

General information	Subject Title, code and credit hours	PSYC441 3KU (6AKTS) Cognitive psychology	
	Department	Psychology	
	Program (bachelor's and master's degree)	bachelor	
	Associated Term	Spring 2023-2024	
	Instructor	Aliyeva Gulshan Aliesker	
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	Phone	-	
	Lecture room/Schedule	Neftchilar campus	
	Consultations	After classes	
Prerequisites	<p>The subjects that contain the knowledge, skills and abilities necessary to master the subject studied in the unit are: Psychology, Cognitive psychology, Psychotherapy and Psychological Assessment. The information gathered and the skills formed during the course are as follows:</p> <ol style="list-style-type: none"> <li>1. The student acquires knowledge and skills in the field of cognitive psychology;</li> <li>2. Acquired theoretical knowledge covers the psychological aspects of cognitive psychology, and the student learns to apply this knowledge from a theoretical and practical aspect;</li> <li>3. The student learns deep information about cognition, techniques, and skills related to cognitive approach.</li> </ol>		
Language	English		
Course	Mandatory		
References and sources	<ul style="list-style-type: none"> <li>➤ Braisby, N., &amp; Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i>. Oxford University Press.</li> <li>➤ Sternberg, R. J., &amp; Sternberg, K. (2012). <i>Cognitive Psychology</i></li> <li>➤ Solso, R. L., MacLin, M. K., &amp; MacLin, O. H. (2005). <i>Cognitive psychology</i>. Pearson Education New Zealand.</li> <li>➤ Kellogg, R. T. (2003). <i>Cognitive psychology</i> (Vol. 2). Sage.</li> <li>➤ Neisser, U. (2014). <i>Cognitive psychology: Classic edition</i>. Psychology press.</li> </ul>		
Teaching methods	Lecture	+	
	Group discussion	+	
	Classroom activity	+	
	Cases analyzing	+	
Assessment		Date	Perc. (%)
	Midterm exam	Week 8	30%
	Participation	During semester	10%
	Individual work	During semester	15%
	Final exam	June	35%
	Attendance	During semester	10%
	Total		100%
Course description	During the course the students will provide with the main knowledge related the cognitive functioning of the brain. Cognitive psychology, neuropsychology and neuroscience will be the center of research.		
Course objective	Why study the history of cognitive psychology? If we know where we came from, we may have a better understanding of where we are heading. In addition, we can learn from past mistakes. For example, there are numerous newspaper stories about how one educational program or another has resulted in particular gains in student achievement. However, it is relatively rare to read that a control		

	<p>group has been used. A control group would tell us about the achievement of students who did not have that educational program or who maybe were in an alternative program. It may be that these students also would show a gain. We need to compare the students in the experimental group to those in the control group to determine whether the gain of the students in the experimental group was greater than the gain of those in the control group. We can learn from the history of our field that it is important to include control groups, but not everyone learns this fact.</p> <p>In cognitive psychology, the ways of addressing fundamental issues have changed, but many of the fundamental questions remain much the same. Ultimately, cognitive psychologists hope to learn how people think by studying how people have thoughts about thinking.</p>
<p>Outcomes of the course</p>	<ol style="list-style-type: none"> <li>1. Students will learn the theoretical foundations of Cognitive Psychology.</li> <li>2. Students will develop an applied understanding of cognitive neuroscience, cognitive psychology.</li> <li>3. Students will get knowledge about psychological process: perception, attention, memory and thinking.</li> <li>4. Students will expand their own creative capacities and abilities Cognitive psychology assessment methods.</li> </ol>
<p>Marking Criteria</p>	<ul style="list-style-type: none"> <li>➤ Participation</li> </ul> <p>To be prepared to classes, be active during class, ask questions about the topic in discussions and make logical comments according to the topic. At this time, it is important to respect the opinions of other group members, not to divide their words, listen carefully, ask questions and make comments.</p> <ul style="list-style-type: none"> <li>➤ Individual work and presentation</li> </ul> <p>Presentations should be consistent with interactive learning methods and should be research-based. During the presentation, details such as conveying information, the content of the presentation, the organization of the presentation, capturing the audience, referring to recent literature will be taken into consideration. Presentations can be presented as individual work.</p> <p><i>Individual work grading category and criteria</i></p> <ul style="list-style-type: none"> <li>➤ Organization</li> </ul> <p>The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included</p> <ul style="list-style-type: none"> <li>➤ Content</li> </ul> <p>Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research.</p> <ul style="list-style-type: none"> <li>➤ Presentation</li> </ul> <ol style="list-style-type: none"> <li>5. Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of presentation is within the assigned time limits. Information was well communicated.</li> </ol>

Rules and policy		<p>Rules:</p> <ol style="list-style-type: none"> <li>1. Each lesson requires a creative approach and activity.</li> <li>2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson.</li> <li>3. Attendance.</li> <li>4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam.</li> <li>5. Lateness to class and other class violations.</li> </ol>	
Week	Date	Topic	Textbook
1.	17.02.2024	<b>Introduction to cognitive psychology.</b> A brief history of cognitive psychology. Foundation of cognitive psychology.	1.Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 1. Page: 1-34 2.Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 1.page 3-40
2.	24.02.2024	Cognitive neuroscience. Cognition in the brain. The central and peripheral nervous systems.	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 2. Page: 41-75
3.	02.03.2024	<b>Perceptual process.</b> Visual perception. Colour vision. Depth perception. Perception without awareness. Perceptual organization. Face recognition. Visual imagery. Normal and pathological	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 3. Page: 84-120 Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 1. Page: 71-113
4.	09.03.2024	Recognition. Recognition in the wider context of cognition. Different types of recognition.	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Part 1, Chapter 4. Page: 113-158
5.	16.03.2024	Attention and consciousness. Selective attention, divided attention.	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 4. Page: 135-167
6.	23.03.2024	Novruz holiday	
7.	30.03.2024	Introduction to memory. Architecture of memory. Memory stores and systems.	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 8. Page: 266-300
8.	Midterm exam		

9.	06.04.2024	Working memory, Human memory as a multifaceted system, Distinction between short-term and long-term memory	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 9. Page: 307-330
10.	13.04.2024	Language in context. Language processing	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 5-6. Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 10. page:401-440
11.	27.04.2024	<b>Thinking</b> The problem solving cycle. Types of problem. Creativity.	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 10. page: 344-376 Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 11. page:442-468
12.	29.04.2024	Decision making and reasoning. Inductive and deductive reasoning.	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 12. page:587-520
13.	04.05.2024	Neuroscience of reasoning. Wason's selective task. Abstract and deontic selective task.	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 12. page:524 Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 12. page:427-450
14.	11.05.2024	Cognition and emotion. Emotion regulation. Affect and cognition. Anxiety, depression and cognitive biases. Bias modification.	Braisby, N., & Gellatly, A. (Eds.). (2012). <i>Cognitive psychology</i> . Oxford University Press. Chapter 13. page:463-500
15.	18.05.2024	The Organization of Knowledge in the Mind. Declarative versus Procedural Knowledge	Sternberg, R. J., & Sternberg, K. (2012). <i>Cognitive Psychology</i> , Chapter 8. page:319-350
16.	Final Exam		