UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: PSY
Course Title: Cognitive Psychology

Year: 2025
Course and Section #: 3420- X04
Credits: 3

Course Description

Introduces the core concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology. Includes perception, attention, memory, and higher cognitive processes. Explores animal as well as human research.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☒ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Linda Sellers

Student Learning Outcomes

- Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.
- Solve problems related to thinking and behavior.
- Apply psychological principles to personal, social, and organizational issues.
- Compose disciplinarily-appropriate texts related to cognitive psychology.

Course Materials and Texts

Course materials are a combination of open educational resources and journal articles.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course assignments include:

- Preparation Activities: Course orientation quiz, getting to know you discussion, and a midterm review activity.
- Exploration activities: During the learning week in each module, you will complete a set of activities that allow you to explore interesting cognitive phenomena and research. The activities ask you to visit other websites to participate in demos and experiments and then return to Canvas for a quiz to demonstrate your understanding of the activity.
- Practice Questions: During each module, you will complete practice quizzes to test your understanding of the material and improve your metacognition. Each set of practice questions consists of 10 multiple-choice questions about the readings and activities within the module. As you will learn in this course, an effective way to study and improve long-term memory is to space practice (that is, have multiple short study sessions rather than one giant cram session).
- Midterm Exam: After Module 5 you will complete a midterm exam that covers content from Modules 1, 2, 3, 4, and 5. You have an entire week to prepare for and complete the exam.
- Applied Problems: During the application week, you will solve real-world problems using cognitive psychology. Each applied problem assignment will give you two options to choose from. You only have to complete one of the applied problems.
- Working on Writing Assignments: Throughout the application weeks, there will be short assignments to help you improve your writing skills. These assignments cover topics from understanding rubrics to using APA style and visiting the writing center. There are 5 assignments throughout the semester and none will be dropped.
- Final Applied Problem or Exam: For the final, you have a choice for how to show what you've learned in class for the final.

GRADING POLICY
Grades will be calculated according to assignment and assessment requirements.Final grades will be calculated using the scale below.

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82

Grade	Percent
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments
Module 1: Introduction to Cognitive Psychology
Overono, A.L., Hill, J. C., & Kopp, K. (2020). "Introduction to Cognitive Psychology." Cognitive
Psychology, edited by A. Overono. Self-published. 2024 Update.

Biswas-Diener, R. (2023). The brain and nervous system. In R. Biswas-Diener & E. Diener (Eds), Noba
textbook series: Psychology. Champaign, IL: DEF publishers..

Module 2: Perception
Overono, A.L. (2023). "Introduction to Sensation and Perception." Cognitive Psychology, edited by A.
Overono. Self-published.

Privitera, A. J. (2023). Sensation and perception. In R. Biswas-Diener & E. Diener (Eds), Noba textbook
series: Psychology. Champaign, IL: DEF publishers.

Overono, A.L. (2023) "Processes of Perception." Cognitive Psychology, edited by A. Overono. Self-
published.

Module 3: Attention
Friedrich, F. (2022). Attention. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series:
Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/uv9x8df5.

Simons, D. (2022). Failures of awareness: the case of inattentional blindness. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/cemagjuw.

Laurent Itti (2007) Visual salience. Scholarpedia, 2(9):3327. Remixed by Acacia Overoye (2020).

Module 4: Short-Term Memory & Working Memory
Pilegard, C. (2019). Overview of Short Term Memory and Working Memory. In Cognitive Foundations. Remixed By Acacia Overoye (2022) Download Pilegard, C. (2019). Overview of Short Term Memory and Working Memory. In Cognitive Foundations. Remixed By Acacia Overoye (2022)

Adams, E. J., Nguyen, A. T., & Cowan, N. (2018). Theories of working memory: Differences in definition, degree of modularity, role of attention, and purpose. Language, Speech, and Hearing Services in Schools, 49(3), 340-355. Download Adams, E. J., Nguyen, A. T., & Cowan, N. (2018). Theories of working memory: Differences in definition, degree of modularity, role of attention, and purpose. Language, Speech, and Hearing Services in Schools, 49(3), 340-355.

Sweller, J. (2011). Cognitive load theory. In Psychology of learning and motivation (Vol. 55, pp. 37-76). Academic Press. Download Sweller, J. (2011). Cognitive load theory. In Psychology of learning and motivation (Vol. 55, pp. 37-76). Academic Press.

Module 5: Long-Term Memory
Walinga, J., & Stagnor, C. (2014). 9 Remembering and Judging. In Introduction to Psychology 1st Canadian Edition..

Weapons Focus and Cross-Race Bias. Provided by: Cognitive Psychology.. License: CC BY 4.0

Module 6: Language
Mark Aronoff (2007) Language. Scholarpedia, 2(5):3175. Some content adapted/added by Acacia Overoye (2020).

Multiple Authors. (2018). Neurocognition of Language/Speech Comprehension and Speech Production. In Neurocognition of Language. Wikibooks..

Josias, A. (2019). Psycholinguistics: The process of language production. Download Josias, A. (2019). Psycholinguistics: The process of language production. Retrieved from https://www.academia.edu/39981796/PSYCHOLINGUISTICS_THE_PROCESS_OF_LANGUAGE_PRODUCTION_BY_ARTUR_JOSIAS.

Module 7: Problem Solving, Creativity, Judgement, & Decision Making
Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., and Perimutter, M. (2019). 7.3 Problem-Solving. In Introduction to Psychology, edited by S. Swindell. PressBooks..

Bazerman, M. H. (2022). Judgment and decision making. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/9xjyvc3a.

Simonton, D. K. (2022). Creativity. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/nwzd6yuc

Module 8: Knowledge
Overoye, A.L. (2022). "Knowledge." In Cognitive Psychology, edited by A. Overoye. Self-published.

General Description of the Subject Matter of Each Lecture or Discussion
Introduction to Cognitive Psychology
1. Define cognition and the scope of cognitive psychology
2. Outline the history of cognitive psychology
3. Compare different behavioral and psychophysical methods
4. Identify the function of key brain anatomy

Perception
1. Differentiate between sensation and perception
2. Recognize the function and basic anatomy of each of our senses
3. Outline the basic steps of perception (selection, organization, interpretation)
4. Compare different theoretical approaches to perception (indirect and direct)

Attention
1. Differentiate between types of attention and attentional lapses
2. Identify factors that influence visual attention
3. Compare late, early, and attenuation models of attention
4. Summarize how attention influences our behavior and other cognitive processes

Short-Term Memory & Working Memory
1. Differentiate between short-term memory and working memory
2. Identify the components and structure of standard models of STM & WM
3. Compare modern models of working memory
4. Summarize factors that increase cognitive load

Long-Term memory
1. Differentiate between long-term memory, short-term memory, and working memory
2. Categorize different types of long-term memory (explicit vs implicit, episodic vs semantic, etc)
3. Compare different theories of encoding (including considerations for consolidation and reconsolidation)
4. Summarize factors that influence retrieval

Knowledge
1. Differentiate between different representations of knowledge (semantic, propositional, analog)
2. Identify the strengths and weaknesses of various approaches to categorization.
3. Compare semantic and neural networks
4. Summarize methods used to study knowledge (categorization and mental imagery)

Language
1. Define language and it's key characteristics
2. Identify the major challenges to language comprehension and how they are overcome
3. Compare different types of speech errors and slips of the tongue.
4. Summarize the process of language production

Problem Solving, Creativity, and Decision Making
1. Differentiate between types of problem solving, judgments, and decision making
2. Identify challenges associated with problem solving.
3. Compare different strategies people use to solve problems
4. Summarize different heuristics and when they are applied

Required Course Syllabus Statements

Generative AI
The use of AI in this course is acceptable and optional. In this class if you want to use AI tools, I want you to be able to use these tools in an effective and ethical way. My goal is for you to learn and develop critical thinking and creative skills and use AI in an ethical manner. For work in this class, if you use AI you will be required to add a short AI disclosure statement. See the [AI Disclosure](#) pages for more details! We are using a plagiarism checker that includes screening for AI.

Using Remote Testing Software
☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each

course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.