



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**COGNITIVE PSYCHOLOGY  
PSY6730 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**PSY6730 - COGNITIVE PSYCHOLOGY (S) (3 hrs)**

The objective of the course is to introduce a general understanding of, and appreciation for, the nature and complexity of the human mind from the perspective of cognitive psychology. This will include knowledge about the various phenomena investigated by cognitive psychologists.

**Prerequisites:**

None

**Controlling Purpose:**

The purpose of this course is to introduce the student to the various methods of learning, memory, and perception.

**Learner Outcomes:**

Upon completion of this course the student will be have a basic understanding of the general processing approach and the overall framework within which topics of cognition are organized.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for

taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

### UNIT 1: PERSONAL MANAGEMENT SKILL

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Attends class on a regular and timely basis.
						Written work displays material discussed in class in a clear, concise manner with few grammatical errors.
						Oral participation in class reflects clear, concise, thought out views.
						Completion of assignment is on or before due date.
						Interpersonal skills reflect the ability to work with large and small groups to reach a common goal.

### UNIT 2: COGNITIVE AWARENESS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Present a coherent picture of human memory and cognition within the framework of the information processing approach.
						Perceive individuals as active and constructive planners in remembering and organizing new and prior knowledge.
						Gain insight into the study of attention, memory, thought, decision-making, and problem-solving processes.
						Explore the mind as an information-processing system, focusing especially on perception, knowledge representation, and thought.

**UNIT 3: ATTENTION**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Examine attention, memory categorization, language, expertise, reasoning and consciousness.
						Determine the biological mechanisms underlying these processes and their effects on everyday.
						Survey the manner in which people extract and use relevant information from their environments as basis for behaviors.
						Understand memory storage and retrieval, imagery, mnemonic devices, and other cognitive processes.

**UNIT 4: BEHAVIORAL PATTERNS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Knowledge of the reflexive and responsive nature of cognition.
						Understanding the developmental life span.
						Improve behavioral skills, information analysis, inference, logic, problem-solving, and decision-making.
						Examine cognition relative to adjustment, coping, relationships, and abnormal behavior.

## UNIT 5: LANGUAGE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the importance of consensus in shaping behavior.
						Explore the theories of language and communication.
						Define language and thought and the patterns of thinking that are determined by the specific language speaks.
						Understand the system of symbols that enables us the communication of feelings, ideas, and thoughts.

## UNIT 6: INTELLIGENCE AND CREATIVITY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Knowledge of the theorists, theories, and tests associated with intelligence.
						Determine the effects of mental abilities, human diversity, and gender on intelligence.
						Understand the factors promoting creativity.
						Explore the variability and validity of creativity tests.

### Projects Required:

### Textbook:

Contact Bookstore for current textbook.

### Materials/Equipment Required:

### Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

### Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.