
Course Overview

Course Details

School:	College of Arts and Sciences
Term:	Fall 2026 Semester
Course:	PSYC2050
Course title:	Cognitive Psychology
Credit value:	3
Requisites:	PSYC1010
Required or elective:	Required
Class size:	40
Class location:	C105
Meeting times:	Wednesdays, 1:30–4:20 P.M.
Description:	Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment.

Faculty and Teaching Assistant Information

Faculty Information

Name: Mikhail Spektor
Email: mikhail.s@vinuni.edu.vn

Teaching Assistant Information

Name: Tris Do (Do Ha Trang)
Email: trang.dh2@vinuni.edu.vn

Course Overview and Rationale

This course introduces the scientific study of the mind and the central role cognition plays in everyday life. Students examine how people attend to and perceive the world, learn from experience, store and retrieve information, solve problems, make decisions, use language, reason, and develop intelligent behavior. The course is organized around attention and perception, learning and memory, and higher cognitive functions, with attention to human intelligence, creativity, and artificial vs. human intelligence. Students also learn to evaluate research methods in cognitive psychology, conduct and interpret cognitive experiments, and apply findings to everyday life, societal issues, and educational learning situations.

Learning Framework

Course Learning Objectives

Upon completion of this course, students will be able to:

1. Understand and explain fundamental theories and concepts in cognitive psychology.
2. Conduct and interpret cognitive psychology experiments.
3. Evaluate research methods used in cognitive psychology.
4. Apply cognitive psychological principles to everyday life and societal issues.

PLO/CLO Alignment Matrix

This course contributes to the following Program Learning Outcomes (PLOs) and Performance Indicators (PIs):

- **PLO 2: Analyze human psychology by applying psychological knowledge and principles.**
 - PI 2.1: Analyze psychological phenomena using knowledge of the anatomy and functioning of the human nervous system.
 - PI 2.2: Analyze behavioral phenomena with an appropriate level of complexity, identifying the interactions between psychological, biological, social, and cultural factors.
- **PLO 3a: Apply psychological knowledge to individual and group situations in counseling and educational contexts.**
 - PI 3a.1: Identify behavioral and mental health conditions in learning settings.

- **PLO 10: Continuously engage in reflection-in-action to identify strengths and areas for improvement, embrace innovation, and proactively seek opportunities for growth and lifelong learning. Demonstrate a lifelong learning attitude to adapt to an evolving professional landscape.**
 - PI 10.1: Continuously engage in reflection-in-action to identify personal strengths and areas for improvement, fostering a commitment to lifelong learning.
 - PI 10.2: Engage in self-study, perform well-planned work, and set personal development goals.
- **PLO 11: Demonstrate an entrepreneurial mindset, embracing innovation, and proactively seeking opportunities for growth.**
 - PI 11.1: Identify opportunities to innovate within psychological practices by applying entrepreneurial principles.
 - PI 11.2: Develop and implement innovative solutions that address emerging psychological needs, leveraging entrepreneurial skills for sustainable impact.

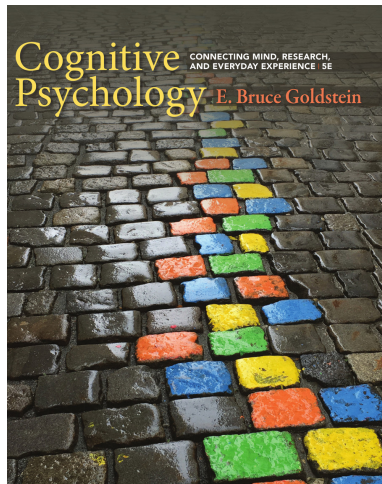
	Foundational Knowledge		Professional Knowledge	Attitude			
	PLO2		PLO3a	PLO10		PLO11	
CLO	PI 2.1	PI 2.2	PI 3a.1	PI 10.1	PI 10.2	PI 11.1	PI 11.2
1	R	M	I				
2	R	M		R	R	R	R
3		M		R	R		
4		M	I			R	R

Alignment of Course Learning Objectives (CLOs) with Program Learning Outcomes (PLOs).

- Introduced (I) — The knowledge/skills related to the PLOs are presented in the course. This typically occurs in foundational or lower-level courses in your program.
- Reinforced/ Practiced (R) — The knowledge/skills related to the PLOs are being worked on at a level above the introductory stage and/or the knowledge/skills are being developed at a deeper level.
- Mastery (M) — You should have developed a sufficient level of competency in the knowledge/skills related to the PLOs. This is where the assessment of the program learning outcome is done (or the artifact for analysis is collected).

Essential Logistics

Required Materials



Title: Cognitive Psychology: Connecting Mind, Research, and Everyday Experience

ISBN: 9781337408271

Authors: E. Bruce Goldstein

Publisher: Cengage Learning

Publication Date: 2019

Edition: 5th

Library Link

Workload Expectations

The VinUniversity expectation is that students must spend 2 hours per week outside of class per 1 credit hour for pre-class work, practice, and independent learning. This will vary—some weeks will be lighter or heavier than others, but on average you must devote 2:1 time outside of class. If you are struggling to keep up with the workload, please contact me and I will try my best to support you.

Course Schedule

Course Schedule

Week	Topic	Lesson Focus
1	Introduction to Cognitive Psychology	Introduction to the course
2	Memory and Learning I	How is our memory structured? What are the fundamentals of learning?
3	Learning II	What are more advanced learning mechanisms?
4	Sensory Memory and Short-Term Memory	How do the different modules in our memory system work?
5	Working Memory and Implicit Memory	What is “working memory” and why is it so important? How do we learn without being able to express it in words?
6	Explicit Memory and Forgetting	How do we remember things long-term, why do we forget, and how can we reduce forgetting?
7	Visual Perception I	How does our brain enable visual perception?
8	Visual Perception II and Psychophysics	How do we process visual information? How does the intensity of a sensation relate to the intensity of the physical stimulus?
9	Mock Midterm	
10	Language and Thought (guest lecture)	How is language related to thought?
11	Object Recognition and Attention I	How do we recognize objects? How does attention work?
12	Attention II and Reasoning	How do we make sense of our attention system? How do we reason?
13	Problem Solving I	How do we solve problems, and why do we make mistakes?
14	Problem Solving II and Group Project Data Collection	How can we improve our problem-solving skills?
15	Creativity and Intelligence	What is intelligence, and how can we measure it? How is artificial intelligence related to human intelligence?
	Revision and Mock Final Exam	Course review

Schedule Modification

This schedule may be modified to best accommodate learners. Any major changes will be communicated through official channels.

Assessment

Assessment Overview

Assessment	Weight (%)	Week due	AI Assessment Scale Level
Quizzes	10%	—	Level 1
Group Project	40%	18	Level 3
Final Exam	50%	18	Level 1

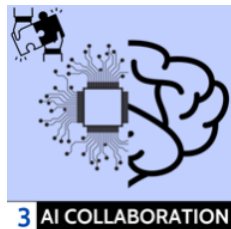
1. Quizzes

There will be a total of five (5) quizzes spread throughout the semester. They will comprise of multiple-choice questions and prompt knowledge from all sessions and potential reading assignments up to the session during which they take place.

2. Group Project

Students will complete a group project in which they will develop and execute a small cognitive-psychological experiment, and participate in the other groups' experiments. The project will be completed under the supervision and guidance of the instructor throughout the semester. The results of this experiment will be applied to the context of high-school or university education: The project groups will choose a suitable presentation format (e.g., handout, video, series of photos of reels), based on the principles of attention, learning, and memory, and communicate their results in this format. The goal is to relate the project results to educational learning situations in order to help other students learn more effectively.

*Permitted use of
generative AI:*

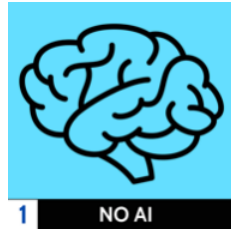


AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**

3. Final Exam

The final exam will comprise of questions covering the entirety of the course and will be of various formats (multiple-choice questions, short-answer questions, and essay questions).

*Permitted use of
generative AI:*



The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**

Guidelines on Ethical and Responsible Use of GenAI

VinUniversity Institutional Statement on the Ethical and Responsible Use of GenAI (taken from <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-use-of-generative-artificial-intelligence/>).

VinUniversity supports the ethical and responsible integration of generative AI and other innovations in teaching and learning. We encourage VinUniversity students, faculty, teaching assistants, and staff to purposefully utilize generative AI through a critical lens to spark creativity and deepen understanding. However, submitting largely AI-generated work as one's original work without formal acknowledgement fundamentally violates the principles of academic integrity. Generative AI has the potential to supplement and assist the learning process but must not replace the invaluable role of original human thought, analysis, and expression which are the core tenets of all academic endeavors. As an institution, VinUniversity is committed to upholding the highest ethical standards of scholarly work while leveraging the potential of the purposeful, discerning, and responsible application of generative AI to enhance learning. Each faculty may have their own specific thresholds of acceptable generative AI use, so students should carefully review and adhere to the policies set by their instructors for a more nuanced understanding in each course. When in doubt, students should discuss with their instructor for clarity and confirmation.

AI Assessment Scale

To provide more specificity of the permitted use of GenAI tools at the course level, clear instructions for major assessments will be provided to students regarding acceptable use of GenAI tools. This will be communicated through an AI Assessment Scale (AIAS) which explicitly declares the thresholds of acceptable GenAI use for each major assignment. I will communicate the level of acceptable GenAI use in the assignment instructions.

VinUniversity Artificial Intelligence Assessment Scale v1.0. Adapted from Perkins, Furze, Roe, & MacVaugh (2024)

Level	Description	Possible Evidence/Documentation
 Level 1: No AI Use	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.	Supervision under invigilated conditions. In-class work without the use of devices, or with the use of a secure lockdown browser.
 Level 2: AI for Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and initial research. Your final submission should show how you developed and refined these initial ideas into the final submission.	Reflection detailing the ideation process and how AI was used for the initial ideation and planning. Before-and-after comparison of AI-generated content and the student's final, refined version. Screenshots or link to chat history of the AI tool(s).
 Level 3: AI for Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.	Reflection on the collaboration process with AI, including critical evaluation of AI output. Annotations may be required. "Before and after" comparison of AI-generated content and the student's final work, showing changes and rationale. Screenshots or link to chat history of the AI tool(s) used during the collaboration phase.
 Level 4: Full AI Use	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work as you wish, or as specifically stated in your assessment. Focus on directing AI to achieve your goals while demonstrating critical thinking.	Written or recorded explanation of the strategy used to direct AI, including decision-making processes. Portfolio showcasing the evolution of the work, from AI-generated content to final product and a reflection of the strengths, weaknesses, biases of the AI tool(s), and the effectiveness of the AI-human process.
 Level 5: AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.	Project proposal outlining intended AI exploration, limitations, and ethical boundaries. Regular check-ins or progress reports on AI experimentation. Portfolio or reflection of the exploration process including the strengths, weaknesses, and biases of the AI tool(s).

When permitted, any use of GenAI must be formally acknowledged in your submitted work. Acknowledgement of GenAI use typically includes stating which tool(s) were used, the specific prompts input into the tool(s), and how the AI-generated output was integrated into your work. The specific requirements for this acknowledgment will be shown in the assignment instructions. Failure to properly disclose AI use or submitting AI-generated content as one's own original work constitutes academic dishonesty and will be treated as a violation under the VinUniversity Academic Integrity Policy.

Responsibility for Fact Checking

You are responsible for ensuring the accuracy of any content in their academic work, whether human- or AI-generated. Being mindful of the tendency of GenAI to hallucinate (where the AI model presents false or misleading information as fact), you should fact check and cross-reference with credible sources to critically assess GenAI output. You are responsible for the final product that they submit and should be prepared to justify and explain any aspects of their assignments to demonstrate a thorough understanding of the work.

Course-specific guidelines on GenAI

All submissions **require** an accompanying statement of GenAI use, including a description and evidence as described in the 'VinUniversity Artificial Intelligence Assessment Scale' above. If no such statement is provided, the submission will be treated as if no GenAI was used. Any and all suspicion of using GenAI will be investigated, and potentially reported, accordingly.

Grading Scheme

Letter grade	Percentage Range	GPA
A	93–100%	4.0
A–	90–92%	3.7
B+	87–89%	3.3
B	83–86%	3.0
B–	80–82%	2.7
C+	77–79%	2.3
C	73–76%	2.0
C–	70–72%	1.7
D+	67–69%	1.3
D	63–66%	1.0
D–	60–62%	0.7
F	0–59%	0.0

Grading Scheme Rounding Policy

When scores are at a boundary between two letter grades, they are rounded up from 0.5–0.99 and remain at the same letter grade from 0.01–0.49.

- Example 1: 59.6% would be rounded up to 60% to the next highest letter grade (D–).
- Example 2: 89.4% would remain at the current letter grade (B+).

Late Submission Policy and Makeup Request Procedures

Due to the nature of the assignments, the only assignment that can be submitted late is the *Group Project*. Here, 5% will be deducted for every 24 hours or part thereof. Assignments can't be submitted after the end of the exam period.

Only in the case of the Final Exam can the students request a makeup exam. The procedure follows the VinUniversity policy outlined in the 'Academic Regulations for Full-Time Undergraduate Programs' (accessible [here](#)), Chapter III, Article 21, Paragraph 6: Absence from examinations. In absence of a valid reason, the Final Exam will be marked as 0% (F). In the presence of valid reasons, a retake exam may be offered. The retake exam will be an oral exam that will be arranged shortly after the regular Final Exam took place.

- Example 1: The Group Project is submitted 5 hours late and the assignment itself is marked as 92%. The final grade for the assignment will be 87% (B+).
- Example 2: The Group Project is submitted 25 hours late and the assignment itself is marked as 82%. The final grade for the assignment will be 72% (C–).

- Example 3: A student does not come to the final exam. Valid documentation is provided to the Registrar Office within one (1) week of the final exam. The student may be allowed to take an oral retake exam.
- Example 4: A student does not come to the final exam. Valid documentation is NOT provided to the Registrar Office within one (1) week of the final exam, or the reason for absence is not judged as being valid by the Registrar Office. The Final Exam will be marked as 0% (F) and the student will not be allowed to take a retake exam.

Course Expectations

Attendance and Punctuality

Attendance is not formally required, but successful participation and completion is impossible without regular attendance.

Emergency Protocols and Safety

In the event of emergency situations that require class cancellation or format changes, you will be notified through official VinUniversity communication channels. If classes must be suspended, we will transition to online learning to ensure continuity of instruction. All assignments, deadlines, and course expectations will be communicated clearly during any emergency period.

In case of severe weather, natural disasters, or other emergencies affecting campus operations, please monitor official VinUniversity announcements and do not come to campus if conditions are unsafe. Your safety is our top priority. If you experience personal emergencies that affect your ability to attend class or complete coursework, please contact your instructor and Student Affairs Management as soon as possible to discuss accommodations.

For immediate campus emergencies, follow posted evacuation procedures and emergency contact information. Please familiarize yourself with emergency exits and emergency procedures. If you notice any safety hazards, please contact the Campus Services and Development Office (Campus Security & Safety hotline) at:

0247 108 9779 ext. 9901

Institutional Policies

VinUniversity Academic Integrity Policy

VinUniversity Statement on Academic Integrity

Each student in this course is expected to follow the VinUniversity Academic Integrity Code. Students must submit their own work for receiving academic credit in this course. In the case of group assignments or projects, students must follow the instructions for co-operative work provided by faculty.

Students are encouraged to study together and to discuss information and concepts covered in the lecture and the sections with other students. However, no student may copy all or part of the work done by someone else.

If copying occurs, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Students may also receive a failing grade for the course and face further disciplinary action.

Students may not copy information from online sources, books, articles, any other public or private source, and submit it as your own work. When using someone else's work to support students work, students must cite the appropriate reference. If students use someone else's work without properly citing it, it is considered plagiarism. All submitted materials at VinUniversity are subject to plagiarism check using Turnitin. The penalties for plagiarism are the same as those for copying.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations. Students may not compare papers or answers, copy from others, or collaborate in any way. If students fail to follow these rules, students will receive an automatic fail in the exam. Students may also receive a failing grade for the course and face further disciplinary action.

Please refer to the Student Academic Integrity policy at <https://policy.vinuni.edu.vn/all-policies/student-academic-integrity/> for more details.

Last updated September 30, 2022.

Grade Appeal Policy

Grade appeals are limited to final course grades. Instructors (including faculty and teaching assistants) have the exclusive right to assign grades based on their professional judgment, and they strive for accuracy, fairness, and transparency throughout the grading process. Students have the right to appeal grades which they believe were affected by clerical errors or were awarded in a biased or arbitrary way. It is the student's responsibility to initiate the appeal process, and they must provide proof to support their claim. Students should begin the grade appeal process directly with the instructor as soon as possible after grades are released before escalating to higher authorities.

If the result does not produce a satisfactory resolution of the student request, or if the student

feels the grading was prejudiced, arbitrary, or capricious, the student may appeal in writing (refer to Step 2 in the procedure). If students choose to appeal in writing, they must submit a formal written appeal using the official Grade Appeal Form, detailing the reasons for disputing the grade and any efforts made to resolve the issue, including all relevant supporting documentation. Students must pay the Exam Score Review fee and submit proof of payment before the appeal can be processed, in accordance with Section II – Item 4: Academic Administrative Fee of the University's Financial Regulations and Tariff (for students).

Please read the full Student Grade Appeal Procedure here: <https://policy.vinuni.edu.vn/all-policies/student-grade-appeal-procedure/>

Last updated on January 21, 2026

Formal Escalation Management Procedure

At VinUniversity, we are committed to fostering a positive and inclusive environment where students feel empowered to share their experiences. Students may voice their concerns and seek resolutions, but should do so with sensitivity, fairness, and impartiality.

If you experience issues during the course, you should first speak with the instructor, and if needed, follow the escalation process outlined in the Formal Escalation Management Procedure for Students' Complaint (<https://policy.vinuni.edu.vn/all-policies/formal-escalation-management-procedure-for-students/>)

Student complaints should be raised and addressed in a manner that is respectful, constructive, and made in good faith, with the aim of achieving fair resolution and continuous improvement, in alignment with the University's core values of integrity, mutual respect, accountability, and community well-being.

A genuine complaint is defined as any issue that a student feels is inappropriate to resolve informally, or they have been unable to resolve informally. Otherwise, the matter of interest is considered as an enquiry, concern or feedback that can be addressed informally at a local level in person or in writing. If a student is unsure who to contact to resolve their issue, they should contact Student Affairs Management (SAM) via connect-sam@vinuni.edu.vn

Last updated on December 24, 2025.

Student Academic Accommodations

VinUni is committed to providing an inclusive, equitable, and accessible learning environment for all students. The Guidelines on Student Academic Accommodation aim to ensure that students with documented or substantiated needs are provided with reasonable academic adjustments, remove unnecessary barriers to learning and assessment, maintain academic standards, learning outcomes, and academic integrity, and align with international best practices in inclusive education and student well-being.

Specific arrangements may vary depending on the student's medical profile and learning needs. Final accommodation recommendations shall be developed by the Student Affairs Management Office, in

consultation with the Office of the Registrar and, where necessary, the student's treating healthcare professional or qualified specialist. The relevant academic unit shall determine how the approved accommodations are implemented while maintaining academic standards and learning outcomes.

Students may request academic accommodation by submitting a formal Academic Accommodation Request to the Student Affairs Management Office, specifying the accommodation sought and providing all relevant supporting documentation (medical, psychological, or other substantiating information where applicable). In case of mental health conditions, please refer to the Mental Health and Wellbeing Counsellor to have a counselling consultation prior to this process.

Contact: connect-sam@vinuni.edu.vn

Please read the full guidelines at: <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-academic-accomodation/>

Last updated on July 22, 2026

Assessment Task	Accommodation	Replacement task/clarifications
Group project (40%)	Individual project	Student needs to submit an individual project that is identical to the group project
Final exam (50%)	Separate room	Final exam takes place in a separate room under individual invigilation
Final exam (50%)	Waiver	Replacement with an oral exam
Final exam (50%)	Use of technological devices	Technological device needs to be checked and approved in advance so that it does not provide any advantage compared to other students
Final exam (50%)	Time extension	(up to 50%)
Final exam (50%)	Scheduled rest breaks	Students may request in advance scheduled rest breaks during the sitting final exam with supervision

Diversity, Equity and Inclusion Policy

VinUniversity is committed to cultivating an inclusive, equitable, and respectful learning and working environment. The University values diversity in all forms and ensures that no member of the community – student, faculty, or staff – is discriminated, harassed, or bullied. Diversity, equity, and inclusion are integral to VinUniversity's mission of excellence in education, research, and service.

The VinUniversity Diversity, Equity, and Inclusion (DEI) policy establishes VinUniversity's principles and expectations for advancing diversity, equity, and inclusion across all areas – governance, recruitment, admissions, learning, research, community engagement, and operations. The DEI policy applies to all members of the VinUniversity community, including employees, students, contractors, partners, and visitors, in all programs and activities, ensuring an environment free from discrimination where every member can fully participate and reach their potential.

VinUniversity explicitly prohibits discrimination, harassment, or unfair treatment on the grounds of age, disability, race, religion or belief, gender and sexual orientation, gender identity or expression, marriage, pregnancy and maternity, or any other characteristic protected by law. To read the full DEI policy, please visit <https://policy.vinuni.edu.vn/all-policies/vinuniversity-diversity-equity-and-inclusion-dei-policy/>

Last updated on Oct 27, 2025