PSYC 3205 – Cognitive Psychology

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 11 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying:
12 credit points of Intermediate Psychology including PSYC 2112 and PSYC 2113

Assessment:
Classwork:
Mid Semester Computer Quiz on Tutorials 1-5
22<sup>nd</sup> April – 26<sup>th</sup> April (Week 7) (15%)
End Semester Computer Quiz on Tutorials 6-9
27<sup>th</sup> May – 31<sup>st</sup> May (Week 12) (15%)

Examination:
Short-answer questions (70%)

Evaluation of teaching and learning:
Date: Week 12
Type: Questionnaire

Unit of study general description:

This course deals with current research in memory, visual attention and awareness, pattern recognition and reading. Research on eye movements in schizophrenia, Post-traumatic stress disorder (PTSD), Social Phobia and Attentional deficiency and hyperactivity disorder (ADHD) is covered. Students participate in experiments as subjects and experimenters and are encouraged to think and act as experimenters in order to prepare them for empirical projects in a fourth year. In some tutorial sessions students are set problems in the derivation of hypotheses from theory and the design of experiments to test hypotheses.
Teaching outcomes:

(1) Ability to describe, discuss and think critically about theoretical and experimental work on pattern recognition, differentiation, eye-movement indices of cognition and cognitive disorders, visual attention, symmetry detection, working, implicit/explicit, autobiographical and prospective memory, theories of recognition and recall, memory and context and the processing underlying reading acquisition and reading skill.

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

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

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

Evidence of learning:

Assessment will take the form of computer-based quizzes in Week 7 (covering work completed in tutorials during Weeks 2 - 6) and in Week 12 (covering work completed in tutorials during Weeks 8-11). 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.

SYLLABUS


Eye movements in Schizophrenia, Post-traumatic stress disorder (PTSD), Social phobia and .Attentional deficiency and hyperactivity disorder (ADHD).

Reading acquisition and reading skill: theories of the reading process; determinants of reading skill; causes of success and failure in learning to read; methods of teaching reading; cross-language differences in the reading process.

TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Pattern differentiation; Eye movement indices of character recognition</td>
<td>No tutorials</td>
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<tr>
<td>2</td>
<td>Visual attention 1 &amp; 2</td>
<td>Differentiating patterns</td>
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<tr>
<td>3</td>
<td>Visual awareness 1 &amp; 2</td>
<td>Experiment on visual attention</td>
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<tr>
<td>4</td>
<td>Symmetry detection 1 &amp; 2</td>
<td>Experiment on symmetry detection</td>
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<tr>
<td>5</td>
<td>Eye Movements and Schizophrenia; Eye movements and post-traumatic stress disorder (PTSD)</td>
<td>Demonstration and discussion of eye movement apparatus</td>
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<tr>
<td>6</td>
<td>Eye Movements and social phobia; Eye Movements and attentional deficiency and hyperactivity disorder (ADHD)</td>
<td>Videotape on emotions followed by discussion</td>
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<td>7</td>
<td>Working memory; ANZAC Day holiday</td>
<td>Computer Quiz on Tutorials held during Weeks 2 - 6</td>
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<tr>
<td>8</td>
<td>Implicit and explicit memory; The Visuospatial scratch pad and articulatory loop</td>
<td>Experiment on working memory</td>
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<td>9</td>
<td>Theories of recognition and recall; Context and memory</td>
<td>Experiment on face recognition: Face recognition as a function of context</td>
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<td>10</td>
<td>Autobiographical and prospective memory ; Memory for the source of information</td>
<td>Reading experiment</td>
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<tr>
<td>11</td>
<td>Theories of reading; The nature and determinants of skilled reading</td>
<td>Assessing and remediating reading problems</td>
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<td>12</td>
<td>Learning to read; Methods of teaching reading I</td>
<td>Computer quiz on tutorials during Weeks 8-11</td>
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<tr>
<td>13</td>
<td>Methods of teaching reading II; Cross-language differences in reading;</td>
<td>No tutorials</td>
</tr>
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REFERENCES


