

DEREE COLLEGE SYLLABUS FOR: PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY			3/0/3								
(Updated Fall 2023)			LEVEL 6 UK CREDITS:15								
PREREQUISITES:	PS 1000 Psychology as a Natural Science L4 PS 1001 Psychology as a Social Science L4 PS 2207 Infancy and Preschool years L4 PS 2236 Human Learning & Memory L4 PS 2260 Introduction to Statistical Thinking L4 PS 2347 Analysis of Quantitative Data L4 PS 3618 Non-Experimental Research in Psychology L5 PS 3734 Experimental Cognitive Psychology L5										
CATALOG DESCRIPTION:	In-depth overview of important topics in cognitive psychology including perception, attention, memory, language, problem-solving and reasoning. Discussion and critical evaluation of major theories and ideas in terms of the research they have inspired.										
RATIONALE:	The module exposes students to the scientific study of the mind, and to the understanding of the central role cognition plays in real life situations. It is a highly advanced module aiming to provide psychology majors with the skills for postgraduate studies in the discipline.										
LEARNING OUTCOMES:	Upon completion of this module, the student should be able to:  1. Demonstrate deep knowledge and understanding of major theories and models in cognitive psychology. 2. Acquire an understanding of research methods in cognitive psychology and ability to critically evaluate research in this area. 3. Apply research in cognitive psychology to everyday events and challenges										
METHOD OF TEACHING AND LEARNING:	In line with the teaching and learning strategy of the college, the following tools are used:  ➤ Classes consist of lectures and critical discussions of the assigned supplemental articles. ➤ Individual tutorial time. ➤ Office hours ➤ Use of Blackboard site										
ASSESSMENT:	<table><tr><td colspan="2">Summative:</td></tr><tr><td>1<sup>st</sup> assessment: In-class critical essay exam</td><td>40%</td></tr><tr><td>2<sup>nd</sup> assessment: Application Assignments</td><td>10%</td></tr><tr><td>Final Assessment: In-class critical essay exam</td><td>50%</td></tr></table>			Summative:		1 <sup>st</sup> assessment: In-class critical essay exam	40%	2 <sup>nd</sup> assessment: Application Assignments	10%	Final Assessment: In-class critical essay exam	50%
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	<table border="1" data-bbox="686 195 1430 243"> <tr> <td data-bbox="686 195 1252 243"></td><td data-bbox="1252 195 1430 243"></td></tr> </table> <p>The 1<sup>st</sup> assessment tests Learning Outcome 1.  The 2<sup>nd</sup> assessment tests learning Outcomes 1,2,3.  The final assessment tests Learning Outcome 2,3.</p> <p>Students are required to resit failed assessments in this module.</p>		
<p><b>INDICATIVE READING:</b></p>	<p><b>RECOMMENDED READING:</b></p> <p>Van Prooijen, J.-W., &amp; van Vugt, M. (2018). Conspiracy theories: Evolved functions and psychological mechanisms. <i>Perspectives on Psychological Science</i>, 13, 770-788.  <a href="http://dx.doi.org/10.1177/1745691618774270">http://dx.doi.org/10.1177/1745691618774270</a></p> <p>Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. <i>Cognitive psychology</i>, 43(1), 1-22. doi:10.1006/cogp.2001.0748.</p> <p>Coman, A., &amp; Berry, J. N. (2015). Infectious cognition: Risk perception affects socially shared retrieval-induced forgetting of medical information. <i>Psychological Science</i>, 26, 1965-1971.  <a href="http://dx.doi.org/10.1177/0956797615609438">http://dx.doi.org/10.1177/0956797615609438</a></p> <p>Faiola, A., &amp; Macdorman, K. F. (2008). The influence of holistic and analytic cognitive styles on online information design: Toward a communication theory of cultural cognitive design. <i>Information, Community &amp; Society</i>, 11(3), 348-374.</p> <p>Foer, J (2012) <i>Moonwalking with Einstein: The Art and Science of Remembering Everything</i>. New York, NY: Penguin Books.</p> <p>Kahneman, D. (2011). <i>Thinking, fast and slow</i>. New York: Farrar, Strauss, &amp; Giroux.</p> <p>Pinker S. (2007). <i>The Language Instinct</i>. New York, NY: Harper Perennial Modern Classics.</p> <p>Sanbonmatsu, D. M., Strayer, D. L., Biondi, F., Behrends, A. A., &amp; Moore, S. M. (2016). Cell-phone use diminishes self-awareness of impaired driving. <i>Psychonomic Bulletin &amp; Review</i>, 23, 617-623.  <a href="http://dx.doi.org/10.3758/s13423-015-0922-4">http://dx.doi.org/10.3758/s13423-015-0922-4</a></p> <p>Sheykhefard, A., &amp; Haghighi, F. (2020). Driven to Distraction by digital billboards? Structural equation modelling based on naturalistic driving study data: A case of Iran. <i>Journal of Safety Research</i>, 72, 1-8. <a href="https://doi.org/10.1016/j.jsr.2019.11.002">https://doi.org/10.1016/j.jsr.2019.11.002</a></p> <p>Srna, S., Schrift, R. Y., &amp; Zauberman, G. (2018). The illusion of multitasking and its positive effect on performance. <i>Psychological</i></p>		

	<p><i>Science</i>, 29, 1942-1955.  <a href="http://dx.doi.org/10.1177/0956797618801013">http://dx.doi.org/10.1177/0956797618801013</a></p> <p>Sternberg, R. &amp; Sternberg, K. (2017) <i>Cognitive Psychology</i>. Boston, MA: Cengage Learning.</p> <p><b>Supplemental journal articles in current issues of Cognition will be posted on the Blackboard.</b></p>
<p><b>INDICATIVE MATERIAL:</b>  (e.g. audiovisual, digital material, etc.)</p>	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b>  Journal of European Cognitive Applied Psychology  Journal of Experimental Psychology Human Learning and Memory  Memory and Cognition  Journal of Applied Cognitive Psychology  Trends in Cognitive Sciences</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Project submitted in Word and PowerPoint.  Academic use of English, both oral and written.  APA style</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Blackboard, MS Office, search engines</p>
<p><b>WWW RESOURCES:</b></p>	<p>APA electronic style guide  <a href="http://www.docstyles.com/apasquack.htm">www.docstyles.com/apasquack.htm</a></p> <p>American Psychological Association  <a href="http://www.apa.org">www.apa.org</a></p> <p>British Psychological Society  <a href="http://www.bps.org">www.bps.org</a></p> <p>Wadsworth Higher Education Learning  <a href="http://www.wadsworth.com">www.wadsworth.com</a></p> <p>The Purdue Online Writing Lab  <a href="http://owl.english.purdue.edu">owl.english.purdue.edu</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to Basic Approaches in Cognition</li> <li>2. Research in Cognition</li> <li>3. Theories of Attention</li> <li>4. Memory: Structures and Processes</li> <li>5. Language</li> <li>6. Language and Thought</li> <li>7. Decision Making and Judgement</li> </ol>