



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **OCTOBER 2001**
B: Department/ **PSYCHOLOGY** New
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course Revision
 If Revision, Section(s) **P,Q,R**
 Revised:
 Date Last Revised: **MARCH 1996**

C: PSYC 360 D: COGNITIVE PSYCHOLOGY E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides an introduction to the psychology of cognition and is concerned with the methods and theories relevant to thinking and related processes. Concept formation, problem solving, reasoning, decision making, and the relation of language to thought will be covered. The influence of individual differences, social factors, artificial intelligence, and biology will be included as well as the practical applications of research in cognition		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: right;">Lecture</p> Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 14	H: Course Prerequisites: PSYC 200	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite: NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. List the major historical figures in the history of cognitive psychology and describe their contribution.
2. Define cognition and describe the various types of cognition included in the definition.
3. Describe the major contemporary theoretical approaches in cognitive psychology.
4. Describe concept formation and attainment and the role of perceptual and memory processes.
5. Explain the similarities and differences between individual and group problem solving.
6. Describe the similarities and differences between human reasoning and artificial intelligence reasoning.
7. Describe the dynamics of decision making processes and boundaries of "rational decision making".
8. Describe the role of language and imagery in cognition.
9. Describe the role of individual differences in cognitive style and cognitive ability.
10. Run simple simulations of cognitive processes on a microcomputer using packaged software.
11. Locate and use internet resources in Cognitive Psychology.

N: Course Content

1. Historical Context
The rationalistic tradition
Scientific decision making
The behaviourist tradition
The cognitive revolution
2. Biological Processes
Neural networks
Rhythms and cycles
3. Perceptual Processes
Sensory memories
Pattern recognition in humans and machines
Attention
4. Memory Processes
Models of memory
Short term memory
Arousal and memory
Practical implications

Course Content Cont'd.

5. Imagery

Characteristics of images
Imagery and memory
Cognitive maps
Graphical computer interfaces

6. Language

Understanding language
Computers and language representation
Producing language
Remembering language
Reading
Language translation

7. Concepts and Categories

Methods of researching
Factors affecting concept formation
Testing hypotheses
Natural categories
Statistical methods of categorization

8. Problem Solving

Problem representation
Strategies and heuristic
Ill-defined problems
Creativity
Computational explorations of creative processors

9. Reasoning

Linear series problems
Propositional reasoning
Syllogisms
Analogies
First order predicate logic

10.

10. Decision Making

Representativeness
Availability
Social judgement and bias
Mathematical modeling judges policy

11. Individual Differences

In memory processes
In language usage
In concept formation and problem solving
In cognitive styles
Thinking as measurable ability

Course Content Cont'd.

- 12. Artificial Intelligence
Expert systems
Decision support systems

- 13. Social Cognition
Group problem solving
Consensual social reality
Game playing and simulation

O: Methods of Instruction

This course will employ a number of instructional methods to accomplish its objective and will include some of the following:

- lectures
- audio-visual materials
- small group discussion
- research projects
- computer based cognitive simulation exercises
- mediated electronic forums/discussion groups
- internet-based individual and small group assignments

P: Textbooks and Materials to be Purchased by Students

One or more of:

Anderson, John, R., (2000) Cognitive Psychology and its Implications (5th ed.). Salt Lake City, Utah: Worth Publishers

Solso, Robert, L. (2001) Cognitive Psychology (6th ed.). New York: Allyn & Bacon Publishers

Text will be updated periodically.

Q: Means of Assessment

Evaluation will be carried out in accordance with the Douglas College policy. Evaluation will be based on some of the following: quizzes, multiple choice type exams, essay type exams, term paper or research project, computer based assignments, internet based assignments, quality of participation in class discussions. An example of one evaluation scheme is as follows:

10 quizzes	25%	
5 homework assignments	10%	
Small group assignments	10%	
Class discussion quality	10%	
Term project paper	20%	
Midterm exam		10%
Final exam	<u>15%</u>	
		100%

Subject and Course Number

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of cognitive psychology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar