

SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course	Cognitive psychology						
2.2 Teacher in charge of the lecture	Assist. Dr. Răzvan Jurchiş						
2.3 Teacher in charge of the seminar	Drd. Andrei Costea						
2.4 Study year	1	2.5 Semester	2	2.6. Examination type	E	2.7 Course type	DS

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / practical laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / practical laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					21
Supplementary documentation at the library using specialized electronic platforms in the field					10
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					15
Tutoring					4
Exams					2
Other activities: research activities					1
3.7 Total number of hours of individual study					48
3.8 Total number of hours per semester					125
3.9 Number of credits (ECTS)					5

4. Prerequisites (if applicable)

4.1 Curriculum	<ul style="list-style-type: none"> • Introduction to psychology • Experimental psychology
4.2 Competencies	-

5. Requirements (if applicable)

5.1 For the lecture	<ul style="list-style-type: none"> • Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional skills	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding the place and role of cognitive psychology within cognitive sciences • Knowledge of fundamental aspects and the role of cognitive approach in psychology • Characterization of the main study paradigms of cognitive psychology • Understanding the cognitive perspective on various mental processes and phenomena • Familiarization with the principles of fundamental research in cognitive psychology <p>Explanation and interpretation</p> <ul style="list-style-type: none"> • Arguing the importance of the cognitive approach in psychology • Interpretation from a cognitive perspective of different psychic phenomena and processes • Carrying out comparative analyses based on the main study paradigms of cognitive psychology • Explaining and arguing the experimental approach of some psychic phenomena and processes <p>Instrumental - applicative</p> <ul style="list-style-type: none"> • Learning the main techniques for investigating psychological processes in the cognitive paradigm • Developing skills to conduct a research project <p>Attitude</p> <ul style="list-style-type: none"> • Manifestation of a positive and responsible attitude towards the scientific field
----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Cultivating a responsible attitude towards the research activity in the field • Interest in personal development in the field
Transversal skills	<ul style="list-style-type: none"> • Written and oral communication skills • Relationship and teamwork skills • Time management skills and the management of resources • Competences for the interdisciplinary use of knowledge and terminology in the fields of psychology and cognitive sciences

7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	Familiarizing students with cognitive psychology and the cognitive approach of the human mental system.
7.2 Specific objectives	<ul style="list-style-type: none"> • Presentation of the cognitive approach and its impact in psychology • Analysis of the place and role of cognitive psychology in the cognitive sciences • Discussion of the main research paradigms of cognitive psychology • Cognitive approach to the human mental system (visual information processing, attention, categorization, mental imaging, memory, knowledge representation, language, decision making, problem solving and reasoning).

8. Content

8.1 Lecture	Teaching strategies	Remarks
Psychology and the Cognitive sciences Keywords: Cognitive sciences, cognitive Psychology	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
The analysis of the cognitive system Keywords: representation, calculation, multilevel analysis	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
The processing of the visual information: primary processing. Keywords: primary processing, the primary sketch, bottom-up analysis.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

<p>The processing of the visual information: secondary processing.</p> <p>Keywords: secondary processing, recognition, top-down analysis.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Attention and attentional models.</p> <p>Keywords: early filtering, late filtering, attenuated filtering.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>The cognitive unconscious</p> <p>Keywords: the unconscious, implicit perception, implicit memory, implicit learning.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>The representation and organization of knowledge.</p> <p>Keywords: semantic coding, semantic networks, propositional networks, cognitive schemes.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Categorisation.</p> <p>Keywords: category, concept, prototype.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Language</p> <p>Keywords: Reading and speech perception,</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	

language comprehension and production.		
Decision making. Keywords: expected utility, heuristics, biases, ecological rationality	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Mental imagery. Keywords: mental images, imagistic memory, mental image processing.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Memory systems: sensory memory, short-term memory and long-term memory. Keywords: sensory memory, short-term memory, long-term memory.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Memory systems: episodic versus semantic; implicit versus explicit. Keywords: episodic memory, semantic memory, implicit memory, explicit memory.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Memory systems: knowledge updating and forgetting. Keywords: knowledge updating and forgetting.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Mandatory references: Eysenck, M. W., & Keane, M. T. (2020). <i>Cognitive Psychology: A Student's Handbook</i> . Psychology Press.		

Anderson, J. (2020). *Cognitive Psychology and Its Implications (9th Edition)*. Worth Publishers

McBride, D. M., & Cutting, J. C. (2018). *Cognitive Psychology: Theory, Process, and Methodology* (2nd Edition). SAGE Publications

!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above

Optional references:

Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus, and Giroux.

Ferbinteanu, J. (2019). Memory systems 2018–towards a new paradigm. *Neurobiology of learning and memory*, 157, 61-78.

Gigerenzer, G. (2015). *Risk savvy: How to make good decisions*. Penguin.

Gigerenzer, G. (2018). The bias bias in behavioral economics. *Review of Behavioral Economics*, 5(3-4), 303-336.

Marr, D. (1982). Vision. In Marr, D. (Ed.) *Vision: A Computational Investigation into the Human Representation and Processing of Visual Information*. The MIT Press

Miller, G.A. (2003). The cognitive revolution: a historical perspective. *TRENDS in Cognitive Sciences*, 7, 141-144.

Renoult, L., Irish, M., Moscovitch, M., & Rugg, M. D. (2019). From knowing to remembering: the semantic–episodic distinction. *Trends in Cognitive Sciences*, 23(12), 1041-1057.

Tulving, E. (1985). How many memory systems are there?. *American Psychologist*, 40(4), 385.

Tulving, E. (1987). Multiple memory systems and consciousness. *Human Neurobiology*. 6(2), 67–80.

Reber, A. & Allen, R. (in press). *The Cognitive Unconscious: The First Half-Century*. Oxford University Press

8.2 Seminar / laboratory	Teaching strategies	Remarks
--------------------------	---------------------	---------

<p>Introduction and details related to organization</p> <p>Keywords:</p>	<p>Exposure, conversation</p>	
<p>Paradigms of cognitive psychology</p> <p>Keywords: Connectionism, Symbolism, Extended Cognition</p>	<p>Presentation, knowledge synthesis, conceptual clarification, practical activities</p>	
<p>Research methods in cognitive psychology</p> <p>Keywords: replicability, open-science, preregistration</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Automatic versus controlled processing</p> <p>Keywords: dual-processing, automatization, controlled process, automatic process</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Consciousness</p> <p>Keywords: subjectivity, cognitive theories of consciousness, functionalism</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Unconscious processing</p> <p>Keywords: implicit perception, implicit memory, priming, implicit learning</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Language development</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities</p>	

<p>Keywords: language acquisition, syntax, pragmatics</p>		
<p>Problem solving</p> <p>Keywords: goals, subgoal, problem space</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Decisions - risk and uncertainty</p> <p>Keywords: metacognitive discriminability, signal detection theory, Bayes factor</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Decision: Heuristics and inter-temporal choices</p> <p>Keywords: Availability, Temporal discounting</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Judgment and reasoning</p> <p>Keywords: Recognition, Fluency, Fake news</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Working memory and executive functions</p> <p>Keywords: phonological loop, inhibition, flexibility</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>False memories and judiciary applications of cognitive psychology</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	

Keywords: false recognition, testimony,		
Summary seminar – putting it all together Keywords: synthesis, integration, recap	Knowledge synthesis, conceptual clarification, conversation	
<p>Mandatory references:</p> <p>Galotti, K. M. (2017). <i>Cognitive Psychology: In and Out of the Laboratory</i>. Sage Publications.</p> <p>Groome, D., & Eysenck, M. (2016). <i>An Introduction to Applied Cognitive Psychology</i>. Psychology Press.</p> <p>Eysenck, M. W., & Keane, M. T. (2020). <i>Cognitive Psychology: A Student’s Handbook</i>. Psychology Press.</p> <p>Anderson, J. (2020). <i>Cognitive Psychology and Its Implications (9th Edition)</i>. Worth Publishers</p> <p>Zwaan, R.A., Pecher, D., Paolacci, G. et al. (2018). Participant Nonnaiveté and the reproducibility of cognitive psychology. <i>Psychon Bull Rev</i> 25, 1968–1972. https://doi.org/10.3758/s13423-017-1348-y</p> <p>!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above</p> <p>Optional references:</p> <p>Chater, N. (2018). <i>Mind Is Flat</i>. Yale University Press.</p> <p>Chambers, C. (2017). <i>The seven deadly sins of psychology: A manifesto for reforming the culture of scientific practice</i>. Princeton University Press.</p> <p>Kloft, L., Otgaar, H., Blokland, A., Monds, L. A., Toennes, S. W., Loftus, E. F., & Ramaekers, J. G. (2020). Cannabis increases susceptibility to false memory. <i>Proceedings of the National Academy of Sciences</i>, 117(9), 4585-4589.</p> <p>Kuhn, T. (1962/2021). <i>The structure of scientific revolutions</i>. Princeton University Press.</p> <p>Loftus, E. (1996). Memory distortion and false memory creation. <i>Bulletin of the American Academy of Psychiatry and Law</i>, 24(3), 281-295.</p>		

McBride, D. M., & Cutting, J. C. (2018). *Cognitive Psychology: Theory, Process, and Methodology* (2nd Edition). SAGE Publications

Miller, E. K., Lundqvist, M., & Bastos, A. M. (2018). Working Memory 2.0. *Neuron*, 100(2), 463-475.

9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results found in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture		Written exam	70%
10.5 Seminar / laboratory		Research project	30%

10.6 Minimum passing score

The final evaluation will be based on a written exam conducted in the exam session at the end of the second semester and of a research project.

The final grade consists of:

- score obtained in the written exam in proportion of 70% (maximum 7 points)
- research project 30% (up 3 points).

The simultaneous conditions for passing the Cognitive Psychology exam are:

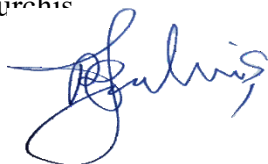
- a minimum of 3.5 points for the written exam out of the 6 maximum possible points
- a minimum of 5 points from the final grade (combined score: project and exam)

Date,

23.11.2021

Signature of the teacher in charge of the lecture

Assist. Dr. Razvan Jurchie



Signature of the teacher in charge of the seminar

drd. Andrei Costea

A handwritten signature in black ink, consisting of the letters 'ARC' in a stylized, cursive font.

Approval date in the department

Signature of the Head of the department /director