

ESSENTIAL READING:

The core text provides the essential reading that supports students taking Introduction to Cognitive Psychology; PSYC10006. Multiple copies of texts are provided in Arts & Social Sciences Library (ASSL) for your use, and for Hons Psychology students taking PSYC10004. The aims of this essential reading for PSYC10006 students are: i) to facilitate a basic introduction to topics in Biological psychology and ii) to contribute to the setting of exam questions, especially where material has not been directly taught in class.

Intro to Cognitive Psychology: essential reading

Schacter, D.I., Gilbert, D.T., Wegner, D.M. & Hood, B. (2011). Psychology. Houndmills: Palgrave MacMillan. **Library Location; ASSL: Oversize BF121 SCH**

*See Chapter 4 (Sensation and Perception, pp. 120-129 and pp. 147-149 only)

*See Chapter 5 (Memory; pp.168-211)

*See Chapter 7(Language and thought; pp. 266-293 only)

*See Chapter 8 (Consciousness; pp. 294-318 only).

RECOMMENDED READING:

The recommended reading supports students taking Introduction to Cognitive Psychology; PSYC10006. Multiple copies of texts are provided in Arts & Social Sciences Library (ASSL) for your use; some texts and most journal articles will be available online. Lecturers will advise when journal articles listed can be found on Blackboard.

The aims of the recommended reading are: i) to provide a more comprehensive understanding of the material taught in class and ii) to develop a breadth of knowledge of psychology as a framework for understanding relevant concepts and methods. Please note that recommended readings will not directly contribute to the setting of any exam questions i.e. no exam question will be drawn from any recommended reading that has not been directly taught in class.

Intro to Cognitive Psychology: recommended reading

Books:

Schacter, D. L. (1997). *Searching for memory: The brain, the mind, and the past*. Basic Books. *especially Chapters 2, 4, & 5

Pinker, S. (1997). *How the mind works*. Penguin Books *especially Chapters 1-4.

Also Schacter, D.I., Gilbert, D.T., Wegner, D.M. & Hood, B. (2011).

Psychology Houndmills: Palgrave MacMillan. *Chapter 1; Psychology; the evolution of a science; pp.2-37 and Chapter 6 (Learning; pp 212-243 only) provides key historical and methodological background.

Papers:

Miller, G. A. (2003). The cognitive revolution: a historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144. *see Lecture 1

Riesenhuber, M., & Poggio, T. (2000). Models of object recognition. *Nature Neuroscience*, 3, 1199-1204. *see Lecture 4

Moray, N. P. (1959). Attention in dichotic listening: Affective cues and the influence of instructions. *Quarterly Journal of Experimental Psychology*, 11, 56–60. *see Lec 5

Driver, J. (2001). A selective review of selective attention research from the past century. *British Journal of Psychology*, 92(1), 53-78. *see Lecture 5

Baddeley, A. D. (2002). Is working memory still working? *European Psychologist*, 7(2), 85-97. *see Lecture 6

Coltheart, M. (2004). Are there lexicons? *The Quarterly Journal of Experimental Psychology Section A*, 57(7), 1153-1171. *see Lecture 7

Corkin, S. (2002). What's new with the amnesic patient HM? *Nature Reviews Neuroscience*, 3(2), 153-160. *see Lecture 8

Karipicke, J. D., & Roediger, H. L. (2008). The critical importance of retrieval for learning. *Science*, 319(5865), 966-968. *see Lecture 9

Bowers, J.S., Mattys, S.L., & Gage, S.H. (2009). Preserved implicit knowledge of a forgotten childhood language. *Psychological Science*, 20, 1064-1069. *see Lecture 10

Coltheart, M. (2006). Dual route and connectionist models of reading: An overview. *London Review of Education*, 4(1), 5-17. *see Lecture 11

Bloom, P., & Keil, F. C. (2001). Thinking through language. *Mind & Language*, 16(4), 351-367. *see Lecture 12

FURTHER READING:

Further reading supports students taking Introduction to Cognitive Psychology; PSYC10006. Multiple copies of texts are provided in the ASSL for your use; some texts and most journal articles will be available online. Lecturers will advise when journal articles listed can be found on Blackboard. Further reading for Open Unit students aims to: i) develop a richer interest in the topics taught and ii) provide more specialised insights for specific lectures. Further reading is not linked to any coursework requirements for students taking PSYC10006; assessment of this unit is by examination only.

Intro to Cognitive Psychology: further reading

Books:

Pinker, S. (1994). *The language instinct*. William Morrow, New York.

Papers:

Caramazza, A. (1986). On drawing inferences about the structure of normal cognitive systems from the analysis of patterns of impaired performance: The case for single-patient studies. *Brain and Cognition*, 5(1), 41-66. *see Lecture 2

Thorpe, S., Fize, D., & Marlot, C. (1996). Speed of processing in the human visual system. *Nature*, 381(6582), 520-522. *see Lecture 4

Gregory, R. L., & Heard, P. (1979). Border locking and the Café Wall illusion. *Perception*, 8(4), 365-380. *see Lecture 4

Green, C. S., & Bavelier, D. (2003). Action video game modifies visual selective attention. *Nature*, 423(6939), 534-537. *see Lecture 5

Cowan, N. (1998). Visual and auditory working memory capacity. *Trends in Cognitive Sciences*, 2(3), 77-77. *see Lecture 6

Craik, F. I., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology: General*, 104(3), 268-294. *see Lecture 8

Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13(5), 585-589. *see Lecture 9

Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Sciences*, 104(19), 7780-7785. *see Lecture 12.