PSYC 3205 – Cognition and Language

Unit of Study Code: PSYC3205

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Format of Unit: 2 x 1 hour lectures/week x 13 weeks  
1 x 1 hour tutorial/week x 12 weeks

Credit Point Value: 4 Credit Points

Qualifying: 12 credit points of Intermediate Psychology including PSYC 2112 and PSYC 2113 (or PSYCH 2001 and 2002)

Assessment: Classwork:
Cognitive Processes: Computer Quiz  
21 August – 24 August (Week 7) (15%)

Language: Group presentations of 20-30 minutes or Quiz or 2500 word essay (15%) in Week 13.

Examination:
Cognitive Processes: Short-answer questions (35%)  
Language: Multiple choice (35%)

NOTE: Students should consult with teaching staff and must report which one of the three forms of classwork they have chosen at the tutorial in Week 9. Students are advised to choose carefully. Once a choice of assessment has been made, it may NOT be altered.

Evaluation of teaching and learning: Date: Week 13  
Type: Questionnaire

Unit of study general description:

Cognitive Processes deals with current research in memory, attention and pattern recognition and is approached in a practical way. Students participate in experiments as subjects and experimenter and are encouraged to think and act as experimenters in order to prepare them for their empirical projects in fourth year honours. In tutorial sessions students are set problems in the derivation of hypotheses from theory and the design of experiments to test hypotheses. Language & Communication focuses on face-to-face communication. Language is considered in terms of its expressive content, and spoken language is discussed as part of a multi-channel communication system.
Teaching outcomes:

Cognitive Processes

(1) Ability to describe, discuss and think critically about theoretical and experimental work on pattern differentiation, eye-movement indices of cognition, geometric form perception, symmetry detection, working, implicit and explicit, autobiographical and prospective memory, theories of recognition and recall, memory and context.

(2) Possession of an understanding of major historical, empirical and conceptual issues that have been the focus of contemporary research in cognitive psychology.

(3) Appreciation of the mechanics, role, influence, strengths and weaknesses of rule-based and connectionist modeling of the cognitive processes.

(4) Capacity for critical appraisal of theory construction, experimental method and statistical inference as they are applied in research on cognitive processes.

(5) Familiarity with the means to assess the truth of premises and the validity of arguments in the context of cognitive theory and experimental work.

Language

(1) Identify the essential features of language according to rules, context, meaning and physiology.

(2) Understand and differentiate between competing theories of language as these are used in Psychology.

(3) Analyze examples of cultural and gender differences in the media, especially in television programs of the same genre.

(4) Evaluate the differences in meaning that are derived from cultural and media contexts.

(5) Recall the essential features of language acquisition, speech production and major derailments of both which result in pathology.

(6) Understand and correctly use the terms and concepts of language as these relate to linguistic performance and linguistic competence.

Evidence of learning:

Cognition
Assessment will take the form of a computer-based quiz in Week 7 covering work completed in tutorials during Weeks 2 - 6. At the end of semester, a short-answer examination will assess knowledge of the entire course including tutorial work, lecture material, recommended reading and all the stated teaching outcomes.

Language
Evidence of learning will be drawn from results of a Quiz in Week 13 or a Group presentation or a 2500 word essay.

NOTE: Students should consult with teaching staff and must report which one of the three forms of classwork they have chosen at the tutorial in Week 9. Students are advised to choose carefully. Once a choice of assessment has been made, it may NOT be altered.

SYLLABUS

Cognitive Processes


Language and Communication
Focuses on language use and meaning, emphasising the way in which language encapsulates meaning; stress is placed on the interactional, situational and social functions of language. Language is examined in the context of interpersonal interaction, with stress placed on the way in which presentation modifies meaning.

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### TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1</td>
<td>Pattern differentiation; Working memory</td>
<td>No tutorials</td>
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<tr>
<td>2</td>
<td>Eye movement indices of character recognition; Working memory</td>
<td>Differentiating patterns</td>
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<tr>
<td>3</td>
<td>Eye movement indices of form perception; Implicit and explicit memory</td>
<td>Experiment on working memory: The Visuospatial scratch pad and articulatory loop</td>
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<tr>
<td>4</td>
<td>Attentional biases in form perception 1; Theories of recognition and recall</td>
<td>Demonstration of eye movement apparatus</td>
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<tr>
<td>5</td>
<td>Attentional biases in form perception 2; Context and memory</td>
<td>Experiment on face recognition: Face recognition as a function of context</td>
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<tr>
<td>6</td>
<td>Symmetry detection 1; Autobiographical and prospective memory</td>
<td>Experiment on symmetry detection</td>
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<tr>
<td>7</td>
<td>Symmetry detection 2; Overview of language</td>
<td>Computer Quiz on Tutorials 1 - 5</td>
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<tr>
<td>8</td>
<td>Introduction to language; A therapeutic perspective on language</td>
<td>The competence/performance distinction</td>
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<tr>
<td>9</td>
<td>A systems theory approach to language; Language rules: Sounds</td>
<td>Pragmatics</td>
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<tr>
<td>10</td>
<td>Language rules: Syntax; Language rules: Pragmatics</td>
<td>Encoding and decoding accuracy in language use</td>
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<tr>
<td>11</td>
<td>Language rules: Semantics; Metalinguistics</td>
<td>Gender differences in language use - data collection</td>
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<tr>
<td>12</td>
<td>Gender and language; Culture and language</td>
<td>Gender differences in language use - data analysis</td>
</tr>
<tr>
<td>13</td>
<td>Derailment of function; Final comments and review</td>
<td>Quiz on tutorials in weeks 8-12</td>
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### REFERENCES


