Administrative Unit: History and Social Sciences Department

Course Prefix and Number: PSYC 412

Course Title: Learning and Cognition

DIGITAL DESCRIPTIONS

STUDENT DESCRIPTION:
# Cr Hrs - # Lec Hrs - # Lab Hrs
3 - 3 - 0

PAY-HOUR DESCRIPTION:
Total # = Lec Hrs + Lab Hrs
3 = 3 + 0 X 2/3

Catalog Description: Theoretical and empirical research related to learning, memory, attention, problem solving, concept formation, and language. Prerequisite: 6 hours of PSYC courses.

Prerequisites/Corequisites: 6 hours of PSYC courses.

Text: The following are examples of possible texts which can be used:

Course Objectives: Identify, define and explain theory, principles, and concepts of learning, memory, and cognition. Apply theory, principles, and concepts of learning, memory, and cognition. Produce a paper(s) in APA format and style.

Topical Outline: It is recommended that a semester class cover at least 10 of the following topics, and it is highly desirable to cover those which are indicated with a "***".

Overview of Learning, Memory, and Cognition
Perceptual Processes: Pattern Recognition, Attention, Sensory Memory
*Operant Conditioning
*Classical Conditioning
Biological Constraints on Learning
Contiguity and Rehearsal in Learning
*Reinforcement
Generalization and Discrimination
*Models of Memory
Organization and Elaboration of Memories
Mental Imagery
Cognitive Mapping
Language
*Problem Solving
Creativity
*Concept Formation
*Logical Reasoning
*Decision Making

Recommended maximum class size for this course: ______ 35 ______

Prepared by: ___________ Graham E. Higgs, Ph.D. ________________________________
Name Signature

Date: ___________ October 23, 2001 ___________

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.