COURSE TITLE		PHILC	SOPHY OF (COGNITIVE	SCIENC	E			
Code	KBF127 ISVU: 234310 Year of study I.								
Course teacher/s	Assistant professor Ante Akrap, Ph.D. Credit (ECTS) 3								
Assistants	Assistant Franjo Frankopan Velić, N	И.S.	Type of inst (number of persemeste	hours	P 30	S	V	Т	
Course status	Core course		Postotak pri e-učenja	mjene					
		OPIS	PREDMETA						
Course goals	Understanding and reflecting on the central philosophical problems of human cognition in dialogue with the natural sciences, Aristotelian-Thomistic heritage, and contemporary epistemological approaches.								
Expected learning outcomes at the course level (4-10 learning outcomes)	No requirements								
Expected learning outcomes at the course level (4-10 learning outcomes)	 know the anthropological and metaphysical foundations of cognition; distinguish the sensory and mental dimensions of human cognition; explain the phenomenon of consciousness as self-knowledge; argue what the first common sense truths consist of; recognize and analyze forms of rationality; analyze the concept and properties of truth, interpret the criteria of truth, reflect the existential meaning of truth. 								
Detailed course content (weekly class schedule)	Introduction to the Cognition as a hur Cognition and Beir Sensory dimension senses; the questing The mental dimension abstraction; judgm Mid-term exam (1) Consciousness (2) The first common forms of rational natural sciences; intelligence (4) Truth: the notion of meaning of truth (5)	nan act (ng (1) n of huma on of the ension of ent; mod) sense tru ity: reas practical	an cognition: objectivity of f human cog lus cognoscer oths (4) oning; explai	biological for sensory cog gnition: the ndi and modu nation; wisdo communicatio	indations nition (4) role of is essend om; philo on ration	the bradi; co-na	ain; lanç aturality mather ulture; a	guage; (6) matics; rtificial	
Format of course instruction:	 ☑ lectures ☐ seminars and workshops ☐ exercises ☐ on line entirely ☐ combined e-learning 			□ seuttinæstiand workshops □ sekencisesy □				□ m □ lal □ m	dividual tasl ultimedia poratory entorship w ther)
Student obligations	Class attendance	, written o	commentary,	wo written e	ssays.				
Screening student work (specify portion	Class attendance	1	Research		Practic al training				

	-					1	
in ECTS credits per	Experimental		Written	4	Text	0.5	
each activity so that	work		representati	1	interpretation	0,5	
total number of			on				
ECTS credits	Essay		Seminar		Individual worl	k 2,5	
correspondsto the	-		essay				
ECTS credit value of	Mid-term exams	0,5	Oral exam		Written work	3,0	
the course)	Wild-terrif Cxarris	0,0	Olai Cxalli		William Work	3,0	
	Written exam	0,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Written exam 0,5 Project (Other) Elements of the final grade: written work: 20% colloquium: 20% final exam: 60% Evaluation criteria: (5) The student demonstrates a complete and detailed knowledge and understanding of the material: knows the relevant content and knows how to interpret it; uses the correct term; recognizes and explains key concepts; integrates literature into argumentation. Furthermore, he/she presents the material in a clear, logical and structured way. (4) The student demonstrates a broad and extensive knowledge and understanding of the material: knows the relevant content and knows how to interpret them; uses the correct term; recognizes and explains most of the key concepts; if necessary, he/she supplements the argument with literature. Furthermore, he/she presents the material in a clear, logical and structured way, although sometimes imprecise. (3) The student demonstrates knowledge and understanding of the essential elements of the material: states the relevant contents, but does not always know how to interpret them completely; uses the term, but sometimes imprecisely; recognizes most of the key concepts, but fails to explain them fully; sometimes he/she has difficulty supplementing the argument with the literature. Furthermore, he/she presents the material in a predominantly clear and schematic way, sometimes repeating thoughts or not connecting individual elements. (2) The student shows limited knowledge and understanding of the essential elements of the material: he/she states the most relevant contents, but does not always know how to interpret them correctly; knows most of the concepts, though sometimes in an imprecise way; recognizes some of the key concepts but sometimes fails to explain them; has difficulty supplementing argumentation with literature. Furthermore, he/she presents the material in a schematic way, with ambiguities due to the repetition of thoughts and non-connection of individual elements. (1) This assessment is not transitory. The student does not answer quest						
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	Zagreb, 1996., pp. 297-318. Klasici metafizike, priredio Jure Zovko, Hegelovo društvo, Zadar, 2008., pp. 278.			
Supplementary literature	M. Cipra, <i>Temelji ontologije</i> , Matica Hrvatska, 2003., pp. 1-148. Lino Veljak, <i>Uvod u ontologiju</i> ,Breza, Zagreb, 2019, p. 198			
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, end-of semester evaluation. Correcting the written works and discussing the works Individual consultations.			
Other (according to the opinion of education provider)				