

# Psych 3012 – Introduction to Cognitive Psychology

Fall 2026

## Professor

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Office Hours:      by appointment

## Graduate Teaching Assistant

TBD

## Required Textbook

*Cognitive Psychology, 4<sup>th</sup> edition*

Bruce Goldstein

Cengage

Ebook: ISBN 9780357688199

Buy or rent: ISBN: 9781337408271

## Course Website

Handouts, partial lecture slides, and announcements will be available on GT Canvas

## Course Description

In this course we examine the foundations of Cognitive Psychology including methods, analysis techniques and psychological theories involved in perception, attention, memory, problem solving, decision making, and language.

## Course Goals: After successfully completing this course, you should be able to:

- Describe the basic processes underlying a variety of cognitive phenomena, including perception, learning & memory, knowledge, and decision-making.
- Demonstrate familiarity with major concepts in cognitive psychology, including theoretical perspectives, empirical findings, and historical trends.
- Be able to discuss the ways that environmental and biological processes contribute to cognitive abilities.
- Apply psychological concepts to general descriptions of human behavior as well as your own experiences and attitudes.

## Classroom Expectations

Please read Georgia Tech's [Student-Faculty expectations](#). Attendance will not be monitored. However, research shows that you will learn more, retain more, and do better in class if you attend each lecture and take notes. In general, the more you can actively engage (e.g., ask questions, [take notes](#), translate notes into your own words, draw diagrams), the better you will learn and retain information. You do not need to contact me if you cannot attend class. Exams are a different matter, see below.

Please be courteous and respectful to others in class. Don't play games or distract others. Arrive on time and do not pack up early.

## Course Exams and Grading

There will be three exams. Exam 3 will be given during finals week, but will cover the last third of the course only (Chapters 9-13). The exam format will be multiple choice, with 50 questions on each exam.

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Weekly quizzes will be conducted on Canvas, covering recent class/reading topics. Quizzes can be completed on your own time (i.e., outside class). You will have 48 hours to complete the quiz, and you can use any resource. The aims of the quizzes are to provide practice for the exams, and to help you identify topic areas that you could strengthen. Your grade in the class will be based on test performance (85%) and quizzes (15%).

Grades will be determined based on the following scale:

90% – 100%	=	A
80 %– 89%	=	B
70% – 79%	=	C
60% – 69%	=	D

The above grading scheme represents the toughest I will grade. However, the cutoffs for grades might be relaxed depending on the proportion of students achieving each grade. Please do not write to me at the end of the semester asking for a grade increase. I will not respond.

**Make-up exams can be arranged if you have a valid reason (e.g., approved extra-curricular event) and arrange it with me prior to the exam. If you miss an exam due to an emergency, I will consider scheduling a make-up exam on a case by case basis. I will need an official absence via the Dean of Students office or other GT authority to schedule a makeup exam.**

## Extra Credit

Up to 2% extra credit can be earned by participating in Subject Pool experiments. Extra credit will be **added** to your final average, so it can make a big difference. You will earn 0.5% extra credit for each hour volunteered (4 hours maximum). Sign up for experiments through the SONA website ([gatech-psych.sona-systems.com](http://gatech-psych.sona-systems.com)). See me outside of class for alternate assignment, if necessary. Note that if you wait until the end of term to sign up for extra credit, there may not be enough studies available. Plan ahead.

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**Academic Honor Code:** <http://www.honor.gatech.edu/>

## **Article II: Section 3. Student Responsibilities**

Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct.

The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog: Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.

Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course.
- Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements.
- Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism).
- False claims of performance or work that has been submitted by the claimant.
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit.
- Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit.
- Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor. Students must sign the Academic Honor Agreement affirming their commitment to uphold the Honor Code before becoming a part of the Georgia Tech community.

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**This is a Core IMPACTS course that is part of the Social Sciences area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections, particularly in how we think, evaluate, decide, and understand?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human cognition, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical thinking
- Information Literacy
- Perspective-Taking
- Persuasion
- Problem Solving

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Week	Day	Date	Topic	Reading Assignment
1	T	Aug 19	Introduction and Methods	Chap 1
	Th	Aug 21		
2	T	Aug 26	Cognitive Neuroscience	Chap 2
	Th	Aug 28		
3	T	Sep 2	Perception	Chap 3
	Th	Sep 4		
4	T	Sep 9	Perception	Chap 3
	Th	Sep 11	Attention	Chap 4
5	T	Sep 16	Short-term and Working Memory	Chap 5
	Th	Sep 18	<b>Exam 1</b>	
6	T	Sep 23	Long-term Memory	Chap 6
	Th	Sep 25		
7	T	Sep 30	Encoding, Retrieval, and Consolidation	Chap 7
	Th	Oct 2		
8	T	Oct 7	<b>Fall Break No Class</b>	
	Th	Oct 9	Memory Extremes: mnemonics and amnesia	Chap 8
9	T	Oct 14	Memory Extremes: mnemonics and amnesia	Chap 8
	Th	Oct 16	Constructive Memory	Chap 8
10	T	Oct 21	Constructive Memory	Chap 8
	Th	Oct 23	<b>Exam 2</b>	
11	T	Oct 28	Knowledge	Chap 9
	Th	Oct 30		
12	T	Nov 4	Mental Imagery	Chap 10
	Th	Nov 6		
13	T	Nov 11	Language	Chap 11
	Th	Nov 13		
14	T	Nov 18	Problem Solving	Chap 12
	Th	Nov 20	Problem Solving / Judgment and Decision-Ma	Chap 12/13
15	T	Nov 25	Judgment and Decision-Making	Chap 13
	Th	Nov 27	<b>Thanksgiving Break- No class</b>	
16	T	Dec 2	Final Instructional Class Day- No Class	
	Th	Dec 4	<b>Reading Period- no class</b>	
Final	Th	Dec 4	<b>Final Exam, 2:40pm - 4:00pm</b>	