

Intro

-250

-stating the chosen scenario

-summarise main point

Cognitive perspective

-500

-week3, 4

-visual graphic

-various cognitive aspects present in both Person A and Person B's experience of the scenario

-table, mind map...

-address at least 5 of the topics of cognitive theories

-specific topics and sub-topics

Event-Propositions

-200

-differences in Person A and Person B's experiences, provide 3 relevant event-propositions.

-meaningful analysis from both the cognitive and informational aspects

-After each event-proposition, briefly (1-2 sentences) justify its relevance to the scenario

Shannon and Dretske's Information Perspectives

-200

- 4 times of above event-propositions

a. Apply Shannon's theory to Person A's experience of the scenario, and briefly justify your assumptions.

b. Apply Shannon's theory to Person B's experience of the scenario, and briefly justify your assumptions.

c. Apply Dretske's theory to Person A's experience of the scenario, and briefly justify your assumptions

d. Apply Dretske's theory to Person B's experience of the scenario, and briefly justify your assumptions.

--calculations relevant to the application of each of Shannon and Dretske's theories to P-A&B

e. Based on above, briefly list the relative strengths and weaknesses of each theory in terms of their applicability to the scenario.

Critical Comparison

-750

Connect the theories to your own and other's views on information, considering cognitive aspects and human decision making in this scenario:

- a) Briefly describe your own views of information
 - week2 lec. Questions + my view
- b) find a theory
 - about information theories match my above view
 - how & why match
- c) Name the main (key) element of Shannon's theory
 - choose at least 3 aspects of cognition
 - topics and sub-topics
 - justify why
- d) Name the main (key) element of Dretske's theory
 - choose at least 3 aspects of cognition
 - topics and sub-topics
 - justify why

-note: identify key points of each and connect these to topics covered in cognition.

Connections see notes regarding generic content generation in "Evidence of Learning" section

References

-APA