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Department of TESOL
Human Learning and Cognition
Policy - Spring 2025

Overview: This three-hour-per-week course focuses on the brain, its structure and mechanisms, in particular in how they relate to how people learn with a special focus on memory and language. The course has two main areas that are to be covered. The first of these is the learning and memory component. The second component revolves around brain structure and functioning as it relates more specifically to language. Here, we will be looking at different elements of language and how they can be explained through theories of brain structure and functioning. In effect, we are looking for ways in this course to tie together the most up-to-date research on the brain, memory, and language in a holistic, principled way.

Objectives: This objective of this class is to give the students an opportunity to delve deeply into some of the newer theories about the learning and memory based on brain research, which are almost certainly going to have a tremendous impact in the area of linguistics, second language learning and, ultimately language teaching in the near future. As usual, the objectives of the course revolve around the encoding and storage of the concepts covered as well as their practical retrieval and application for use in the language classroom. By the end of the course students should have a strong, coherent overview of current theories of the brain particularly in relation to memory, language, and cognition. In addition, students should be able to take this new knowledge and use it to craft informed approaches to teaching, materials design and lesson planning for language development that correspond to these new ideas for a greater overall effect.

Texts and Materials
The use of entire, individual books for this class, good as some of them may be, has proven to be very limiting in this kind of review course where we are trying to tie ideas together. Instead, we will be making small use of a variety of rather various books and materials. These will be made available to the students in the form of scans loaded up into Snowboard week for week.

Classroom Texts
These are the different text materials we will be using in the class, and they comprise thew required readings for the course.

Banich, M. (2004). *Cognitive neuroscience and neuropsychology* (2nd Edition). Boston: Houghton Mifflin.

Eich, E., Kihlstrom, J., Bower, G, Forgas, J., and Niedenthal, P. (Eds) (2000). *Cognition and emotion*. Oxford: Oxford University Press.

Fuster, J. (2003). *Cortex and mind: Unifying cognition*. Oxford: Oxford University Press.

Klein, S. (2002). *Learning: Principles and applications* (4th Edition). Boston: McGraw- Hill.

Lieberman, D. A. (2004). *Learning and memory: An integrated approach*. Belmont: Thomson/Wadsworth.

Lieberman, P. (2000). *Human language and our reptilian brain*. Cambridge, Mass.: Harvard University Press.

Miyake, A. and Shah, P. (Eds.) (1999). *Models of working memory: Mechanisms of active maintenance and executive control*. Cambridge: Cambridge University Press.

Osaka, N., Logie, R., and D'Esposito, M. (Eds.) (2007). *The cognitive neuroscience of working memory*. Oxford: Oxford University Press.

Parker, A., Derrington, A., and Blakemore, C. (Eds.) (2003). *The physiology of cognitive processes*. Oxford: Oxford University Press.

Schnelle, H. (2010). *Language in the brain*. Cambridge: Cambridge University Press.

Terry, W. S. (2006). *Learning and memory: Basic principles, process, and procedures* (3rd Edition). Boston: Allyn and Bacon.
These texts will be made available via Snowboard.

Additional Materials: there will also be optional readings each week. These readings come in the form of short journal articles related to the topics we are covering each week. While optional, it is hoped that the students will at least skim through these articles as they provide important models for research and also writing across different disciplines.

Winter Reading Text
Ratey, J. (2002). *A user's guide to the brain*. London: Vintage Books.
Ratey (2002) is an excellent and entertaining introduction to the functions and working of the brain in general, but with special emphasis on psychological issues. (There are several versions pdfs of the book running around on-line, so it should be easy to find.)

Methodology
Language Policy: Following the tenets of international educational situations, students are expected to produce all course work in English. This means all assignments, writing, and discussion is expected to be conducted in English. Korean, or any other language, can and should be used appropriately as a means of enhancing and integrating understanding of the course materials, not as a way of avoiding English or classmates. Students are expected to follow international standards on language use and sensitivity with English as our designated working language.

Classroom: This course is to be conducted as a student-centered, blended learning class and to do so effectively we will be using several different on-line tools in the running of the course. In general, the course will be managed using the Sookmyung Snowboard system. All sorts of support materials will be loaded up into Snowboard including class videos, summaries and assignments in advance. Additionally, we will be meeting together each week in our classroom where we will be discussing the readings and videos for the week as well as doing some practice activities together.
In the class sessions there will be more discussion-oriented and interactive activities. Students will be expected to demonstrate that they have done the reading and are prepared for the class by taking an active role in the class discussions. There are no clear-cut answers to any of these concerns. The students need to come up with their own ideas and develop further questions. In order to do this, students need to be prepared. I will be posting things up far in advance so students can peruse the materials at their convenience with the intended goal of being able to perform well in the class meeting sessions.

Attendance: Students are expected to attend all scheduled class meetings. The class sessions are where were discuss and practice using (retrieving) the information newly encoded. As such, they are pivotal for student success in the course. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible.

Assignments: Students will be given homework on a regular basis. The homework will usually come in the form of exercises from both the assigned reading texts and outside sources as well as questions based on the reading which the students are expected to answer. All assignments will be posted into Snowboard and students can put their assignments right there into the Snowboard system for feedback and evaluation.

Midterm Project: The midterm project is due on May 3rd (week 9). It will take the form of a project

and there will be several different options that students can choose from. Specific information about each of the options will be released in due time. It is generally seen as an initial and somewhat rough draft of what will be done for the final project.

Final Project: The final project will be a continuation of the midterm project. It should be done alone, obviously, and is due tentatively on June 21st.

Grades: Final grades will be based on performance in the following categories.

Class Participation   30%
Assignments   30%
Midterm Project   15%
Final Project   25%

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