

Miyazaki International College  
Course Syllabus  
Fall 2023

Course Title ( Credits )	PSY 310 Cognitive Psychology (3 credits)
Course Designation for TC	Teacher certificate related course (Required)
Content Teacher	
Instructor	Aya Kasai, Ph.D. LMFT
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Office/Ext	1-405/3730
Office hours	Wednesday 14:00-17:00
Language Teacher	
Instructor	N/A
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Office hours	N/A

Course Description:
<p><i>(From the MIC Bulletin)</i></p> <ul style="list-style-type: none"> <li>• Cognitive psychology is the area of psychology that focuses on thinking. Thinking is a broad subject: it involves perceiving the world around us, attention, learning &amp; memory, language, problem solving and reasoning, and everything in between. This course covers the main areas in this active field, with special attention on how research is done in cognitive psychology, and how theories are developed, improved and disproved. In addition to providing students with a basic understanding of cognitive science, the course also provides students with tools to apply cognitive concepts in their own personal and professional areas of interest.</li> </ul>
Course Objectives:
<ul style="list-style-type: none"> <li>• Learn basic functional anatomy of brain.</li> <li>• Learn sensory systems, especially vision and hearing system.</li> <li>• Understand how memory works, including sensory, short-term, working and long- term memory.</li> <li>• Understand learning from cognitive perspectives as well as behavioral perspectives</li> <li>• Learn theories of attention, consciousness and intelligence to understand a fundamental of cognitive science.</li> <li>• Engage actively in participating in class activities in order to increase English and critical thinking through group presentations, quizzes and class discussion.</li> </ul>

### Active Learning

- 1-3 Written Summaries
- 2-3 Presentation
- 3-3 Active Listening
- 4-1 Interactive Lecture
- 4-10 Think Group Share

### Course Schedule

Day	Topic	Content/Activities
1	Introduction	Syllabus, course overview
2	Basic concepts in psychology	Psychological perspectives
3	Cognitive psychology	Introduction to cognitive psychology
4	Brain	Brain function and anatomy
5	Brain plasticity	Brain injury and recovery
6	Sensation and perception	Mechanism of vision and hearing
7	Vision	Optical illusions
8	Hearing	Sound waves
9	Waves and wavelengths	Light and sound waves
10	Memory system	Over view of memory system
11	Short term memory	Mechanism of short term memory
12	Long-term memory	Mechanism of long term memory
13	Retrieval	Recall, recognition and redeeming
14	Brain and memory	Brain parts involved in memory
15	Working memory	Mechanism of working memory
16	Mid-term	Mid-term exam
17	Memory and study habit	Improving study habit
18	Memory errors	Inaccuracy of memory
19	Memory enhancement	Memory enhancing strategies
20	Cognitive development	Overview of Piaget's theory
21	Structure of cognition	Schema
22	Languages	Human language
23	Problem solving	Problem solving strategies
24	Intelligence	Definition and classification of intelligence
25	Multiple Intelligence	Theory and application of multiple intelligence
26	Sources of intelligence	Genetic and environmental effect
27	Research 1	Application of cognitive psychology
28	Research 2	Application of cognitive psychology

29	Presentation 1	Application of cognitive psychology
30	Presentation 2	Application of cognitive psychology
	Final Exam	

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	Most classes
Presentations and peer teaching	Final project

**Required Materials:**

Students should have a two-hole binder or similar filing system for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, writing utensils, dictionary are also required.

**Course Policies (Attendance, etc.)**

**LEARNING ENVIRONMENT:**

- I will make an effort 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. I will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening).

**REASONABLE ACCOMMODATIONS:**

- It is my goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible.

**STUDENT RESPONSIBILITIES:**

- If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student.
- As a course participant, 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 me 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/or the

instructor.

- Excused absence from class (in case of serious illness or family emergency) requires a written notice from a doctor or other appropriate individuals. All other absence from class will be considered “unexcused”. If you are not in the classroom when the instructor takes attendance, you will be marked as late. 3 late attendances will be counted as 1 absence. 5 unexcused absences will result in your required withdrawal from the course.
- All written work must be in your own words. No direct quotes of any kind will be accepted for any written work that is to be graded.
- The instructor may change assignments at any time.

### **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**

- In-class activities (30%)
- homework, and other assignments (35%)
- Midterm and final exam or project (35%)

Satisfactory completion of all assignments are mandatory in order to pass the course. Points will be taken off of your assignment grade for submission delay. Assignments may not be accepted when late.

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

### **Methods of Feedback:**

Generally, feedback for assignments will be given in two weeks as written comments or as points.

### **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:

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 	Ability to Identify & Solve Problems	 <p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	 <p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	 <p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	 <p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	 <p>No Attempt</p>
	Information Gathering					
	Assessment of Credibility					
<p>Advanced Communication Proficiency</p>	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	<p>Insufficient effort or evidence of achievement</p>
	Social Skills					
	Professional Skills					
<p>Global Perspectives</p>	Cultural Relevancy	<p>Fully engaged in current events and shows an understanding of social inequalities and cultural differences.</p>	<p>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</p>	<p>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</p>	<p>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</p>	<p>Insufficient effort or evidence of achievement</p>
	Awareness of Current Events & Global Issues					
	Reading					
<p>English Language Ability</p>	Writing	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate English ability; must reference dictionary often</p>	<p>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions</p>	<p>Insufficient effort or evidence of achievement</p>
	Oral Communication					
	Reading					
<p>Japanese Language Ability</p>	Writing	<p>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</p>	<p>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions</p>	<p>Insufficient effort or evidence of achievement</p>
	Oral Communication					
	Reading					