PSYC3205 Cognition, Language & Thought

Unit of Study Code: PSYC3205

Coordinator: Professor Sally Andrews
Office: Room 541 Griffith Taylor Building
Phone: 9351 8297
E-mail: sallyya@psych.usyd.edu.au

Other Teaching Staff: Dr Caleb Owens
Office: Room 510 Griffith Taylor Building
Phone: 9351 7523
E-mail: caleb@psych.usyd.edu.au

Dr Karen Croot
Office: Room 509 Griffith Taylor Building
Phone: 9351 2647
E-mail: karenc@psych.usyd.edu.au

Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/fortnight x 6 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:
Written assignment, 1,500 words essay (25% of the total mark)
Due Date: Friday 16 May (week 9)

Class quiz (15% of the total mark)
Multiple-choice/short answer questions
Week 12: 2 June to 6 June

Practical class participation (10% of the total mark)

Final Examination:
Multiple choice/short-answer questions
(50% of the total mark)

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

Unit of study general description:
This course will expand upon the theories of memory and attention discussed in PSYC2113 to consider a number of domains of higher cognitive processing. The first section of the course will focus on language processing and discuss theory and research about the processes involved in language acquisition, speech perception, reading and language production. We will consider evidence obtained from healthy children and adults as well as from populations with developmental or acquired disorders of language. The second section of the course will discuss theories and evidence relevant to understanding the determinants of skill and expertise in a variety of cognitive domains. The third section will consider the relationship between cognition and emotion and the influence of emotion on cognition and memory.
Within each domain, we will use selected "case examples" that illustrate the application of the cognitive principles under consideration. Two hour practical classes held every second week will provide students with the opportunity to directly experience a range of cognitive methodologies; to evaluate the strengths and weaknesses of different methodological approaches; to consider the issues involved in designing and interpreting cognitive psychological research; and to discuss the applications of cognitive theories and methods to a variety of real world domains.

Teaching outcomes:

1. Understanding of the major historical and conceptual issues that have influenced theories and approaches to investigating language, memory and skilled behaviour
2. Knowledge of the major theories and critical research evidence about the cognitive processes involved in language processing, skilled behaviour and emotional influences on memory
3. Experience with and critical evaluation of some of the major methods used to investigate language, skilled behaviour and memory
4. Capacity to critically evaluate theories about cognitive processes and the evidence offered to support them
5. Ability to appropriately interpret outcomes of empirical research on cognitive processes

Evidence of learning:

Assessment will include a written assignment reporting on empirical issues discussed in practical classes; a class quiz on methods and issues covered in the practical course; and completion of short tasks or activities in preparation for practical classes. At the end of semester, a short-answer examination will assess knowledge of the entire course focusing particularly on lecture material and recommended readings.

Class participation marks will be based on attendance and participation in tutorial discussion and activities including group-based preparation and presentation of a published paper reporting applied cognitive research.

SYLLABUS

Psycholinguistics
Introduction: Linguistics vs psycholinguistics; Units and levels of language

Language acquisition: nativist and non-nativist theories of language acquisition; methods of investigating infant behaviour; stages of language development; preverbal speech perception; acquisition of lexical/semantic and grammatical knowledge
Case study: Autism – implications for understanding success and failure in language acquisition

Speech perception and reading: issues in speech perception; theories of lexical organization and retrieval; word recognition and reading
Case study: Dyslexia – implications for understanding success and failure in learning to read

Language comprehension and production: syntax and morphology; processing of sentences, text and discourse; theories of word production and speech processing
Case study: Aphasia: implications for understanding normal and impaired language processing

Skilled behaviour and expertise
Cognitive determinants of skilled behaviour: attention, automaticity and control; declarative and procedural memory; stages of skill acquisition; implicit learning

Expertise: expert/novice comparisons; the role of schema and working memory in expertise; talent vs practice as the basis of expertise; intelligence vs expertise
Case study: "Idiot savants" - implications for understanding intelligence

Creativity and discovery: theories of creativity; the role of mental models, analogy and hypothesis testing in discovery processes

Cognition and emotion
Theories of emotional processing; emotion and memory, emotion, attention and perception.
Case study: cognitive accounts of anxiety disorders

University of Sydney - Administrative Guidelines & Syllabus Senior Psychology, 2003 page 14
TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to psycholinguistics; theories of language acquisition and methods of investigating infant behaviours</td>
<td>No tutorials</td>
</tr>
<tr>
<td>2</td>
<td>Stages of language development; preverbal speech perception</td>
<td>Language acquisition</td>
</tr>
<tr>
<td>3</td>
<td>Acquisition of semantic and grammatical knowledge; autism</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Speech perception; lexical retrieval</td>
<td>Word recognition and reading</td>
</tr>
<tr>
<td>5</td>
<td>Word recognition and reading; specific reading disability</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Language comprehension and production; syntax and morphology, sentences, text and discourse</td>
<td>Assessing language skills</td>
</tr>
<tr>
<td>7</td>
<td>Word production, speech processing, aphasia</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cognitive determinants of skilled behaviour</td>
<td>Attention and skill</td>
</tr>
<tr>
<td>9</td>
<td>Theories of skill acquisition and expertise</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Expert/novice comparisons; expertise and intelligence</td>
<td>Talent vs practice: are experts born or made?</td>
</tr>
<tr>
<td>11</td>
<td>Creativity and discovery</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Cognitive theories of emotion; emotion and memory</td>
<td>Applied cognitive psychology</td>
</tr>
<tr>
<td>13</td>
<td>Cognitive accounts of anxiety disorders</td>
<td></td>
</tr>
</tbody>
</table>

REFERENCES

Textbook

Reference books


University of Sydney - Administrative Guidelines & Syllabus Senior Psychology, 2003 page 15