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Sample Paper-Cognitive Processes

Student Name

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General Psychology/Psy 200-573

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Professor Bill Jones

Required Title Page Information
As illustrated above, the lines on the title page are centered in the following order:
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Abstract

According to the Publication Manual of the American Psychological Association (APA), "An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of the article quickly and like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases" (APA, 2010, p.25). The first line of the abstract is not indented. An abstract may range from 150 to 250 words (APA, 2010). Any abbreviations and acronyms used in the paper should be defined in the abstract. Because an abstract is not always required for student papers, check with your instructor to see if they require one.

Cognitive Processes

In the following pages I will examine three cognitive processes: perception, classifying, and memory distortion. After briefly describing each process, I will examine the main purpose of each process followed by the examination of that process to a chosen academic article. After discussing the purposes of each, I will summarize each article in regards to that specific cognitive process and evaluate the research methodology used in each. I will conclude with a brief overview of all the processes covered and the articles chosen that relate to each.

The Three Cognitive Processes to Examine

The first process I will examine is perception. According to Robinson-Riegler and Robinson Riegler (2008) perception is "the set of front-end processes through which you organize and interpret incoming information" (p. 2). Perception is based on mainly visual and auditory information and is gathered as soon as a person sees and hears new information, and begins organizing these processes.

The second process of classifying is also linked with identification, which according to Robinson-Riegler and Robinson-Riegler (2008) are the two most taken for granted processes but probably the most important. Identification and classification allow a person to quickly, without thinking, identify and, classify things from our experiences. Quick identification most likely has a genetic component in allowing those who have the quickest recognition to survive and pass on these traits to their prodigy.

The third and last process is memory distortion that according to Robinson-Riegler and Robinson-Riegler (2008) occurs when our memory fails us or sometimes worse, when we

misremember information. It seems amazing when people get together and discuss past events

and each person remembers the event differently, sometimes vastly different.

The Purpose of Each of the Three Cognitive Processes ⇐

Level Two Heading: Level two headings are placed at the left margin (do not indent) and bolded in upper and lower case letters.

According to Hockenbury and Hockenbury (2007) the primary function of all cognitive

functions is communication or the "transmission of information from one part of the body to ◄

Quotations: All quotations require a page number.

another" (p. 84). The function of perception is the "integrating, organizing, interpreting of

sensations" (p. 85). Perception is not the same as sensation, which basically refers to the

detection of these environmental factors such as colors, odors, and sounds. There is no clear cut

distinction between sensation and perception and according to Hockenbury and Hockenbury

(2007), many psychologist group both sensation and perception together.

Organize your paper logically so the reader understands your direction.

⇒The second cognitive function we will examine is identification and classification that I

believe is based on the quick identification of all types of circumstances, some that I believe

have helped in survival and the ability to pass on the fittest traits. Having the ability to identify

quickly and classify threats, danger, food and possible mates was critical to living longer and

having the ability to procreate. Those humans who lacked the ability to identify and classify

quickly simply failed to survive.

The last cognition of memory distortion is a frailty of human memory. Because we take

for granted the thousands of cognitive functions we perform daily, it is only logical that some of

these identifications can be false or a total failure to remember at all. I believe there is no

purpose behind memory distortion but instead it may just be a byproduct of memory.

A Summary of each Selected Study of the Three Cognitive Processes

The article The Influence of Memory on Perception: It's Not What Things Look Like,

It's What You Call Them was the article I selected on perception. The crux of the article was

that people generally tend to perceive items in the world in accordance with their expectations (Mitterer, Horschig, Musseler & Majid, 2009). An example is that when you see a yellow fruit that is slender and has a stem you categorize it, as a banana, or a round fruit that is red as an apple. We use this same perception to view all kinds of things in the world, including people.

This study examined declarative memory based on color and our perceptions of color can be influenced by the culture we live in. This study examined two groups of participants, 29 people in total; Dutch and German to determine if either group indicated a color for the same item than the other group. The method used was a liquid crystal display (LCD) monitor which generated six hues from yellow to orange and used four pictures; a traffic light (with the middle light illuminated), a sock, a banana and a carrot.

The results according to Mitterer, Horschig, Musseler and Majid, indicated that declarative knowledge can influence perceptual decisions, but the authors believe future research is needed to demonstrate conclusively this result. This study "seemed to indicate that declarative knowledge and not perceptual knowledge leads us to perceive the world in line with our expectations" (p. 1561).

> Since all research has both discoveries and limitations, it is critical to discuss both the findings and limitations of each article.

The second article I examined was in regard to identification and classification and is Matching and Naming Objects by Shape or Function: Age and Context Effects in Preschool Children. In this study by Deak, Ray, and Pick (2002) examined preschoolers who were three and four years olds who were asked to match objects by either shape or function.

> Numbers fewer than 10 are spelled out, those over 10 are written in numeric form.

This study examined 48 three-year-olds and 48 four-year-olds with one child replaced because of failure to complete the task. The participants were given the choice to group objects either by shape or function. Analysis of variance method was employed to examine differences between three and four year old participants. In general, the results indicated that children base

their response on shape or function depends on several factors. Four-year-olds were better able to match according to function than three-year-olds, but overall matching performance was based on maturity and their growing maturity in accessing the function of objects. Each paragraph should have a minimum of 3 sentences.

The last article examined was The Experimenter Effect and Eye Witness identification in Criminal Cases (Ziskin, 1970) in which the author explains the effects of misidentification by eyewitnesses in criminal prosecutions. Erroneous identification in criminal prosecutions can result in wrong convictions and even the death of innocent suspects. The author states that these erroneous identifications still occur today and are documented by the prevailing research. These errors can be causes by poor memory, perception and, countless variables that effect the observation. In addition, intentional witness manipulations, such as direct suggestions, still occur. The conclusion of this article is that the identification procedure is an area that is ripe for psychologist contribution based on reliable and valid research.

Conclusion   Always include a conclusion that summarizes the main points of the paper. A conclusion heading helps keep your paper organized.

Since the beginning of human existence people have depended on various cognitive processes to live and survive day in day out. Until recently and the advent of the science of psychology and more specifically cognitive psychology, humans have taken for granted these important processes that have helped us survive as a species. The conclusion re-states topic or problem your paper examined and suggestions for future research.

In the preceding pages I have examined perception, identification, and classification, and last, memory distortions that can include complete memory failure or false memories. In addition I have examined the purpose of each of these cognitive processes and applied them to three separate academic journal articles. The first article examined perception and how children employ declarative memory to color and how the culture we live in can influence this cognitive process. The study concluded that children use their declarative knowledge to perceive the

world according to the culture they live in. The second article explored the performance of three

and four-year-old children and their identification of objects either bases on shape or function.

The results of this study indicated that four-year-olds were much better equipped to identify

object by function and three-year-olds by shape. The crux of this study indicated that as children

mature, their ability to identify objects by function matures, just as their physical bodies do. The

last study discussed memory distortions regarding misidentifications to criminal prosecutions.

The failure to recall a previous event or the erroneous recall of a criminal event can have life and

death consequences.

In summary, throughout human history, people have employed a vast array of cognitive

processes to live and survive, even though only up until the last few hundred years have we

devoted a science to study these processes. Cognitive psychology is in its infancy as a science

and the promise of new and useful discoveries may continue to expand human knowledge and

improve life for everyone.

In-Text Citations
Direct quotations. Direct quotations must mirror the original source word for word, even if errors are contained in the original text. To alert the reader that errors are part of the original material, the word [*sic*], enclosed in brackets and italicized, must follow the erroneous material. The source of the quotation must be cited. The format of direct quotations may vary with the placement of the quoted material in the sentence.

The following is an example of how you may use a direct quotation from a website with an author: "Psychological screening is critical in hiring police officers to ensure quality candidates and reduce liability to the police department itself" (DelCarmen, 2003, Hiring Necessities, para. 1). The author's last name, the year of publication, the website title or section title, and the paragraph number, when no page number is available, are included in the citation.

The following is an example of how one may use a direct quotation from a book with two authors: Hockenbury and Hockenbury (2007) stated, "transmission of information from one part of the body to another" (p. 84). If the author's name is stated prior to the quotation, include the date of publication (in parentheses) after the author's name, and follow the quotation with the page or paragraph number. If the source has three or more authors but fewer than six authors, list all authors in the first citation, and use the first author's last name and the words *et al.* (without italics) for the rest of the citations. If the source has more than six authors, you may use the first author's last name and the words *et al.* (without italics) for every citation.

Reference Page
Every article mentioned in your paper must have an entry. Start the reference on a new page. Hanging indentation is used for the reference page. In a hanging indent, the first line of the reference rests against the left margin, and the lines that follow are indented five to seven spaces or one-half inch to the first tab stop. The reference page is alphabetized by author or by title of the work when no author is listed, and each entry contains the date of publication in parentheses directly after the author's name. The title, the place of publication, and the name of the publisher follow the date of publication for a book entry. Visit the APA website at www.apastyle.org for additional information about formatting. Only references that have been cited in the paper are listed on the reference page.

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