**PSY315- Cognitive Psychology**

**Course Learning Outcomes (CLOs):**

After completing this course, students shall be able to:

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| CLO-1 | **Describe** the key cognitive processes and their underlying neural mechanisms (C2). |
| CLO-2 | **Apply** relevant theories of cognitive development to explain real world phenomenon (C3). |
| CLO-3 | **Explain** and compare theories of cognitive development and relate with physical development (C2) |
| CLO-4 | **Analyze** case studies of cognitive deficits to gain insight into the neural organization of cognitive system (C4). |
| CLO-5 | **Evaluate** the role of cognitive processes in the daily social life (C5) |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester**  | **Course Code**  | **Title** | **Course Learning Outcomes** | PLO 1: Psychology Knowledge | PLO 2: Communication | PLO 3: Research | PLO 4: Ethics | PLO 5: Life-Long Learning | **PLO 6: The Psychologist and Society** | **PLO 7: Individual and Team Work** | **PLO 8: Environment and Sustainability** |
| **1. Describe** the key cognitive processes and their underlying neural mechanisms (C2). |  |  |  |  |  |  |  |  |
| **2. Apply** relevant theories of cognitive development to explain real world phenomenon (C3). |  |  |  |  |  |  |  | √ |
| **4th** | **PSY315** | **Cognitive Psychology** | **3. Explain** and compare theories of cognitive development and relate with physical development (C2) |  |  |  |  | √ |  |  |  |
| **4. Analyze** case studies of cognitive deficits to gain insight into the neural organization of cognitive system (C4). |  |  | √ |  |  |  |  |  |
| **5. Evaluate** the role of cognitive processes in the daily social life (C5) |  |  |  |  |  | √ |  |  |

**Learning Methodology**:

Classroom lectures, research related practices, synopsis/ article writing

**Grade Evaluation Criteria**

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| **Components** | **Marks** |
| Quiz | 10 % |
| Assignments  | 10% |
| Class Activities | 5% |
| Presentations | 10% |
| Mid-term exam | 25% |
| Final exam | 40% |
| **Total**  | **100** |

**Text Book:**

* Groome, D. (2014). *Introduction to cognitive psychology: Processes and disorders (3rd ed.).* London: Psychology Press

**Reference books:**

Greene, J. (2005). Memory, thinking and language: Topics in cognitive psychology (2nd ed.).
 London: Methuen & Co. Ltd

* Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology (6th ed.).* Belmont,
 Wadsworth, Cengage Learning

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| **Useful Online / Web Resources:** |
| * <https://www.sciencedirect.com/topics/medicine-and-dentistry/child-psychopathology>
* <https://opentext.wsu.edu/behavioral-disorders-childhood/chapter/chapter-1/>
* <https://www.coursehero.com/study-guides/abnormalpsychology/what-is-child-psychopathology/>
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**Calendar of Course Contents**

| **Lectures**  | **Topics**  | **CLO**  | **Textbook** |
| --- | --- | --- | --- |
| 1 | **Introduction to Cognitive Psychology**What is Cognitive Psychology?How it emerged as a science | CLO1 | Chapter 1 |
| 2 | 1. **Research in Cognitive Psychology**
* Approaches and Fundamental Ideas Cognitive Psychology
* Methods of Assessing Cognitions
* Ethical Considerations
 | CLO1 | Chapter 1 |
| 3 | **Human Brain*** Difference Between Neuroscience and Neuropsychology
* Nervous System
* Anatomy of Human Brain
 | CLO2 | Chapter 2-3 |
| 4 | **Human Brain*** Anatomy of Human Brain
* Neural Conductivity: Chemical and Electrical
 | CLO2 | Chapter 2-3 |
| 5 | **Theories on Cognitive Development*** Vygotsky’s Theory of Cognitive Development
* Piaget’s Theory of Cognitive Development
* Information Processing Theory
 | CLO2 |  |
| 6 | **Perception*** How we sense the world around us
* Vision: Structure and Function of Human Eye
* Theories of Visual Perception
 | CLO3 | Chapter 3 |
| 7 | **Perception** * Hearing: Structure and Function of Human Ear

Perceptual Organization: Constructing our view of the world | CLO3 | Chapter 4 |
| 8 | **Mid-term Exam** |  | CLO1, CLO2, CLO3 |
| 9 | **PRESENTATIONS** | CLO1, CLO2  |  |
| 10 | **Attention*** The nature of attention and consciousness
* When our attention fails us
* Theories of attention
* Automatic and Controlled Processes in Attention
* Levels of Consciousness
* Stages of Sleep

Disorders of Attention and Consciousness | CLO4 | Chapter 5-6 |
| 11 | **Memory*** The Foundations of memory
* Recalling Long Term Memories

Theories of Memory Processing | CLO4 | Chapter 5-6 |
| 12 | **Memory*** Forgetting: When Memory fails us
* Memory Processes
* The Landscape of memory

Disorders of Memory | CLO5 | Chapter 6 & 7 |
| 13 | **Creativity and Problem Solving*** The Problem Solving Cycle
* Obstacles and Aids to Problem Solving
* Characteristics of Creative People

Brain areas involved in creativity and Problem Solving  | CLO5 | Chapter 8  |
| 14 | **Language*** What is Language?
* Language Development
* Comprehension and Production of Language

Language in Social Context | CLO5 | Chapter 8 |
| 15 | **Decision Making and Reasoning*** Judgment and Decision Making
* Neuroscience of Decision Making
* Reasoning and Types

Neuroscience of Reasoning | CLO5 | Chapter 9 |
| 16 | **Intelligence*** What is Intelligence
* Neurobiological Basis of Intelligence
* Variations in Intellectual Ability

Group Differences in Intelligence | CLO5 | Chapter 10 |
| 17 | **FINAL TERM EXAMINATION** | CLO4, CLO5 |

**Mapping of CLOs to Direct Assessments**

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| **Assurance of Learning and Assessment Items:** |
| **Assessment Item** | **Application/ Objectives****PLO / CLO** |
| Assignment 1 | **CLO1/ PLO1** |
| Assignment 2 | **CLO2/PLO8** |
| Class Activity 1 | **CLO1/ PLO1** |
| Class Activity 2 | **CLO3/ PLO5** |
| Quiz 1 | **CLO3/ PLO5** |
| Quiz 2 | **CLO4/ PLO3** |
| Presentations | **CLO5/ PLO6** |
| Mid Term Exam | **CLO1, CLO2, CLO3/PLO1, PLO8, PLO5** |
| Final Exam | **CLO4, CLO5/PLO3, PLO6** |