Miyazaki International College

Course Syllabus

Spring 2020

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| Course Title ( Credits ) | PSY 310 Cognitive Psychology (3 credits) |
| Course Designation for TC | Teacher certificate related course |
| Content Teacher |
| Instructor | Aya Kasai, Ph.D. (実務経験のある教員) |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405/3730 |
| Office hours | Tuesday and Thursday 15:30 – 17:00 |
| Language Teacher |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: |
| *(From the MIC Bulletin)** Cognitive psychology is the area of psychology that focuses on thinking. Thinking is a broad subject: it involves perceiving the world around us, attention, learning & memory, language, problem solving and reasoning, and everything in between. This course covers the main areas in this active field, with special attention on how research is done in cognitive psychology, and how theories are developed, improved and disproved. In addition to providing students with a basic understanding of cognitive science, the course also provides students with tools to apply cognitive concepts in their own personal and professional areas of interest.
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| Course Objectives: |
| * Learn basic functional anatomy of brain involved with memory.
* Learn sensory systems, especially vision and hearing system.
* Understand how memory works, including sensory, short-term, working and long- term memory.
* Understand learning from cognitive perspectives as well as behavioral perspectives
* Learn theories of attention, consciousness and intelligence to understand a fundamental of cognitive science.
* Engage actively in participating in class activities in order to increase English and critical thinking through group presentations, quizzes and class discussion.
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| Course Schedule |
| Day | Topic | Content/Activities |
| 1 | Introduction | Syllabus, course overview |
| 2 | Basic concepts in psychology | Psychological perspectives |
| 3 | Cognitive psychology | Introduction to cognitive psychology |
| 4 | Brain | Brain function and anatomy |
| 5 | Brain plasticity | Brain injury and recovery |
| 6 | Sensation and perception | Mechanism of vision and hearing |
| 7 | Vision | Optical illusions |
| 8 | Hearing | Sound waves |
| 9 | Waves and wavelengths | Light and sound waves |
| 10 | Memory system | Over view of memory system |
| 11 | Short term memory | Mechanism of short term memory |
| 12 | Long-term memory | Mechanism of long term memory |
| 13 | Retrieval | Recall, recognition and redeeming |
| 14 | Brain and memory | Brain parts involved in memory |
| 15 | Working memory | Mechanism of working memory |
| 16 | Mid-term | Mid-term exam |
| 17 | Memory and study habit | Improving study habit |
| 18 | Memory errors | Inaccuracy of memory |
| 19 | Memory enhancement | Memory enhancing strategies |
| 20 | Cognitive development | Overview of Piaget’s theory |
| 21 | Structure of cognition | Schema |
| 22 | Languages | Human language |
| 23 | Problem solving | Problem solving strategies |
| 24 | Intelligence | Definition and classification of intelligence |
| 25 | Intelligence test | Measuring intelligence |
| 26 | Sources of intelligence | Genetic and environmental effect |
| 27 | Research 1 | Application of cognitive psychology |
| 28 | Research 2 | Application of cognitive psychology |
| 29 | Presentation 1 | Application of cognitive psychology |
| 30 | Presentation 2 | Application of cognitive psychology |
|  | Final Exam |  |
| Class activities include various active learning strategies:* Interactive lectures
* Small group discussion
* In class experiments
* Reading / writing
* Oral presentations
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| **Required Materials:** |
| Students should have a two-hole binder or similar file for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, USB, writing utensils, dictionary are also required. |
| **Course Policies (Attendance, etc.)** |
| **LEARNING ENVIRONMENT:*** I will make an effort to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture.
* You will have the opportunity to demonstrate your leaning in both individual and group activates throughout the course. I will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening).

**REASONABLE ACCOMMODATIONS:*** It is my goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible.

**STUDENT RESPONSIBILITIES:*** If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student.
* As a course participant, it is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. You are expected to inform me in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and/or the instructor.
* Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals. All other absence from class will be considered “unexcused”. Five unexcused absences will result in your required withdrawal from the course.
* All written work must be in your own words. No direct quotes of any kind will be accepted for any written work that is to be graded.

If you have special circumstances, please contact the instructor to discuss special arrangements. |
| **Class Preparation and Review** |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. |
| **Grades and Grading Standards** |
| * Reading, homework, written report, presentation and other assignments (35%)
* Midterm-and final exam or project (30%)
* In class activities (35%)

The final grade will be determined as follows: 100-90 points: A, 89-80: B, 79-70: C, 69-60: D, 59 points or less F |
| **Methods of Feedback:** |
| Generally, feedback for assignments will be given in two weeks as written comments or as points. |
| **Diploma Policy Objectives:** |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nationsDP3. The ability to identify and solve problems DP4. Advanced communicative proficiency in both Japanese and EnglishDP5. Proficiency in the use of information technology |
| Notes: |
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