

Course: GUID 452 Division: 10 Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: COGNITIVE REASONING

Full Title: Cognitive Reasoning

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 1	2	17.34	Lecture: 17.34
Lab: 3			Lab: 52.02
Other: 0			Other: 0
Total: 4			Total: 69.36

Credit Status: C - Credit - Degree Non Applicable

Grading Modes: P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion
 03 - Lecture/Laboratory
 04 - Laboratory/Studio/Activity

Course Description:

Development of cognitive reasoning skills. A variety of materials and exercises will be used to improve the thinking processes of the student. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. This is a pass/no pass course.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. To correct the cognitive functions that are deficient as a result of lack/of mediated learning experiences.
2. To teach the vocabulary, concepts, operations and relationships necessary for the mastery of the tasks of instrumental enrichment and for problem solving generally.
3. To provide motivation through the formation of habits or internal need systems.
4. To increase task-intrinsic motivation.
5. To encourage reflective thinking and to develop insight into the reasons for success and failure and into the applicability of the principles and strategies acquired in instrumental enrichment to academic, vocational, interpersonal and daily life areas.
6. To arouse students from their cognitive passivity by making them aware that they are capable of generating and extrapolating information, and giving them the opportunity to do so.

TOPICS AND SCOPE:

Inactive Course: 12/08/2008

- | | | |
|----|---|---|
| 1 | 4 | Introduction of Instrumental Enrichment
Organization of Dots, Unit I |
| 2 | 4 | Organization of Dots, Unit I (cont)
Orientation in Space, Unit I |
| 3 | 4 | Organization of Dots, Unit II
Orientation in Space, Unit II |
| 4 | 4 | Organization of Dots, Unit II (cont)
Orientation in Space, Unit III |
| 5 | 4 | Organization of Dots, Unit III
Orientation in Space, Unit IV |
| 6 | 4 | Organization of Dots, Unit IV
Comparisons, Unit I |
| 7 | 4 | Organization of Dots, Unit IV (cont)
Comparisons, Unit I (cont) |
| 8 | 4 | Analytic Perception, Unit I
Comparisons, Unit II |
| 9 | 4 | Analytic Perception, Unit I (cont)
Comparisons, Unit II (cont) |
| 10 | 4 | Analytic Perception, Unit II
Comparisons, Unit II (cont) |
| 11 | 4 | Analytic Perception, Unit III
Comparisons, Unit III |

- 12 4 Analytic Perception, Unit III (cont)
Comparisons, Unit V
- 13 4 Analytic Perception, Unit III (cont)
Comparisons, Unit V
- 14 4 Analytic Perception, Unit IV
- 15 4 Analytic Perception, Unit V
- 16 4 Analytic Perception, Unit VI
- 17 4 Analytic Perception, Unit VII & Unit VIII
- 18 2 Course Summary and FINAL EXAM

ABBREVIATIONS USED:

O.D. = Organization of Dots Instrument

C = Comparison Instrument

O.S. = Orientation in SPACE Instrument

A.P. = Analytic Perception Instrument

Week 1 - Cover page; O.D., pages 1-4

Week 2 - O.D., pages 131-134; O.S. pages 1-2

Week 3 - O.D., pages 5-7; O.S., pages 3-5

Week 4 - O.D., pages 135-136; O.S., pages 6-9

Week 5 - O.D., pages 8-9; O.S., pages 10-11 and pages 12-16

Week 6 - O.D., pages 10-13; C, pages 1-3

Week 7 - O.D., pages 14-15; C., pages 4-6

Week 8 - A.P., Cover page; C., pages 8-10

Week 9 - A.P., pages 1-2; C., pages 12-14

Week 10 - A.P., pages 3-8; C., page 21

Week 11 - A.P., pages 9-10; C., pages 15-16

Week 12 - A.P., pages 11-12; C., pages 17-18

Week 13 - A.P., pages 13-14; C., pages 19-20

Week 14 - A.P., pages 15-18

Week 15 - A.P., pages 19-24

Week 16 - A.P., pages 25-29

Week 17 - A.P., pages 30-34; A.P., pages 35-38

Week 18 - FINAL EXAM

COURSE OBJECTIVES:

1. To impose structure on a field that lacks inherent structure.
2. To be flexible in changing strategies in response to new situations.
3. To decode instructions and translate them into actions.
4. To restrain impulsivity.
5. To introduce the concept of orientation in space, define the terms and discuss their meaning.
6. To introduce a method for search and problem-solving.
7. To teach the use of points of reference.
8. To define the problem.
9. To differentiate between the stable and relative elements in the problem.
10. To clarify the meaning of a word through its context.
11. To teach precision in reading directions.
12. To develop representational thinking.
13. To develop plasticity and flexibility by rapid transition from one perspective to another.
14. To teach summative behavior.
15. To recognize a whole from a part.
16. To gather only the relevant information and communicate it clearly and precisely.
17. To emphasize necessity for precision in labeling.

18. To introduce concept of Hierarchies in language (sets and subsets).
19. To learn the strategy of comparison.
20. To find all possible parameters that can be used in comparing.
21. To teach the necessity for simultaneous processing of information.
22. To seek the most critical, most characteristic, most relevant dimension as the basis for comparison.
23. To understand that the number of parts into which a whole is analyzed may be arbitrary and a function of need.
24. To compare objects to each other or to a standard in order to find similarities and/or differences along several parameters simultaneously.
25. To teach that an analysis can be both structural and operational.
26. To use hypothetical thinking, inference and logical evidence to complete a task successfully.
27. To find and delineate simple and complex figures identical to given standards when they are embedded in a complex whole.
28. To use either similarities or differences to rank objects according to their proximity to a model.
29. To analyze a whole by the identification, categorization and summation of its parts.
30. To use induction and deduction to establish classes and class membership.
31. To discriminate between wholes and their components.
32. To use superordinate concepts to describe differences.
33. To be flexible in shifting from strategy to strategy.
34. To understand that the synthesis of parts into a given whole is contingent upon a prior analysis of the whole into both its parts and the relationship between the parts.
35. To complete a model representationally by joining two complementary parts, each of which is a whole composed of several parts.
36. To practice differentiation and integration.
37. To unite discrete parts into a new whole.
38. To isolate a composite that is embedded in a complex whole.
39. To ignore the distraction of irrelevant information.
40. To construct new wholes from identifiable parts.
41. To summarize the course.

METHODS OF INSTRUCTION:

Lecture/Discussion; socratic dialogue; hands-on activity pages.

REPRESENTATIVE TEXTBOOKS:

Instrumental Enrichment's, Level I, by Reuben Feuerstein
 Reading Level: _____6_____grade by Debbie Rodenick

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: D

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456989
Sports/Physical Education Course: N
Taxonomy of Program: 493030