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| --- | --- | --- |
| **Course Name:** Cognition and Emotion  | **Course Level:** Undergraduate | **Language:** English |
| **Course Code** | [**Prerequisites**](https://e-campus.isikun.edu.tr/CoursePrerequisites/Index) | **Corequisites** | **(T + P hours)** | **ECTS Credit** | **Type** |
| PSYC4506 | - | - | 3+0 | 5 | Selective |

**Course objectives:** Introduction of the basic principles underlying the cognitive and emotional processes. Explaining neurological and biological basis of cognition and emotion.

**Course description:** Examination the effect of environmental factors on cognition and emotion. Coverage of theories and research findings on the nature of emotions, relationships with cognition, effects on memory and decision processes. Explanation of the relationship between cultural and different environmental factors, emotion and cognition.

**Evaluation system (in percentages):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quiz/Homework** | **Midterm** | **Final** | **Total** |
| %30 | %25 | %50 | 100 |

**References**

A reading package including book chapters and empirical articles will be prepared.

**Weekly Course Topics**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1. | Course introduction – Social brain/ Social neuroscience |
| 2. | Basic emotions – Evolution of emotions |
| 3. | Are emotion and cognition two separate systems? |
| 4. | How do we study emotions? |
| 5. | How does modern biology handle emotions? |
| 6. | Emotional development |
| 7. | Midterm |
| 8. | Emotion and cognition |
| 9. | Emotion and cognition (continued) |
| 10. | Sociability and emotions: understanding the emotions of others |
| 11. | Intergroup relations and emotion: morality, prejudice etc. |
| 12. | Emotion regulation |
| 13. | Clinical social neuroscience |
| 14. | Clinical social neuroscience |

**Contribution of the Course to the Program Outcomes**

**Course Outcomes**

Students will gain the following knowledge and skills at the end of the course:

1. Describe the key concepts and issues related to cognition and emotion.
2. Explain the biological, neurological and environmental effects on emotion, cognition and their interaction.
3. Describe the interplay between emotional and cognitive systems on people's behaviour in different situations.
4. Compare central cognitive-psychological theories and models of emotion.

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|  |  **Program Outcomes** | **CO1** | **CO2** | **CO3** | **CO4** |
| 1. | To examine and compare different concepts in subfields of psychology and to have basic application skills. |  |  |  |  |
| 2. | To apply analytical and critical thinking skills in various fields of psychology, to be able to solve the problems related to the field with contemporary methods. | X | X | X | X |
| 3. | The student has the skills to interpret facts, events and data, to define and analyze problems, to develop solutions based on research and evidence by using the knowledge and skills they have acquired in the field. |  |  |  |  |
| 4. | Discussing and criticizing professional and ethical issues in program design and professional practice. |  |  |  |  |
| 5. | To explain the procedures and rules in psychological measurement and interview techniques, and to develop the ability to apply them at a basic level. |  |  |  |  |
| 6. | Adopting the rules of the positivist method and designing scientific research, collecting data, analyzing data and scientifically reporting the results. |  |  |  |  |
| 7. | To gain the basic principles of scientific thinking, to be able to separate and / or integrate the knowledge gained by other disciplines with a critical point of view. |  | X |  |  |
| 8. | To develop the competence for using the necessary information and communication technologies used to reach and spread information. |  |  |  |  |
| 9. | To use oral and written communication skills effectively both in Turkish and at least one foreign language. |  |  |  |  |
| 10. | Working effectively in individual and multidisciplinary research teams. |  |  |  |  |
| 11. | To develop respect for interpersonal and cultural diversity and to have social responsibility. |  |  |  |  |
| 12. | To be aware of psychological resilience, personal and professional development. |  |  |  |  |

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|  Course Evaluation and ECTS Workload |
| Types of Work | Number | ECTS Workload  |
|  |  |  |
|  |  | Time |  |
| Attendance | 14 | 3 | 42 |
| Final exam | 1 | 20 | 20 |
| Quizzes | 0 | 0 | 0 |
| Semester project | 0 | 0 | 0 |
| Assignments | 0 | 0 | 0 |
| Final project | 0 | 0 | 0 |
| Seminar | 0 | 0 | 0 |
| Duties | 1 | 25 | 25 |
| Presentation | 0 | 0 | 0 |
| Midterm | 1 | 24 | 24 |
| Project | 0 | 0 | 0 |
| Lab | 0 | 0 | 0 |
| Private lesson time | 0 | 0 | 0 |
| Other (Personal study) | 14 | 1 | 14 |
|  |  | Total workload | 125 |
|  |  | Total workload/25 | 5 |
|  |  | ECTS Credit | 5 |

**Teaching Methods and Techniques**: Lecture, Discussion, Role-play

**Prepared By:**Asst. Prof. Elif Yıldırım **Date:** 05.09.2020