Attention and Consciousness)

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 3: Perceptual Processes II: Attention and Consciousness

**Submit:**
- [ ] Assessment
- [ ] PowerPoint Presentation
- [ ] Proctor Approval Form

### Unit III: Working and Long-Term Memory

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 4: Working Memory
- [ ] Chapter 5: Long-term Memory

**Submit:**
- [ ] Assessment

### Unit IV: Memory Strategies and Mental Imagery

**Review:**
- [ ] Unit Study Guide

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

**Submit:**
- [ ] Assessment
- [ ] Article Critique

Notes/Goals:
## PSY 4460, Cognitive Psychology

### Course Schedule

<table>
<thead>
<tr>
<th>Unit V</th>
<th>General Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 8: General Knowledge</td>
</tr>
<tr>
<td>Submit:</td>
<td>☐ Assessment</td>
</tr>
</tbody>
</table>

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Language and Language Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 9: Language I: Introduction to Language and Language Comprehension</td>
</tr>
</tbody>
</table>
| Submit: | ☐ Assessment  
☐ Reflection Paper |

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Language Production, Bilingualism, Problem Solving, and Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:    | ☐ Chapter 10: Language II: Language Production and Bilingualism  
☐ Chapter 11: Problem Solving and Creativity |
| Submit:  | ☐ Assessment  
☐ Request to take Final Exam |

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Deductive Reasoning, Decision Making, and Lifespan Cognitive Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read:     | ☐ Chapter 12: Deductive Reasoning and Decision Making  
☐ Chapter 13: Cognitive Development Throughout the Lifespan |
| Submit:   | ☐ Assessment  
☐ Final Exam |

Notes/Goals: