

# Bemidji State University

## PSY 3437: Cognitive Psychology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Survey of models and research in cognition, including the topics of attention, memory, knowledge representation, language, problem solving, reasoning, and decision making. Prerequisite: PSY 1100.

**B. COURSE EFFECTIVE DATES:** 06/02/2008 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Background, brain processes, & perception
2. Attention & working memory
3. Long-term memory & everyday memory
4. Knowledge, visual imagery, & language
5. Problem solving, reasoning, & decision making

### D. LEARNING OUTCOMES (General)

1. gain knowledge of cognitive psychology. This includes: awareness of major theoretical approaches in the study of cognition; knowledge of data demonstrating and related to cognition as an active, information processing system; knowledge of research findings, concepts, and basic terminology; understanding of methodology and model building in cognitive research; understanding of relationship between cognitive psychology and other cognitive science fields (e.g., neuroscience, artificial intelligence).
2. learn critical thinking skills. This includes: ability to critically evaluate and analyze a problem; ability to apply concepts and principles to relatively new situations; ability to integrate and critically evaluate information from a number of different areas; ability to relate theory and data; ability to effectively communicate ideas.
3. learn model building skills. This includes: consideration of appropriate dependent variables, consideration of different model types, ability to construct a logical and well specified model, ability to evaluate model in light of relevant empirical data, ability to generate predictions and applications from model.
4. learn scientific and ethical values. This includes: stimulation of intellectual curiosity; appreciation of scientific method and its limitations; increased sophistication in the ability to evaluate cognitive research.

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

### F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted