

**COGNITIVE PROCESSES
PSYCHOLOGY 327
SPRING SEMESTER 2007**

Instructor: Dr. Natalie Person
Office hours: T 3:30 – 4:30
or by appointment

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Required text

Ashcraft, M. H. (2006). *Cognition (4th ed.)*. Upper Saddle River, NJ: Pearson.

Another cognitive psychology book that you will choose.

Purpose

The psychology of human cognition is currently the dominant field in experimental psychology. There is an enormous amount of research that has been (and is currently being) conducted in this area. Such research addresses questions and ideas that are inherently interesting -- how we learn, reason, understand, and remember (just to name a few). Hopefully, you will leave the course with an introductory knowledge of a broad spectrum of theories and issues in cognitive psychology. Specifically, we will cover topics such as language, text comprehension, reasoning, and problem solving.

There is an important distinction that you will need to learn in this course: The difference between (a) unfortified opinion and attitude and (b) scientific knowledge and principled argumentation. Psychology is a science, not merely a body of folk wisdom. Our claims and theories are fortified by scientific research. Opinions and attitudes tend to become less prominent as one's exposure to scientific material increases. This statement is not intended to discourage your expression of opinions during classroom lectures. Such opinions are greatly encouraged and often prompt interesting classroom discussions.

Grade evaluation

You can earn a total of 1000 points in this course. The breakdown of these points is as follows:

Exam 1	150 points
Exam 2	150 points
Exam 3	150 points
Exam 4	150 points
Book Presentation	100 points
Book Summary/Review	300 points

Grading scale

940 - 1000	A	733 - 766	C
900 - 939	A-	700 - 732	C-
867 - 899	B+	667 - 699	D+
833 - 866	B	633 - 666	D
800 - 832	B-	600 - 632	D-
767 - 799	C+	0 - 599	F

1. **Exams.** There will be four in-class examinations (1.25 hours); each will cover three Ashcraft chapters, lecture material, or any other assigned reading. The exams will consist of one section of multiple-choice questions and one section of short essay questions. Each exam is worth 150 points.
2. **Book summary/review paper.** You will select a book on a particular cognitive psychology topic from a list that I will compile for the class. In the paper, you will provide a comprehensive summary of the book and your own review of the book. The body of the paper should be 10 to 12 pages and must be written in APA format.
3. **Oral Presentation.** You will do one formal presentation to the class on the book that you select to read. The presentation should be done in Powerpoint and be 15 minutes in length. You must send your presentation to Dr. Person via email within 24 hours of your presentation.

Additional Requirements

1. Written work. All written work must be typed (double-spaced), proofread, saved on a computer diskette, and printed on a printer with adequate toner. You will be penalized for excessive grammatical, spelling, and formatting mistakes.
2. Honor code. All students are required to read the Honor Code. The constitution of the Honor Code is provided in the Student Handbook. The following will be considered violations of the Honor Code: (1) copying/using the work of other or previous students (cheating), (2) consulting old tests from my or other professors' classes, (3) failing to properly reference published work, (4) lying in official matters, and (5) stealing.
3. Late work. You will be penalized 10 points for each day that your paper is late.
4. Attendance. I take roll at each class meeting. Although you will not be penalized for excessive absences, students who fail to show up for class generally earn low grades in this course. If you miss class it is your responsibility to contact a **classmate**, not me, to find out what you missed.
5. Email. Check your email daily.
6. Syllabus. THIS SCHEDULE IS TENTATIVE AND WILL PROBABLY CHANGE. READING ASSIGNMENTS AND LECTURE TOPICS MAY CHANGE OVER THE COURSE OF THE SEMESTER. CHECK THE SYLLABUS IN MY ACADEMIC FOLDER FREQUENTLY TO ENSURE THAT YOU ARE READING THE RIGHT MATERIAL.

Tentative Schedule
(Subject to change at the discretion of the instructor)

DATE	TOPIC/EVENT	ASSIGNED READINGS & EVENTS
Jan 11 R	Go over syllabus	
Jan 16 T	Introduction to Cognitive Psychology	Chapter 1
Jan 18 R	Information Processing and Beyond	Chapter 2
Jan 23 T	Visual and auditory recognition	Chapter 3
Jan 25 R	Attention	Chapter 4
Jan 30 T	Exam 1	
Feb 1 R	Short-term memory	Chapter 5
Feb 6 T	Working memory	Chapter 5
Feb 8 R	Long-term memory	Chapter 6
Feb 13 T	Metacognition	Matlin 6
Feb 15 R	Semantic memory	Chapter 7
Feb 20 T	Schemas & Scripts	Chapter 7
Feb 22 R	Exam 2	
Feb 27 T	Mental Imagery	
Mar 1 R	Cognitive Maps	
Mar 6 T	Language Introduction	
Mar 8 R	Language Comprehension	
Mar 13 & 15	Spring Break	
Mar 20 T	Language Production	
Mar 22 R	Exam 3	
Mar 27 T	Problem Solving	
Mar 29 R	Intelligence & Creativity	
Apr 3 T	Deductive Reasoning & Decision Making	
Apr 5 R	Easter Break	

Apr 10 T Cognitive Development Matlin chapter (I will provide this)
Guest Lecturer

Apr 12 R Exam 4

Apr 17 T Student book presentations

Apr 19 R Student book presentations

Apr 24 T Student book presentations

Apr 26 R Student book presentations

Apr 30 M Student book presentations (Monday, 8:30 – 11:00 a.m.)

Cognitive Psychology Book List

MIT Press

The Algebraic Mind: Integrating Connectionism and Cognitive Science (2003)

Gary F. Marcus

ISBN-10:0-262-63268-3

ISBN-13:978-0-262-63268-3

In *The Algebraic Mind*, Gary Marcus attempts to integrate two theories about how the mind works, one that says that the mind is a computer-like manipulator of symbols, and another that says that the mind is a large network of neurons working together in parallel. Resisting the conventional wisdom that says that if the mind is a large neural network it cannot simultaneously be a manipulator of symbols, Marcus outlines a variety of ways in which neural systems could be organized so as to manipulate symbols, and he shows why such systems are more likely to provide an adequate substrate for language and cognition than neural systems that are inconsistent with the manipulation of symbols. Concluding with a discussion of how a neurally realized system of symbol-manipulation could have evolved and how such a system could unfold developmentally within the womb, Marcus helps to set the future agenda of cognitive neuroscience.

The Rational Imagination: How People Create Alternatives to Reality (March 2007)

Ruth M. J. Byrne

ISBN-10:0-262-52474-0

ISBN-13:978-0-262-52474-2

The human imagination remains one of the last uncharted terrains of the mind. This accessible and original monograph explores a central aspect of the imagination, the creation of counterfactual alternatives to reality, and claims that imaginative thoughts are guided by the same principles that underlie rational thoughts. Research has shown that rational thought is more imaginative than cognitive scientists had supposed; in *The Rational Imagination*, Ruth Byrne argues that imaginative thought is more rational than scientists have imagined.

People often create alternatives to reality and imagine how events might have turned out "if only" something had been different. Byrne explores the "fault lines" of reality, the aspects of reality that are more readily changed in imaginative thoughts. She finds that our tendencies to imagine alternatives to actions, controllable events, socially unacceptable actions, causal and enabling relations, and events that come last in a temporal sequence provide clues to the cognitive processes upon which the counterfactual imagination depends. The explanation of these processes, Byrne argues, rests on the idea that imaginative thought and rational thought have much in common.

Language Development and Learning to Read: The Scientific Study of How Language Development Affects Reading Skill (2006)

Diane McGuinness

ISBN-10:0-262-63340-X

ISBN-13:978-0-262-63340-6

Research on reading has tried, and failed, to account for wide disparities in reading skill even among children taught by the same method. Why do some children learn to read easily and quickly while others, in the same classroom and taught by the same teacher, don't learn to read at all? In *Language Development and Learning to Read*, Diane McGuinness examines scientific research that might explain these disparities. She focuses on reading predictors, analyzing the effect individual differences in specific perceptual, linguistic, and cognitive skills may have on a child's ability to read. Because of the serious methodological problems she finds in the existing research on reading, many of the studies McGuinness cites come from other fields--developmental psychology, psycholinguistics, and the speech and hearing sciences--and provide a new perspective on which language functions matter most for reading and academic success.

Sweet Anticipation: Music and the Psychology of Expectation (2006)

David Huron

ISBN-10:0-262-08345-0

ISBN-13:978-0-262-08345-4

The psychological theory of expectation that David Huron proposes in *Sweet Anticipation* grew out of the author's experimental efforts to understand how music evokes emotions. These efforts evolved into a general theory of expectation that will prove informative to readers interested in cognitive science and evolutionary psychology as well as those interested in music. The book describes a set of psychological mechanisms and illustrates how these mechanisms work in the case of music. All examples of notated music can be heard on the Web.

Huron proposes that emotions evoked by expectation involve five functionally distinct response systems: reaction responses (which engage defensive reflexes); tension responses (where uncertainty leads to stress); prediction responses (which reward accurate prediction); imagination responses (which facilitate deferred gratification); and appraisal responses (which occur after conscious thought is engaged). For real-world events, these five response systems typically produce a complex mixture of feelings. The book identifies some of the aesthetic possibilities afforded by expectation, and shows how common musical devices (such as syncopation, cadence, meter, tonality, and climax) exploit the psychological opportunities. The theory also provides new insights into the physiological psychology of awe, laughter, and spine-tingling chills. Huron traces the psychology of expectations from the patterns of the physical/cultural world through imperfectly learned heuristics used to predict that world to the phenomenal qualia we experienced as we apprehend the world.

Making Space: The Development of Spatial Representation and Reasoning (2003)

Nora S. Newcombe and Janelle Huttenlocher

ISBN-10:0-262-64050-3

ISBN-13:978-0-262-64050-3

Spatial competence is a central aspect of human adaptation. To understand human cognitive functioning, we must understand how people code the locations of things, how they navigate in the world, and how they represent and mentally manipulate spatial information. Until recently three approaches have dominated thinking about spatial development. Followers of Piaget claim that infants are born without knowledge of space or a conception of permanent objects that

occupy space. They develop such knowledge through experience and manipulation of their environment. Nativists suggest that the essential aspects of spatial understanding are innate and that biological maturation of specific brain areas can account for whatever aspects of spatial development are not accounted for at birth. The Vygotskan approach emphasizes the cultural transmission of spatial skills.

Nora Newcombe and Janellen Huttenlocher argue for an interactionist approach to spatial development that incorporates and integrates essential insights of the classic three approaches. They show how biological preparedness interacts with the spatial environment that infants encounter after birth to create spatial development and mature spatial competence. Topics covered include spatial coding during infancy and childhood; the early origins of coding distance in continuous space, of coding location with respect to distal external landmarks, and of hierarchical combination of information; the mental processes that operate on stored spatial information; spatial information as encoded in models and maps; and spatial information as encoded in language. In conclusion, the authors discuss their account of spatial development in relation to various approaches to cognitive development in other domains, including quantitative development, theory of mind, and language acquisition.

The Mind Doesn't Work That Way (2001)

Jerry Fodor

ISBN-10:0-262-56146-8

ISBN-13:978-0-262-56146-4

Action in Perception (2005)

Alva Noë

ISBN-10:0-262-14088-8

ISBN-13:978-0-262-14088-1

Guilford Press

Cognitive Neuroscience of Attention (2004)

Michael I. Posner (ed.)

ISBN-13: 978-1-59385-048-7

ISBN-10: 1-59385-048-4

This volume presents the latest advances in understanding attention: its anatomy, circuitry, functions, and deficits. Outstanding investigators have written brief yet substantive chapters in which they not only summarize key findings but also illuminate their goals and the directions their research is taking. Coverage includes different cognitive models of attention; knowledge emerging from functional imaging and genetic studies; and neurophysiological, developmental, and neuropsychological approaches. Emerging knowledge is presented on processes that impair or alter attention, and clinical implications are discussed. Linking many levels of analysis, and featuring over 100 illustrations, the book moves us closer to a coherent view of the attentional system and the key role it plays in everyday life.

Executive Function in Education: From Theory to Practice (January 2007)

Lynn Meltzer (ed.)

ISBN-13: 978-1-59385-428-7

ISBN-10: 1-59385-428-5

This uniquely integrative book brings together leading researchers and practitioners from education, neuroscience, and psychology. It presents a theoretical framework for understanding executive function difficulties together with a range of effective approaches to assessment and instruction. Coverage includes executive function processes in specific disorders-language-based learning disabilities, nonverbal learning disabilities, and autism spectrum disorder-as well as ways to support all students in developing vital skills for self-directed learning. Specific teaching methods are discussed for reading, writing, and math. Scholarly and authoritative yet highly practical, the book provides guidelines for intervening at the level of the individual child, the classroom, and the entire school.

Oxford University Press

Perception of Faces, Objects, and Scenes: Analytic and Holistic Processes (2003)

Mary A. Peterson and Gillian Rhodes (eds.)

ISBN13: 978-0-19-516538-8

ISBN10: 0-19-516538-1

From a barrage of photons, we readily and effortlessly recognize the faces of our friends, and the familiar objects and scenes around us. However, these tasks cannot be simple for our visual systems-faces are all extremely similar as visual patterns, and objects look quite different when viewed from different viewpoints. How do our visual systems solve these problems? The contributors to this volume seek to answer this question by exploring how analytic and holistic processes contribute to our perception of faces, objects, and scenes. The role of parts and wholes in perception has been studied for a century, beginning with the debate between Structuralists, who championed the role of elements, and Gestalt psychologists, who argued that the whole was different from the sum of its parts. This is the first volume to focus on the current state of the debate on parts versus wholes as it exists in the field of visual perception by bringing together the views of the leading researchers. Too frequently, researchers work in only one domain, so they are unaware of the ways in which holistic and analytic processing are defined in different areas. The contributors to this volume ask what analytic and holistic processes are like; whether they contribute differently to the perception of faces, objects, and scenes; whether different cognitive and neural mechanisms code holistic and analytic information; whether a single, universal system can be sufficient for visual-information processing, and whether our subjective experience of holistic perception might be nothing more than a compelling illusion. The result is a snapshot of current thinking on how the processing of wholes and parts contributes to our remarkable ability to recognize faces, objects, and scenes, and an illustration of the diverse conceptions of analytic and holistic processing that currently coexist, and the variety of approaches that have been brought to bear on the issues.

Memory and Emotion (2003)

Daniel Reisberg and Paula Hertel (eds.)

ISBN13: 9780195158564

ISBN10: 0195158563

Understanding the interplay between memory and emotion is crucial for the work of researchers in many arenas--clinicians, psychologists interested in eyewitness testimony, psychobiologists, to name just a few. Memory and Emotion spans all these areas and brings them together into one volume. Daniel Reisberg and Paula Hertel have assembled contributions from the most visible and productive researchers working at the intersection of emotion and memory. The result is a sophisticated profile of our current understanding of how memory is shaped both by emotion and emotional disorder. The diverse list of topics includes the biology of traumatic memory, the memory disorders produced by depression, anxiety, and schizophrenia, the nature of emotional memory both in children and the elderly, and the collective memory processes at work in remembering the Holocaust. This unified collection of cutting-edge research will be an invaluable guide to scholars and students in many different research areas.

The Science of False Memory (2005)

C. J. Brainerd and V. F. Reyna

ISBN13: 9780195154054

ISBN10: 0195154053

This volume encompasses and weaves together the common threads of the four major topics that comprise the core of false memory research: theories of false memory, adult experimental psychology of false memory, false memory in legal contexts, and false memory in psychotherapy. By integrating material on all four of these topics, the authors provide readers with a comprehensive picture of our current understanding of human false memory. The book will appeal to researchers in experimental and clinical psychology.

In the Mind's Eye: Julian Hochberg on the Perception of Pictures, Films, and the World (January 2007)

Mary A. Peterson, Barbara Gillam, and H. A. Sedgwick (eds.)

ISBN13: 9780195176919

ISBN10: 019517691X

How can we best describe the processes by which we visually perceive our environment? Contemporary perceptual theory still lacks a coherent theoretical position that encompasses both the limitations on the information that can be retained from a single eye fixation and the abundant phenomenal and behavioral evidence for the perception of an extended and coherent world. As a result, many leading theorists and researchers in visual perception are turning with new or renewed interest to the work of Julian Hochberg.

For over 50 years, in his own experimental research, in his detailed consideration of examples drawn from a wide range of visual experiences and activities, and most of all in his brilliant and sophisticated theoretical analyses, Hochberg has persistently engaged with the myriad problems inherent in working out the kind of coherent theoretical position the field currently lacks. The complexity of his thought and the wide range of areas into which Hochberg has pursued the

solution to this central problem have, however, limited both the accessibility of his work and the appreciation of his accomplishment.

In this volume we seek to bring the full range of Hochberg's work to the attention of a wider audience by offering a selection of his key works, many taken from out-of-print or relatively inaccessible sources. To facilitate the understanding of his accomplishment, and of what his work has to offer to contemporary researchers and theorists in visual perception, we include commentaries on salient aspects of his work by 20 noted researchers.

In the Mind's Eye will be of interest to researchers working on topics such as perceptual organization, visual attention, space perception, motion perception, visual cognition, the relationship between perception and action, picture perception, and film, who are striving to obtain a deeper understanding of their own fields, and who want to integrate this understanding into a broader, unified view of visual perceptual processing.

Psychology for Musicians: Understanding and Acquiring the Skills (January 2007)

Andreas C. Lehmann, John A. Sloboda and Robert H. Woody

ISBN13: 9780195146103

ISBN10: 0195146107

What is it that accounts for the differences between musical beginners, advanced music makers, and world class performers? Virtually everyone likes music and has the capacity to be musical in some way (despite what some may say about themselves). Yet far fewer people come to be so involved with it that they identify themselves as musicians, and fewer still become musicians of international class.

Psychology for Musicians provides the basis for answering this question. Examining the processes that underlie the acquisition of musical skills, Lehmann, Sloboda, and Woody provide a concise, accessible, and up-to-date introduction to psychological research for musicians. The authors explore common traits between skilled activities in non-musical domains and particular musical behaviors such as sight-reading, improvisation, performing from memory, and composing. With these comparisons in mind, they examine how the skills needed to teach, perform, and even listen to music are acquired and honed over time. Importantly, they take a cross-cultural perspective, considering the "conservatory culture" of formally trained musicians alongside non-Western societies, past historical times, and contemporary vernacular music cultures.

Attention: From Theory to Practice (2006)

Arthur F. Kramer, Douglas A. Wiegmann and Alex Kirlik

ISBN13: 9780195305722

ISBN10: 0195305728

The study of attention in the laboratory has been crucial to understanding the mechanisms that support several different facets of attentional processing: Our ability to both divide attention among multiple tasks and stimuli, and selectively focus it on task-relevant information, while ignoring distracting task-irrelevant information, as well as how top-down and bottom-up factors influence the way that attention is directed within and across modalities. Equally important,

however, is research that has attempted to scale up to the real world this empirical work on attention that has traditionally been well controlled by limited laboratory paradigms and phenomena. These types of basic and theoretically guided applied research on attention have benefited immeasurably from the work of Christopher Wickens. This book honors Wickens' many important contributions to the study of attention by bringing together researchers who examine real-world attentional problems and questions in light of attentional theory. The research fostered by Wickens' contributions will enrich not only our understanding of human performance in complex real-world systems, but also reveal the gaps on our knowledge of basic attentional processes.

How We Reason (2006)

Philip Johnson-Laird

ISBN13: 9780198569763

ISBN10: 0198569769

Good reasoning can lead to success; bad reasoning can lead to catastrophe. Yet, it's not obvious how we reason, and why we make mistakes. This new book by one of the pioneers of the field, Philip Johnson-Laird, looks at the mental processes that underlie our reasoning. It provides the most accessible account yet of the science of reasoning.

How the Body Shapes the Mind (2006)

Shaun Gallagher

ISBN13: 9780199204168

ISBN10: 0199204160

How the Body Shapes the Mind is an interdisciplinary work that addresses philosophical questions by appealing to evidence found in experimental psychology, neuroscience, studies of pathologies, and developmental psychology. There is a growing consensus across these disciplines that the contribution of embodiment to cognition is inescapable. Because this insight has been developed across a variety of disciplines, however, there is still a need to develop a common vocabulary that is capable of integrating discussions of brain mechanisms in neuroscience, behavioral expressions in psychology, design concerns in artificial intelligence and robotics, and debates about embodied experience in the phenomenology and philosophy of mind. Shaun Gallagher's book aims to contribute to the formulation of that common vocabulary and to develop a conceptual framework that will avoid both the overly reductionistic approaches that explain everything in terms of bottom-up neuronal mechanisms, and inflationistic approaches that explain everything in terms of Cartesian, top-down cognitive states.

The New Unconscious (2006)

Ran R. Hassin, James S. Uleman and John A. Bargh (eds.)

ISBN13: 9780195307696

ISBN10: 0195307690

Over the past two decades, a new picture of the cognitive unconscious has emerged from a variety of disciplines that are broadly part of cognitive science. According to this picture, unconscious processes seem to be capable of doing many things that were thought to require intention, deliberation, and conscious awareness. Moreover, they accomplish these things without the conflict and drama of the psychoanalytic unconscious. These processes range from complex information processing, through goal pursuit and emotions, to cognitive control and self-regulation.

LEA

The Gestural Communication of Apes and Monkeys

by Josep Call (ed.) and Michael Tomasello (ed.)

Format: Paperback | Hardcover

ISBN/ISSN: 0-8058-5365-0

ISBN13: 978-0-8058-5365-0

Specs: 200 Pages

Pub. Date: March 2007 (not yet published)

The Psychology of Driving

by Graham J. Hole

Format: Paperback | Hardcover

ISBN/ISSN: 0-8058-5978-0

ISBN13: 978-0-8058-5978-2

Specs: 240 Pages

Pub. Date: 2007

Primary Subject: Cognitive Science

Secondary Subject: Applied Psychology

Intuition in Judgment and Decision Making

by Henning Plessner (ed.), Cornelia Betsch (ed.) and Tilmann Betsch (ed.)

Format: Hardcover

ISBN/ISSN: 0-8058-5741-9

ISBN13: 978-0-8058-5741-2

Specs: 340 Pages

Pub. Date: April 2007

Primary Subject: Cognitive Science

Secondary Subject: Decision Sciences

Mind and Its Evolution

A Dual Coding Theoretical Approach

by Allan Paivio

Format: Paperback | Hardcover

ISBN/ISSN: 0-8058-5260-3

ISBN13: 978-0-8058-5260-8

Specs: 528 Pages

Pub. Date: 2007

Primary Subject: Cognitive Science

Secondary Subject: Memory

Do Justice and Let the Sky Fall

Elizabeth F. Loftus and Her Contributions to Science, Law, and Academic Freedom

by Maryanne Garry (ed.) and Harlene Hayne (ed.)

ISBN: 0-8058-5232-8 | ISBN13: 978-0-8058-5232-5 | Year: 2007

Price: \$89.95 | Special Discount Price: \$32.50

Applied Spatial Cognition
From Research to Cognitive Technology
by Gary L. Allen (ed.)
Format: Hardcover
ISBN/ISSN: 0-8058-5299-9
ISBN13: 978-0-8058-5299-8
Specs: 408 Pages
Pub. Date: 2007
Primary Subject: Cognitive Science
Secondary Subject: Applied Psychology

Touch and Blindness
Psychology and Neuroscience
by Morton A. Heller (ed.) and Soledad Ballesteros (ed.)
ISBN: 0-8058-4726-X | ISBN13: 978-0-8058-4726-0 | Year: 2006
Price: \$29.95

The Search for Meaning
Internal States Language in Autobiographical Memory: A Special Issue of the Journal of
Cognition and Development
by Robyn Fivush (ed.) and Lynne Baker-Ward (ed.)
Format: Paperback
ISBN/ISSN: 0-8058-9400-4
ISBN13: 978-0-8058-9400-4
Specs: 152 Pages
Pub. Date: 2006
Primary Subject: Cognitive Science
Secondary Subject: Developmental/Lifespan Psychology

Neural Theories of Mind
Why the Mind-Brain Problem May Never Be Solved
by William R. Uttal
Format: Hardcover
ISBN/ISSN: 0-8058-5484-3
ISBN13: 978-0-8058-5484-8
Specs: 304 Pages
Pub. Date: 2005
Primary Subject: Cognitive Science
Secondary Subject: History of Psychology

Social Comprehension and Judgment
The Role of Situation Models, Narratives, and Implicit Theories

by Robert S. Wyer, Jr.
Format: Hardcover
ISBN/ISSN: 0-8058-4190-3
ISBN13: 978-0-8058-4190-9
Specs: 440 Pages
Pub. Date: 2004
Primary Subject: Social Cognition
Secondary Subject: Cognitive Science

Human Spatial Memory
Remembering Where
by Gary L. Allen (ed.)
Format: Hardcover
ISBN/ISSN: 0-8058-4218-7
ISBN13: 978-0-8058-4218-0
Specs: 368 Pages
Pub. Date: 2004
Primary Subject: Cognitive Science

Cognition and Chance
The Psychology of Probabilistic Reasoning
by Raymond S. Nickerson
Format: Paperback | Hardcover
ISBN/ISSN: 0-8058-4899-1
ISBN13: 978-0-8058-4899-1
Specs: 536 Pages
Pub. Date: 2004
Primary Subject: Statistics/Methodology
Secondary Subject: Cognitive Science

Pointing
Where Language, Culture, and Cognition Meet (2003)
Sotaro Kita (ed.)
Format: Hardcover
ISBN/ISSN: 0-8058-4014-1
ISBN13: 978-0-8058-4014-8

Tip-of-the-tongue States (2002)
Phenomenology, Mechanism, and Lexical Retrieval
Bennett L. Schwartz
ISBN/ISSN: 0-8058-3445-1
ISBN13: 978-0-8058-3445-1

Cambridge University Press

Creativity and Reason in Cognitive Development
James C. Kaufman and John Baer (ed.)

ISBN-13: 9780521843850

ISBN-10: 0521843855)