

TITLES	EXPLANATIONS
<b>Title of Course</b>	Cognitive Processes II: Mind and Behavior
<b>Code of Course</b>	PSK 324
<b>Type of Course</b>	Compulsory
<b>Level of Course</b>	Undergraduate
<b>Year of Study</b>	3
<b>Semester/Trimester</b>	6
<b>Number of ECTS</b>	4
<b>Name of Lecturer(s)</b>	STAFF
<b>Course Learning Outcomes</b>	<p>At the end of this course students are able to;</p> <p>LO1. Learn fundamental concepts and theories of cognitive processes, and have knowledge about the research areas of cognitive psychology.</p> <p>LO2. Apply topics such as problem solving, decision making, and thinking to problems in their lives.</p> <p>LO3. Make inferences about how cognitive processes trigger other physiological and psychological processes.</p> <p>LO4. Understand the relationship between mind, brain and behavior.</p> <p>LO5. Learn how our bodies and the environment we live in can affect our cognitive processes.</p>
<b>Mode of Delivery</b>	The style of teaching is face-to-face interaction.
<b>Prerequisites and Co-requisites</b>	There is no prerequisite or co-requisite for this course.
<b>Recommended Optional Programme Component</b>	None
<b>Course Contents</b>	<ol style="list-style-type: none"> <li>1. Getting Acquainted and Overview of the Course</li> <li>2. Mind and The Brain: Are They the Same?</li> <li>3. Embodied Cognition and Situated Cognition</li> <li>4. The Human Information-Processing System</li> <li>5. The Verbal Representation of Knowledge</li> <li>6. The Visual Representation of Knowledge</li> <li>7. Concept Formation and Logical Reasoning</li> <li>8. Decision Making</li> <li>9. Problem Solving and Creative Thinking</li> <li>10. Language</li> <li>11. Consciousness</li> <li>12. The Structure of Metacognition</li> <li>13. Human Intelligence and Artificial Intelligence</li> <li>14. General Evaluation</li> </ol>
<b>Recommended or Required Reading</b>	<p>(Primary Textbook)</p> <p>Solso, R. L., MacLin, O. H. &amp; MacLin M. K. (2007). <i>Cognitive Psychology</i> (8th ed.). Boston: Pearson.</p> <p>(Suggested References)</p> <p>Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., &amp; Woldorff, M. G. (2013). <i>Principles of Cognitive Neuroscience</i> (2nd ed.). Sunderland, MA: Sinauer.</p> <p>* The primary textbook for this course is renewed every year.</p>
<b>Planned Learning Activities and Teaching Methods</b>	This course is conducted through discussions on the material presented in class and over the compulsory reading material. With this aim in mind, (a) regular lectures supported by visual presentations and (b) class discussions are used. These class discussions are designed in such a way to help students develop critical thinking skills and apply the different psychological perspectives to the material being presented.
<b>Assessment Methods and Criteria</b>	1 Midterm, 5 Quizzes, 1 Final Exam
<b>Language of Instruction</b>	Turkish
<b>Practicum</b>	None

<b>Course Learning Outcomes</b>	L01	L02	L03	L04	L05
<b>Program Outcomes</b>					
Analyze problems with the scientific method and appropriate scientific tools.					
Think critically and creatively, ask questions, make comments using the knowledge and skills they have acquired.		X		X	X
Develop a positive attitude toward life-long education.					
Use the library, scientific databases, internet and other sources effectively.					
Have the skills to find out, analyze, evaluate, decide about, and apply the alternative solutions to problems.					
Be open-minded to use knowledge stemming from different disciplines and/or areas of psychology.	X	X	X	X	X
Develop a positive attitude toward critical thinking.					
Have advanced theoretical and applied knowledge of psychology supported by contemporary course material.	X	X	X	X	X
Have the necessary knowledge and skills to analyze and synthesize the main areas of psychology.	X	X	X	X	X
Be competent in English and Turkish.					
Use effective methods to present, share and discuss scientific information.					
Be able to write scientific papers by using international manuals such as APA.					
Show courage and use the necessary skills to propose solutions to the problems of the world they live in.		X			
Show courage and have necessary skills to propose solutions to the problems of their own life.		X	X		
Have a positive attitude to statistics and be able to use common statistical software packages.					
Be able to plan and conduct research independently.					
Apply qualitative and/or quantitative methods depending on the nature and the scope of a given problem.					
Know the research methods and statistical procedures used in behavioral sciences.					
Use tools such as questionnaires, inventories, scales, and tests.					
Apply psychological knowledge to other problem areas for community welfare.					
Use theoretical and applied knowledge in accordance with ethical standards.					