

Syllabus [2025Year 1 Term]

Course Information

Course Title	Humanities and Cognitive Development	Credits	3
Course Code	506120-1	Required/Elective (For Undergraduate Courses)	Selective majors
Department or Major	Department of British and American Humanities	Language	English
Methods of Teaching		Lecture Room	수1,2,3/ 금7,8,9(인문301)
Time Allotment	Lecture(3) Experiments(0) Trainging & Practice(0) P erformance(0) Designing & Planning(0)	Cyber Lectu res	
Course Type	offline		

Lecturer

Lecturer	Name	Christopher Henry Lange	Rank	Non-tenure track Assistant Professor	Final Academic Degree	교육학박사
	Department & college	Department of British and American Humanities		Office	Humanities Hall 616	
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	Field of Interest					

Course Summary

Course Description	Humanities and Cognitive Development (인문과인지발달) is a course that examines the theoretical foundations of cognitive development as they apply to the human learning experience. Emphasis is placed on the application of theoretical concepts from a humanities perspective in order to gain a deeper understanding of how humans acquire knowledge, develop language, communicate with others within communities of practice, and develop cultural norms through the social construction of knowledge. This course is designed to help you gain a broad understanding of cognitive theories so that you are able to constructively apply them within specific cultural contexts.
Description Related Courses	For the most part, you do not need to have prior technical knowledge of linguistics, educational theory, or cognitive psychology in order to participate in this course. This class will consist of more than simple, straight-forward lectures. Although lectures are a component of the course, they will be integrated with discussions, activities, assignments, and group work.

	ork. I believe it is my job to help you understand the content of this class, and I will do my best to do so. If you are having any problems or feel I can help you in any way, please feel free to contact me anytime.
Course Goals	Through active learning, you will be able to synthesize cognitive theory by applying it to specific cultural contexts. Additionally, you will be able to check your understanding of new content and integrate it with your existing knowledge. Such goals will be accomplished through group activities based on information delivered in the lectures.
Projected Results	Applying the course goals, you should be able to engage in content in ways that help you develop ideas within the field of cognitive humanities. Ultimately you should be able to identify issues and propose solutions through the application of theory within the field.
Percentage of the original language classes(%)	For the most part, this course will be taught completely in English. This class uses English as the medium of instruction (EMI), so it is expected that the students taking this class are fluent English speakers. I understand that a majority of the students are not native English speakers, so I will do my best to communicate in a clear manner. If there are any issues in understanding the lesson due to any language barriers, don't hesitate to ask me to clarify anything that may be difficult for you to understand.

Syllabus

Times	Lecture Topic	Lecture Goals	Lecture Methods	Assignments
1	Orientation and introduction to the course	1. Identify key aspects of the class 2. Gain an understanding of the class structure 3. Write self-introduction on e-learning campus	강의, 토의토론수업, 팀기반학습(TBL),	Answer the self introduction questions and post your self introduction.
2	Cognitive theories: learning and communication (Part 1)	1. Develop a comprehensive working definition for language, learning, and teaching from a cognitive perspective 2. Examine various cognitive theories and apply them to the human learning experience 3. Compare and contrast behavioral psychology, cognitive psychology, and constructivism	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 2.
3	Cognitive theories: learning and communication (Part 2)	1. Examine various learning theories and identify ways in which they explain how humans acquire language	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 3.

Times	Lecture Topic	Lecture Goals	Lecture Methods	Assignments
		<p>2. Discuss how humans use cognition to process language</p> <p>3. Discuss the shortcomings of behavioral theories and whether other approaches effectively address the theoretical gap</p>		
4	Human learning from the cognitive perspective	<p>1. Discuss key aspects of Ausubel's Subsumption Theory</p> <p>2. Identify and discuss difference between rote and meaningful learning</p> <p>3. Identify various aspects of systematic forgetting</p> <p>4. Discuss the concepts of transfer and interference</p>	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 4.
5	Cognitive strategies and motivation	<p>1. Identify and discuss various cognitive strategies and apply them to a learning context</p> <p>2. Discuss strategies-based instruction and make a connection with successful learning strategy usage</p> <p>3. Discuss the connection that specific strategy usage has with varying types of learning styles</p> <p>4. Discuss the role that cognition plays in motivation</p>	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 5.
6	Language, culture, and identity (Part 1)	1. Define culture and establish its relationship with how hu	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 6.

Times	Lecture Topic	Lecture Goals	Lecture Methods	Assignments
		<p>1. Understand the process of language</p> <p>2. Discuss the relationship between language and identity</p> <p>3. Identify the role that attitudes play in the processing of language</p> <p>4. Define native speaker and make a connection between how native speakers are defined and the effectiveness of the language learning process</p>		
7	Review for midterm exam / Midterm exam	<p>1. Show example questions based on midterm exam format</p> <p>2. Review material content from the first half of the semester</p> <p>3. Take midterm exam</p>	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 7.
8	Language, culture, and identity (Part 2)	<p>1. Understand the connection between nature, culture, and language</p> <p>2. Identify different aspects of communities of language users</p> <p>3. Differentiate between insiders and outsiders of speech communities</p> <p>4. Identify how language and culture are connected through linguistic relativity</p>	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 8.
9	Meaning as action (Part 1)	<p>1. Distinguish between context of situation and context of culture</p>	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 9.

Times	Lecture Topic	Lecture Goals	Lecture Methods	Assignments
		2. Identify ways in which structures of expectation are created 3. Discuss ways in which contextual cues are related to situational inferences		
10	Meaning as action (Part2)	1. Discuss what it means to have pragmatic coherence 2. Identify various aspects of the co-operative principle 3. Distinguish between different roles in the co-construction of culture	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 10.
11	Communicative competence (Part 1)	1. Define communicative competence 2. Discuss the difference between BICS and CALP 3. Identify various forms of communicative competence and discuss how they apply to language learning	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 11.
12	Communicative competence (Part 2)	1. Discuss the connection between language form and function 2. Identify how interactional competence plays a role in communication 3. Discuss how non verbal communication plays a role in the language learning process	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 12.
13	Cognition and communication (Part 1)	1. Discuss the connection between cognition and communication	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 13.

Times	Lecture Topic	Lecture Goals	Lecture Methods	Assignments
		2. Identify and describe the parts of the communication process in relation to cognition 3. Identify four types of communication		
14	Cognition and communication (Part 2)	1. Discuss how channels are used to process and deliver information 2. Identify four principles of communication from the cognitive perspective 3. Understand the ethical considerations of being a competent communicator 4. Explain the importance of adaptability	강의, 토의토론수업, 팀기반학습(TBL),	Read all material for Week 14.
15	Review for final exam / Final exam	1. Show example questions based on final exam format 2. Do practice exercises based on the content from the second half of the semester 3. Take final exam	강의, 토의토론수업, 팀기반학습(TBL),	Prepare for the exam.

Methods of Grading

sequence	Description	Percentage	Details
1	Mid-term Exam	30%	
2	Final-exam	30%	
3	Pop Quizzes	0%	
4	Assignments	20%	
5	Reports	0%	
6	Presentations & Discussions	0%	
7	Attendance	10%	
All		100%	

sequence	Description	Percentage	Details
8		0%	
9	Others	10%	In-class work and participation
All		100%	

Core of Value

핵심가치	전공역량	역량정의	역량구분	값(%)
혁신 (Discovery)	창의적문제해결 (Creative problem-solving)	주어진 상황과 문제를 창의적으로 해결할 수 있는 능력	주역량	40%
혁신 (Discovery)	도전 (Challenging)	전공 지식을 새로운 분야와 융합하고 아우를 수 있는 능력		0%
혁신 (Discovery)	지식융합 (Knowledge convergence)	새로운 분야를 개척하거나 도전적으로 임할 수 있는 능력	부역량	30%
헌신 (Dedication)	세계시민 (Universal value)	세계 공동체 구성원으로 전공자로서 국제적 이슈에 대응할 수 있는 능력		0%
헌신 (Dedication)	상호협력 (Cooperation)	공동의 목적 달성을 위해 타인과 상호협력할 수 있는 능력		0%
헌신 (Dedication)	공동체 (Sense of community)	공동체의 구성원으로서 필요한 태도와 윤리의식을 가질 수 있는 능력	부역량	30%
능동 (self-Determination)	자기주도 (Self-Managing)	주어진 상황과 문제를 주도적이고 능동적으로 해결할 수 있는 능력		0%
능동 (self-Determination)	지식활용 (Knowledge application)	주어진 상황과 문제에 대해 논리적으로 파악하고 분석할 수 있는 능력		0%
능동 (self-Determination)	논리적사고 (Logical thinking)	전공관련 지식을 필요에 따라 다양하게 적용하고 활용할 수 있는 능력		0%
능동 (self-Determination)	의사소통 (Articulation)	대화를 통해 다양한 의견을 조율하고 합의를 이끌어 낼 수 있는 능력		0%

Textbook(s) & References

Description	Title	Author	Publisher
Recommended Textbook	TBA	TBA	TBA

Memo

The curriculum for this class is based on materials distributed as part of the class. Depending on the pace of this course, the semester plan is subject to change. If students miss a class, it is their responsibility to check the e-learning campus for materials and notes that were used during their absence.

Generative AI, including ChatGPT, can be used for learning, but If students copy and submit information generated by ChatGPT or any other artificial intelligence chatbot, it will be regarded as cheating (plagiarism).