Miyazaki International College

Course Syllabus

Fall 2021

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| Course Title (Credits) | SSC106 Introduction to Cognitive Psychology (3 Credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Aya Kasai Ph.D., LMFT |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405 / 3730 |
| Office hours | Tuesday and Thursday 14:30 ~ 16:00 |
| Language Teacher | |
| Instructor | Ellen Head |
| E-mail address | ehead@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-205/3715 |
| Office hours | Monday 4.15-5.15, Tuesday 4.15-5.15, Thursday 4.15-5.15. other times by arrangement. |

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| Course Description: | | |
| Psychology is a science that explores how we think, feel, and act. This course will introduce students to the fundamental principles and topics in psychology. Many topics are derived from human development, cognitive psychology, clinical psychology, and other pertinent subfields of psychology. | | |
| Course Objectives: | | |
| * Students will learn basic concepts and terminology of selected topics in psychology. * Students will learn basic classroom skills such as groupwork and presentation. * Students will develop English language skills (listening, reading, speaking and writing) by participating in class activities and by completing assignments. * Students will have opportunities to look at psychological phenomena from both subjective and objective standpoints, and from multiple perspectives including scientific, ecological, social, cultural, and artistic domains as they relate to the field of psychology. | | |
| Teaching Methodology | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | Interactive lectures / discussions | Most classes | | Group work on questions | Most classes | | Simulation and experiments | Lesson 15 ~ 24 | | Presentations and peer teaching | Final project | | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| **Introduction** | | |
| 1 | Introduction to the course | Self-introduction. Course overview. Goals and expectation. Introduction to study tools. |
| 2 | Introduction to psychology | Expanding field of psychology. Introduction to study skills. |
| **Unit 1: Brain** | | |
| 3 | Introduction to brain system | Left brain and right brain |
| 4 | Brain structure | Introduction to basic brain parts (brain puzzle) |
| 5 | Brain function | Introduction to basic brain function |
| 6 | Brain damage | Jill Bolte-Taylor “Stroke of insight” |
| 7 | Brain plasticity | Recovering from brain damage |
| 8 | Integration of Unit 1: Brain health workshop | Unit 1 Quiz:  Brain health workshop |
| **Unit 2: Sensation and perception** | | |
| 9 | Unit 3: Sensation and perception: | Sensation and perception: overview |
| 10 | Vision 1 | Light and light waves |
| 11 | Vision 2 | Optical illusion |
| 12 | Sound 1 | Sound and sound waves |
| 13 | Sound 2 | Bernie Krause “The voice of the natural world” |
| 14 | Integrating Unit 2: Perception workshop | Unit 2 Quiz  Workshop: Dialogue in the dark / Dialogue in silence |
| **Unit 3: Memory** | | |
| 15 | Unit 3: Memory | Overview of memory system (Memory skill: Basic association) |
| 16 | Short term memory 1 | Mechanism of short-term memory |
| 17 | Short term memory 2 | Memory skill: Numeric peg system |
| 18 | Long term memory 1 | Mechanism of long-term memory |
| 19 | Long term memory 2 | Memory Skill: Method of loci |
| 20 | Working memory 1 | Mechanism of working memory |
| 21 | Working memory 2 | Memory skill: Remembering people’s names |
| 22 | Memory Retrieval 1 | Recall, recognition and redeeming |
| 23 | Memory Retrieval 2 | Memory skill: Chain linking |
| 24 | Integration of Unit 3 | Unit 3 Quiz:  Workshop: Improving your memory |
| **Unit 5: Psychology Book Review and Presentation** | | |
| 25 | Research skills in psychology | Selecting a topic and evaluating a source |
| 26 | Reading skills in psychology | Reading for psychology |
| 27 | Presentation skills | Active learning presentation skills |
| 28 | Presentation 1 | Small group presentation |
| 29 | Presentation 2 | Small group presentation |
| 30 | Integration of the course | Reflecting on your learning |
|  | Final | Final project due |
| **Required Materials:** | | |
| Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary to every class. Instead of using a standard textbook, handouts will be given in class. Students are expected to keep this syllabus and all class materials organized neatly in a binder or a folder, and to bring it to every lesson. | | |
| **Course Policies (Attendance, etc.):** | | |
| **STUDENT RESPONSIBILITIES:**   * If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student. * It is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. * You are expected to inform both instructors in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and the instructor as soon as possible. * Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals within 7 days. All other absence from class will be considered “unexcused”. * You are expected to be punctual and to attend all lessons. If you are not in the classroom when teachers take attendance, you will be marked as a half (0.5) absence. Early departure will also be counted as a half (0.5) absence. Thus, 2 lates or early departures will count as 1 absence. * **A maximum of three and a half (3.5) absences is allowed. The fourth absence will automatically result in a grade of F (Fail).**   **LEARNING ENVIRONMENT:**   * We will make efforts to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture. * You will have the opportunity to demonstrate your learning in both individual and group activities throughout the course. We will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening). * Students and instructors will work together to create safe learning environment for everyone. Harassment or bullying will not be tolerated.   **REASONABLE ACCOMMODATIONS:**   * It is our goal that all students have an effective learning environment. Please let us know all necessary accommodations needed to make the class fully accessible. | | |
| Class Preparation and Review: | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards: | | |
| Homework, writing, and other assignments: 40%  Students will sometimes be asked to read a text or watch a video before the class and looking up vocabulary from the reading or video. Another kind of homework task is to write and share their reflections with others or with the teacher.  Unit tests/projects and quiz: 30%  Final project: 30%  The final project usually includes preparing for a presentation. The preparation of notes, sources,　script of the presentation, pptx or other visual aids and group co-operation will be taken into consideration.  The final grade will be determined as follows: 100-90 points: A, 89-80: B, 79-70: C, 69-60: D, 59 points or less F  Plagiarism  Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of ‘F’ or withdrawal from the course. | | |
| Methods of Feedback: | | |
| Generally, feedback for assignments will be given in two weeks as written comments or as points. Students are welcome to ask for feedback at any point by coming to the teachers’ offices during office hours. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations  DP3. The ability to identify and solve problems  DP4. Advanced communicative proficiency in both Japanese and English  DP5. Proficiency in the use of information technology | | |
| Notes: | | |
| The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor. | | |

