

LCS Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 93-15
Action: App 12/14/03
Date: Sen App 3/1/94

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PC 345
Suggested 20 Character Course Title: Human Cognition
Department: Psychology
Contact Person: D.E. Grover

II. If a course, is it being proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Davis Grover
Department of Psychology
Curriculum Committee

C.W. Schneider
Department of Psychology
Chairperson

A. Hamant
College of Natural Sciences
and Math Curriculum
Committee

W.G. Cole
College of Natural Sciences
and Math Dean

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

Catalog Description

PC 345 Introduction to Human Cognition
HUMAN COGNITION

3c-0103sh

Prerequisites: PC 101

This course is designed to provide an overview of cognitive psychology. The Information Processing Model is contrasted with its predecessor, Behaviorism and its contemporary challenger, Connectionism.

Course Proposal PC 345 Introduction to Human Cognition

I. Catalog Description

PC 345 Introduction to Human Cognition
HUMAN COGNITION

3c-0103sr

Prerequisites: PC 101

This course is designed to provide an overview of cognitive psychology. The Information Processing Model is contrasted with its predecessor, Behaviorism and its contemporary challenger, Connectionism.

II. PC 345 INTRODUCTION TO HUMAN COGNITION OBJECTIVES

This course is intended to introduce students the range of topics addressed in modern cognitive psychology. Students will be familiarized with a variety of paradigms for the study of human cognition and the methods typically used to study research questions in this important specialty.

To become familiar with the range of topics addressed by modern Cognitive Psychology.

To become familiar with the information processing approach to addressing these issues.

To become familiar with the strengths and weakness of alternatives to the information Processing approach.

To acquire the knowledge base provided by research in human to increase the students knowledge of human memory and thinking.

TEXTS: (Possible) Medin & Ross (1992) Cognitive Psychology; Benjafield (1992) Cognition

PC 345 INTRODUCTION TO HUMAN COGNITION

III. COURSE OUTLINE

	<u>Tentative Schedule of Topics</u>	<u>Approximate Percentage of Time</u>
A. Introduction: Approaches to Cognition		15%
1. Behaviorist Tradition		
2. Information Processing Tradition		
3. Connectionism		
B. Acquiring Information About the World		18%
1. Attention		
2. Perception		
3. Learning		
C. Representation of Knowledge		18%
1. Memory Systems		
2. Memory Processes		
3. Concepts and Images		
D. Language		15%
1. Structure of Language		
2. Language Acquisition		
3. Comprehension		
E. Thinking		18%
1. Problem Solving		
2. Reasoning		
3. Judgment & Choice		
F. Intelligent Behavior		15%
1. Models of Human Intelligence		
2. Becoming an Expert		
3. Creativity		

IV. EVALUATION

Students will be evaluated on the basis of their performance on the following activities: Exams, Out of class assignments, exercises and class participation.

Exams: Both in class and take-home exams will be used to evaluate your mastery of the course content. The format (e.g. multiple choice, essay) and the type of exam will be announced in class before the scheduled exam date. Exams will cover relevant lecture material and readings assigned. Unit exams are not specifically designed to be cumulative, however, in covering later topics frequent reference will be made to earlier material, making this material relevant to these exams. The optional final exam will be cumulative.

75% of final grade

Out of Class Assignments: A variety of assignments requiring written products will be made. All assignments are due at the end of class on the dates indicated on the syllabus. Unless special arrangements are made with the instructor prior to the due date, late assignments will be penalized 10% of the possible points for that assignment each elapsed day.

15% of final grade

Exercises and Class Participation: Students are expected to participate in class discussions and in class exercises designed to illustrate major concepts presented in the course.

10% of final grade

Optional Final Exam: Students may chose to take a comprehensive final if they are failing or their scores place them within 10% of a higher grade. The results of this exam will be used to determine if the higher grade will be awarded.

Each component will be assigned a point value as indicated. Final grades in the course will be based on the total number of points earned during the semester. The scale below is provided as a guide for the student.

A = 90% +; B = 80-89%; = 70-79%; D = 65-68%

VI. No Special Resources are needed.

VII. Bibliography

Anderson, J.R. (1990). Cognitive Psychology and its implications. New York: W.H. Freeman & Co.

Benjafield, (1992). Cognition. New York: Prentice Hall

Gardner, H. (1985). The mind's new science. New York: Basic Books.

Matlin, M.W. (1989). Cognition. New York: Holt, Rinehart and Winston.

Medin & Ross (1992). Cognitive Psychology. Orlando, FL: HBJ.

Solso, R.L. (1991). Cognitive Psychology. Needham MA: Allyn and Bacon.

Course Analysis: PC 345 Introduction to Human Cognition

Section A: Details of the course

A1 This course is intended to introduce students the range of topics addressed in modern cognitive psychology. In addition students will be familiarized with a variety of paradigms for the study of human cognition and the methods typically used to study research questions in this important speciality. The course will meet a requirement for the Psychology Major. The course is not intended for inclusion as a Liberal Studies elective.

- A2 No changes in existing courses are required.
- A3 Traditional offering.
- A4 No.
- A5 Not a dual level course.
- A6 No variable credit.
- A7 Courses designed to expose students to the topic of human cognition are included as a part of virtually every Psychology Department curriculum nation wide.
- A8 Although the material taught in this course is essential to all members of the professional community, the course is not designed to meet specific requirements of this type.

Section B: Interdisciplinary Implications

- B1 One instructor
- B2 No additional courses are needed
- B3 While other departments may offer courses dealing with cognition, they are not directed specifically to cognitive psychology as it is carried out in the discipline of Psychology as this course is intended to be.
- B4 If appropriate for the student, yes.

Section C: Implementation

- C1 No additional resources will be needed. Faculty and facilities for the course will be freed up as a result of reduced demand for other courses in this content area.
- C2 N/A
- C3 The course will be offered once per semester at most. No seasonal demand need develop.
- C4 One
- C5 25 - 30 students as is the case with other advanced lecture courses.
- C6 N/A
- C7 The course will meet a distribution requirement for majors and minors but not change the number of credits required of either program.

Section D: Miscellaneous

Date: May 7, 1993

To: Dr. Hilda Richards
Provost

From: William G. Cale *W.G.C. AK*
Dean, NS&M

Subject: Curriculum Proposals

Attached please find several curriculum proposals submitted by departments in the College of Natural Sciences and Mathematics. Program changes for the BS in Education/Biology, BS in Geology, BS in Environmental Geoscience, BA in Psychology, and BA in Psychology/Applied Track, will not require an increase in the number of credits required or faculty workload hours.

Similarly, the proposed new courses do not necessitate additional resources. Those courses, BI 450/550 Pymatuning: Field Studies, MA 320 Mathematics for Early Childhood, PC 315 Experimental Developmental Psychology, PC 335 Experimental Social Psychology, PC 345 Human Cognition, PC 355 Animal Behavior, PC 356 Biopsychology, PC 390 Industrial- Organizational Psychology, PC 425 Experimental Organizational Psychology, are proposed in place of courses earlier deleted, courses previously offered as Special Topics, or as an alternative choice between laboratory or lecture versions of existing offerings. There will be no increase in the number of credits required and present faculty are well qualified to teach the proposed courses.