



# PSYC13016 Cognitive Psychology

## Term 1 - 2017

Profile information current as at 27/04/2024 07:52 pm

All details in this unit profile for PSYC13016 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

Simply put, cognitive psychology is the study of how the mind works. In this unit we look at how people attend to and perceive items in our world, how we remember short term and long term information, how we use language and how we make decisions. The unit presents historical and cutting-edge research in cognitive psychology, exploring some of the key debates and controversies in this area. It is a requirement of this enrolment that students have access to the CQU website via the Internet.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-requisite: Minimum of 30 credit points in Level 2 Psych Units for CC43, 24 credit points for CA10 & CF59.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Practical Assessment**

Weighting: 5%

#### 3. **Examination**

Weighting: 55%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Course Feedback

##### Feedback

I appreciated Chris taking the time to do BB Collaborates before the assignment and exam just to make sure that everyone was on track and understood what was expected

##### Recommendation

The virtual tutorials should continue.

#### Feedback from Course feedback

##### Feedback

Having the lectures broken up into smaller short videos made it easier to stay focused.

##### Recommendation

Retain the short video lecture format

#### Feedback from Course Feedback

##### Feedback

What aspects of your course are most in need of improvement? The echo 360 delivery of lectures.

##### Recommendation

Technical issues with Echo 360 will be discussed with ITD.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Explain the underlying foundations of cognitive psychology, such as: how we attend to and perceive things in our world; how we remember short-term and long-term information; how we use language and how we make decisions.
2. Communicate an understanding of the major psychological concepts and theories of cognitive psychology in an objective way.
3. Apply research methods used to study cognitive psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level   Introductory Level   Intermediate Level   Graduate Level   Professional Level   Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Examination - 55%</b>	•		
<b>2 - Written Assessment - 40%</b>	•	•	•
<b>3 - Practical Assessment - 5%</b>	•		•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Examination - 55%	•									
2 - Written Assessment - 40%	•	•	•	•				•		
3 - Practical Assessment - 5%		•				•				

## Textbooks and Resources

### Textbooks

PSYC13016

#### Prescribed

#### **Cognitive Psychology: A Students Handbook**

Edition: 7th ed. (2015)

Authors: Eysenck, M.W. & Keane, M. T.

Psychology Press.

Hove , UK

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Chris Bearman** Unit Coordinator

[c.bearman@cqu.edu.au](mailto:c.bearman@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to Human Cognition	1	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Visual Perception	2	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Object and Face Recognition	3	Virtual Tutorial on the Research Report Assignment (optional)

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Attention	5	

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Short-Term Memory	6	

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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No talks this week. A chance to work on your research reports.

**Assignment 1: Research Report**  
Due: Week 6 Friday (21 Apr 2017)  
11:45 pm AEST

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Long-Term Memory	7	
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**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Everyday Memory	8	
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**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Reading and Speech Perception	9	
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**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Language Comprehension and Production	10 & 11	
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Virtual Tutorial on the Exam (optional)

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Problem Solving and Decision Making	12 & Research Papers on Moodle	
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**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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No talks this week. A chance to catch up on the interactive exercises

**Practical Assessment - Interactive Exercises** Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assignment 1: Research Report

**Assessment Type**

Written Assessment

**Task Description**

The primary aim of this assessment item is to enable you to conduct and communicate a research project in psychology. In this assignment you will collect, analyse and report data based on a set research activity. Research activities will be provided on moodle at the start of the course and you will choose **one** as the basis of your research project. You will need to collect data from at least 16 friends or family (who are over 18), appropriately analyse the data and write up your findings in an academic journal style report.

**Assessment Due Date**

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

## Return Date to Students

Assignments submitted by the deadline will be returned by 5th May. Assignments submitted after the deadline up to 1 week late (with or without an extension) will be returned by 12th May. Assignments submitted up to 2 weeks late (with or without an extension) will be returned by 19th May..

### Weighting

40%

### Assessment Criteria

You should write a journal style report, between 2000 (minimum) and 2500 (maximum) words, excluding references and appendices, but including in-text citations and figure labels etc. In other words, everything from the beginning of the title to the end of the discussion is included in the word count.

Your assignment should be double spaced and should mirror the form of an academic journal article. Journal articles are typically structured in the following format: title, abstract, introduction, method, results, discussion and references, and your report should follow all aspects of the APA publication style and the assessment should be submitted electronically via Moodle.

The following marks will apply to the sections:

#### Section Max. score

Title 2

Abstract 8

Introduction 20

Hypotheses and rationale 5

Method 15

Results 15

Discussion 30

References 5

What am I looking for? The following illustrates the marking criteria that will be used to assess this assignment...

#### Title: 2 marks

Concise yet meaningful.

#### Abstract: 8 marks

Around 150 words.

Clearly and concisely written with flowing text.

Contains key information: the problem you're investigating, who took part? (e.g. 16 adult male participants, aged between 18 and 50), essential features of design (i.e. how study constructed/executed), what you found (e.g. X took t seconds longer than Y) and what your findings mean.

#### Introduction: 20 marks

Not more than about 1/3 of the word count.

No repetition or redundancy in expression.

Clear, flowing and concise writing, building up from general ideas towards specific hypothesis.

Integration of ideas from different studies, not a series of linked 'abstracts'.

Citations always used to support statements or descriptions of previous studies.

#### Hypotheses and rationale: 5 marks

Hypothesis emerges logically from the preceding sections of the introduction.

No heading or sub-heading or bullet point, or other separation from the body of the introduction, just a short and concise sentence or couple of sentences embedded in the final paragraph of the introduction.

Clearly, accurately and simply stated.

#### Method: 15 marks

Divided into sub-sections. See the APA guide for more information.

Subsections include: Participants (at least details of participant numbers, mean age, gender split); Design; Materials (e.g. questionnaire, computer); and Procedure (details of execution of study, including order of events, participant instructions, timing of events, etc).

#### Results: 15 marks

Describes means, frequency counts etc, according to groups/factors, depending on study chosen.

Inferential statistical tests are not required

Reports numerical differences

#### Discussion: 30 marks

Begins with recap of results (no numbers necessary).

Reports how results relate to hypothesis (supportive or not).

Considers findings in relation to previous literature on the topic.

Includes citations when reporting other studies.

Reports any unexpected findings and suggests explanations.

Discusses limitations of the study, including any possible confounds and how these might be overcome.

Considers what the next step/next experiment to investigate further or clarify these findings might be.

Clear, flowing and concise writing.

**Referencing: 5 marks**

Includes full references in APA format for all references presented in the paper.

**General**

Throughout all these sections, the following criteria will be assessed: grammar, spelling, punctuation, APA format, coherence of arguments, justification of arguments, use of literature, critical analysis, written style, structure of report and length of report.

**N.B.** In line with the Psychology Program Student Assessment and Referencing Guidelines and Procedures,

- an assignment which fails to adhere to the word count (i.e. exceeds 2500 or is less than 2000), will be subject to a word count penalty of 10% of the total possible grade, i.e. 10 marks.
- an assignment that is submitted late will attract a 5% penalty per day

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Use electronic submission system available on Moodle

**Learning Outcomes Assessed**

- Explain the underlying foundations of cognitive psychology, such as: how we attend to and perceive things in our world; how we remember short-term and long-term information; how we use language and how we make decisions.
- Communicate an understanding of the major psychological concepts and theories of cognitive psychology in an objective way.
- Apply research methods used to study cognitive psychology.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## 2 Practical Assessment - Interactive Exercises

**Assessment Type**

Practical Assessment

**Task Description**

The goal of this assessment is to encourage participation in a number of cognitive psychology research activities. These provide more information about concepts and methods in the course. The interactive exercises are flash player files that can be found under the content weeks on the moodle page. To earn 5% of your grade, you need to complete **all** of the following

Week 1 - Connectionist Network

Week 2 - Muller-Lyer

Week 3 - Bruce & Young

Week 4 - Automatic Processes

Week 5 - Encoding in STM

Week 5 - Duration in STM

Week 8 - Flashbulb Memory

Week 9 - Dual Route Reading

Week 10 - Construction Integration

Week 10 - Weaver+++

All of these interactive exercises must be completed by the due date for this assignment.

**Assessment Due Date**

Week 12 Friday (2 June 2017) 11:45 pm AEST

**Return Date to Students**

Students will be notified approximately 2 weeks after the deadline if they have or have not successfully completed their



participation

**Weighting**

5%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Explain the underlying foundations of cognitive psychology, such as: how we attend to and perceive things in our world; how we remember short-term and long-term information; how we use language and how we make decisions.
- Apply research methods used to study cognitive psychology.

**Graduate Attributes**

- Problem Solving
- Information Technology Competence

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

55%

**Length**

120 minutes

**Exam Conditions**

Closed Book.

**Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem