I. COURSE DESCRIPTION:

Most of the recent work in cognitive psychology has built on the major premises of philosophers such as Aristotle. The field of cognitive psychology today depends on understanding these ideas and the changes they have undergone through the ages. An integral part of appreciating the field of cognitive psychology is taking findings from the laboratory and applying them to real world situations. Memory findings are easily applied to teaching, eyewitness identification, and expert-witness testimony. Data on concept formation lend themselves to issues in medical and legal decision-making and laboratory results on comprehension can inform those involved in document preparation and advertising.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will understand the history and assumptions of cognitive psychology.

Learning Outcomes: The student will:

A-1 Understand the different approaches to describing the mind.
A-2 Describe the origination of cognitive psychology.
A-3 Describe cognitive psychology’s evolution over time.
A-4 Identify key concepts in cognitive psychology.

GOAL B:
The student will gain an understanding of the perceptual processes involved in the
sensory memory systems of different modalities.

**Learning Outcomes:** The student will:

B-1 Understand the nature of the stimuli that lead to visual perception.
B-2 Be able to describe the nature, duration and capacity of visual sensory memory.
B-3 Understand the nature of the stimuli that lead to auditory perception.
B-4 Be able to describe the nature, duration, and capacity of auditory sensory memory.

**GOAL C:**
The student will gain an understanding of short term and long term memory.

**Learning Outcomes:** The student will:

C-1 Understand the distinction between short-term and long-term memory.
C-2 Know the characteristics of short and long-term memories.
C-3 Be familiar with the experimental methods of memory research.
C-4 Know the different theories of the nature and organization of long-term memory.

**GOAL D:**
The student will gain an understanding of the various memory disorders, their effect on functioning and their possible remedies.

**Learning Outcomes:** The student will

D-1 Understand how disruptions to certain brain areas affect cognitive functioning.
D-2 Be able to discriminate different types of memory problems.
D-3 Understand how mnemonics and operant conditioning can be used to alleviate some of these problems.

**GOAL E:**
The student will gain an understanding of language, comprehension and the differences between them.

**Learning Outcomes:** The student will:

E-1 Understand the fundamental organization of language.
E-2 Understand the different theories of language development.
E-3 Understand how language and knowledge interact to produce comprehension.
E-4 Understand linguistic factors affecting comprehension.
E-5 Understand the role of inferences in comprehension.

**GOAL F:**
The student will gain an understanding of the various theories of problem-solving and decision-making.

**Learning Outcomes:** The student will:

F-1 Be able to identify and categorize different problem types.
F-2 Understand the role of creativity in problem solving.
F-3 Understand the rules of people use in solving problems with a degree of uncertainty.
F-4 Understand how shortcomings in the cognitive system account for decision errors.

**GOAL G:**
The student will gain an appreciation for the application of the principles of cognitive psychology to everyday behavior.

**Learning Outcomes:** The student will:

G-1 Be able to apply learning and cognition principles to teaching.
G-2 Be able to apply learning and cognition principles to managing human resources.
G-3 Be able to apply learning and cognition principles to improve worker productivity.
G-4 Be able to apply learning and cognition principles to improving the daily functioning of themselves and others.

**GOAL H:**
The student will use appropriate written and oral communication skills.

**Learning Outcomes:** The student will:

H-1 Communicate information orally in a logical and grammatical manner using appropriate terminology.
H-2 Present written information using standard APA style.