

Subject Description Form

| Subject Code | APSS485 | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------|--|----------------------------|-----------------------|------------------|--|------|----|-----------------------|------|----|-----------------------------|------|--|------------------------|-----|----|----------------|----|----|
| Subject Title | Cognitive Psychology: Knowing the Knower | | | | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | | | | |
| Level | 4 | | | | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <u>Pre-requisite:</u> APSS111/APSS1A07/APSS222 Introduction to Psychology | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Two quizzes (at mid-term and the end of the term)</td> <td style="text-align: center;">55 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Presentation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Individual Written Paper</td> <td style="text-align: center;">20 %</td> <td></td> </tr> <tr> <td>4. Class Participation</td> <td style="text-align: center;">5 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Two quizzes (at mid-term and the end of the term) | 55 % | -- | 2. Group Presentation | 20 % | -- | 3. Individual Written Paper | 20 % | | 4. Class Participation | 5 % | -- | 0% Examination | -- | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | | | | |
| 1. Two quizzes (at mid-term and the end of the term) | 55 % | -- | | | | | | | | | | | | | | | | | | | |
| 2. Group Presentation | 20 % | -- | | | | | | | | | | | | | | | | | | | |
| 3. Individual Written Paper | 20 % | | | | | | | | | | | | | | | | | | | | |
| 4. Class Participation | 5 % | -- | | | | | | | | | | | | | | | | | | | |
| 0% Examination | -- | -- | | | | | | | | | | | | | | | | | | | |
| Objectives | <p>This subject covers a selected range of major constructs and theories in cognitive psychology to help students understand some common cognitive processes. It is aimed at enabling students to gain experience of some of cognitive psychologists' studied issues through their own experimentation and analyses. The subject provides students with opportunity and supervision to engage in learning activities that can stimulate them to appreciate some popular literature on learning and methods of thinking, and also allow independent planning and execution of simple enquiries into cognition in everyday life.</p> | | | | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. acquire knowledge of some common cognitive processes using multiple perspectives from major theories in cognitive psychology, recognizing the range of research methods, evidence and applications; b. identify and differentiate neuroscience and psychological theories of cognition; c. formulate research questions and make attempts to carry out empirical studies on | | | | | | | | | | | | | | | | | | | | |

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| | <p>topics of interest in cognitive psychology;</p> <p>d. draw upon personal experiences of mental representations and to make links with the popular discussion of thinking methods and learning approaches.</p> |
| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Cognitive psychology & cognitive science: definition and domain - Information-processing model and parallel distributed processing model 2. Perception and Attention <ul style="list-style-type: none"> - Perception and determinants of perception - Attention processes and sensory experiences 3. Consciousness <ul style="list-style-type: none"> - Research of implicit memory, sleep and amnesia - Consciousness versus unconsciousness - Changing conception & contemporary models of consciousness - Functions of consciousness 4. Memory <ul style="list-style-type: none"> - Short term memory, long term memory, and working memory - Encoding, storage and retrieval in short term memory - Durability and fallacy of long term memory 5. Representation of Knowledge <ul style="list-style-type: none"> - Models of semantic memory - Declarative knowledge and procedural knowledge in a proposed taxonomy of memory structure - The controversy over knowledge representation 6. Mental Imagery <ul style="list-style-type: none"> - Representation of information in memory - Dual-coding hypothesis, conceptual-propositional hypothesis, functional-equivalency hypothesis - Visual imagery: nature of its representation, its immersion with the overall cognitive network 7. Cognitive Development <ul style="list-style-type: none"> - Cognitive development: Piaget's developmental stages of intelligence - Comparison of Piaget and Vygotsky's cognitive development perspective - Developmental changes in cognitive abilities throughout infancy to adulthood in information-acquisition skills, higher-order thinking 8. Thinking and Complex Cognition <ul style="list-style-type: none"> - Thinking as a transformation process - Concept formation - Logic: deductive and inductive reasoning - Human decision making: theories and heuristics - Problem solving: top-down or hypothesis-driven processing - Creativity: judgment criterion and capacity for nurturance |

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| Teaching/Learning Methodology | Face-to-face and Web-assisted Lectures | | 39 hours | | | | | |
| | TOTAL | | 39 hours | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | |
| | | | | a | b | c | d | |
| | 1. Multiple choice quizzes | | 55% | ✓ | ✓ | ✓ | ✓ | |
| | 2. Group presentation | | 20% | ✓ | ✓ | ✓ | ✓ | |
| | 3. Individual Written Paper | | 20% | ✓ | ✓ | ✓ | ✓ | |
| | 3. Class Participation | | 5% | ✓ | ✓ | ✓ | ✓ | |
| | Total | | 100 % | | | | | |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The MC quiz is to ensure that the students have a good understanding of the basic concepts of cognitive psychology. The seminar presentation is to enhance analytical thinking and interaction with peers. The written paper will consolidate competence in application, analysis, organization, creativity and learning from feedback.</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • student must pass all of the component assignments at the grade of D (standard of passing) if he/she is to pass the subject. | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | |
| | ▪ Lecture | | 39 | Hrs. | | | | |
| | Other student study effort: | | | | | | | |
| | ▪ Self-study | | 50 | Hrs. | | | | |
| | ▪ Individual Written Paper and Group Presentation | | 50 | Hrs. | | | | |
| Total student study effort | | 139 | Hrs. | | | | | |
| Medium of Instruction | English | | | | | | | |

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| Medium of Assessment | English |
| Reading List and References | <p><u>Essential Textbook</u></p> <p>Goldstein, E. B. (2011). <i>Cognitive Psychology</i> (International ed.) (3rd ed.). Belmont, CA: Wadsworth Cengage Learning.</p> <p><u>Recommended Textbooks</u></p> <p>Hunt R. R., & Ellis H. C. (2004). <i>Fundamentals of cognitive psychology</i>. McGraw Hill</p> <p>Robinson-Riegler, G., & Robinson-Riegler, B. (2004). <i>Cognitive psychology: Applying the science of the mind</i>. Boston: Pearson Education Inc.</p> <p>Sternberg, R.J., & Ben-Zeev, T. (2001). <i>Complex cognition: The psychology of human thought</i>. NY: Oxford University Press.</p> <p>Galotti, K.M. (1999). <i>Cognitive psychology in and out of the laboratory</i>. Belmont, CA: Wadsworth/ Thomson Learning.</p> <p><u>References</u></p> <p>de Bono, E. (1992). <i>Serious creativity: Using the power of lateral thinking to create new ideas</i>. NY: Harper Collins.</p> <p>Chaffer, J. (1998). <i>The thinker's way</i>. Boston, MA: Little, Brown & Co.</p> <p>Mason, M. (2005). <i>Taking sides: Clashing views on controversial issues in cognitive science</i>. Boston: Pearson Education Inc.</p> <p>Maxwell, J.C. (2003). <i>Thinking for a change</i>. NY: Warner Books, Inc.</p> <p>Solso, R.L. (2001). <i>Cognitive psychology</i>. Boston, MA: Allyn & Bacon.</p> <p><u>Recommended Academic Journals</u></p> <p>Selected articles and special series in the following journals:</p> <ol style="list-style-type: none"> 1. <i>American Psychologist</i>. 2. <i>Behavioral Science</i>. 3. <i>Biological Psychology</i>. 4. <i>Cognitive Psychology</i>. 5. <i>Cognitive Therapy and Research</i>. 6. <i>Journal of Applied Psychology</i>. 7. <i>Journal of Experimental Psychology</i>. 8. <i>Journal of Psychology in Chinese Societies</i>, jointly published by The Hong |

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| | <p>Kong Psychological Society and The Chinese University Press.</p> <p>9. <i>Psychologist.</i></p> <p>10. <i>Psychophysiology.</i></p> |
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