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Course code: LH-M-PY08

Instructor: Dr. Angela Ann Joseph

Course credits: 4

Email: [aajoseph@jgu.edu.in](mailto:aajoseph@jgu.edu.in)

Hours per week: 4

Office hours: TBA

Class Timings: TBA

Class Venue: TBA

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## **Cognitive Psychology**

### **1. Course Description**

Cognitive psychology is the scientific study of how we attend, perceive, remember, imagine, think logically, solve problems, communicate, and plan and execute actions. The current course will provide a detailed overview of the topics, with a special focus on the cognitive mechanisms and processes of memory.

#### **Core Texts:**

**Cognitive Psychology: Connecting Mind, Research and Everyday Experience. 5th Edition**

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**Goldstein, Bruce E. Cengage Learning. (2018)**

Supplementary Texts:

Cognitive Psychology. 6th Edition Sternberg, Robert J  
Cengage Learning. (2011)

Cognition: Theory and Application. 7th Edition. Reed, Stephen K.  
Wadsworth, Inc. (2007)

Cognition. 7th Edition Matlin, Margaret W. Psychology (108) (2009)

## **2. Course Intended Learning Objectives (Aim) Intended Learning Assessments/ Activities Outcomes**

Discuss major concepts and theories of human cognition	Essay, Presentation & Exam
Read and comprehend primary research literature in cognitive psychology	Group discussion of articles Class participation
Present synthesized ideas of cognitive theories and personal experiences	Presentation outline & Presentation
Critically evaluate existing theories and empirical findings in cognitive psychology	Group discussion of articles Class participation

## **3. Evaluation and Grading Scheme**

A) Group Assignment 30%

Details will be shared later

B) Individual Assignment 30%

Details will be shared later

C) Final Exam 30%

D) Class Participation 10%

Students are required to engage with class and group discussions during course.

## **4. Academic Integrity**

Classroom punctuality/conduct:

JSLH conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

Plagiarism:

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Participation/Attendance Policy

A central component of the course being simulations during class hours, attendance is necessary to fulfill the totality of the assignments.

Use of phone/texting

No phones will be needed/allowed during classroom hours as it is not required in this course.

#### Disability Support and Accommodation Requirements:

The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at:

<https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support. The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

#### 5. Keyword Syllabus

Cognitive Psychology, Cognition, Memory, Knowledge

#### 6. Session Plan

<b>Week 1</b>	<i>Overview of the Course / History of Cognitive Psychology</i>	Outline & Requirements of course. How did Cognitive Psychology come about? What is Cognitive Psychology? How does Cognitive Psychology Do Research?	Goldstein – Chap 1 Sternberg – Chap 1 Matlin - Chap 1
<b>Week 2</b>	<i>Themes, Issues &amp; Perception</i>	Fundamental Ideas of Cognitive Psychology. Themes in Cognitive Psychology Research Methods in Cognitive Psychology Cognitive Neuroscience Perception Visual system Principles of Perceptual Organization	Matlin – Chap 2
<b>Week 3</b>	<i>Attention</i>	Attention-Meaning & Types Theories of Attention Selective & Divided	Goldstein – Chap 4 Sternberg – Chap 4

		Attention Inattentional Blindness Changed Blindness	
<b>Week 4</b>	<i>Short Term Memory</i>	Memory Levels of Memory Working Memory Model Executive Functions in Attention Forgetting	Goldstein – Chap 5 Sternberg – Chap 5 Matlin – Chap 4
<b>Week 5</b>	<i>Long Term Memory I – Structure</i>	Comparing LTM & STM Episodic & Semantic Memory Procedural Memory	Goldstein – Chap 6 Sternberg – Chap 5 Matlin – Chap 5
<b>Week 6</b>	<i>Long Term Memory II – Encoding &amp; Retrieval</i>	Levels of Processing Organization Retrieval Cues	Goldstein – Chap 7 Sternberg – Chap 6
<b>Week 7</b>	<i>Mental Imagery &amp; Cognitive Maps.</i>	Characteristics of Mental Images Distance, Shape, Rotation, etc. Cognitive Maps & Relative Position	Goldstein – Chap 10 Sternberg – Chap 7 Matlin – Chap 7
<b>Week 8</b>	<i>Knowledge</i>	Network Models Schemas & Scripts Connectionist Approach	Goldstein – Chap 9 Sternberg – Chap 8 Matlin – Chap 8
<b>Week 9</b>	<i>Language</i>	Perceiving Phonemes, Words, & Letters Understanding Words Reading	Goldstein – Chap 11 Sternberg – Chap 9 & 10 Matlin – Chap - 9
<b>Week 10</b>	<i>Logical Reasoning, Judgement &amp; Decisions</i>	Classical Decision Theory Fallacies Deductive Reasoning Inductive Reasoning	Goldstein – Chap 13 Sternberg – Chap 12
<b>Week 11</b>	<i>Problem Solving</i>	Type of Problems Representation, Restructuring & Insight Using Knowledge	Goldstein – Chap 12 Sternberg – Chap 11 Matlin – Chap 11
<b>Week 12</b>	<i>Creativity</i>	What is Creativity? Creative Process Creative Individuals Motivation Personality Role of Emotions	Sternberg – Chap 11 Matlin – Chap 11 P. Ekman “Basic Emotions” <i>Handbook of Cognition &amp; Emotions</i> . Chap 3. DK. Simonton (2009) “Varieties of Scientific Creativity – A hierarchical Model

			of Doman Specific Disposition, Development and Achievement". <i>Perspective of Psychological Sciences.</i>
<b>Week</b> <b>13</b>			
<b>Week</b> <b>14</b>			<i>Revision</i>
<b>Week</b> <b>15</b>			