

Course Code & No. - Section: PSYC 370 Section 1
Course Title (Credits): Learning Theory and Cognitive Psychology
Term & Year: Fall 2014
Course Ref. No. (CRN): 80037

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Office Hours: MW 10:00am-12:00pm and by appointment

Class Meeting Time: TR 2:30pm-3:45pm
Location: PL 320

Prerequisite: PSYC 101

Course Description

This course follows the history of the psychological study of human learning and thinking, showing the evolution of learning theories and the movement toward internal explanations for thought and action. From Pavlov's dog through Skinner's rats to computer-generated artificial intelligence, this area of psychology has gone through dramatic changes and has influenced many academic disciplines. An important course for the understanding of historical and contemporary psychology.

Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Properly articulate central figures, theories, and modern views of learning and cognition.
2. Design a research paper that explores topics in learning and cognition and uses proper formatting in APA.
3. Analyze and document peer reviewed articles related to learning and cognition.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Assignments of increasing levels of challenge;
2. Assessment quizzes for each chapter;
3. Writing assignment(s);
4. Written in-class, closed-book examinations.

Instructional Strategies

This class will utilize small group and individual work in class using laptop computers, inquiry learning, case studies, and homework assignments. The course makes use of the *Moodle* course management system.

Required Texts and Materials

1. Reed, S.K. (2013). *Cognition: Theories and Application*. Belmont: Cengage. ISBN: 9781111834548.
2. Assigned readings posted on Moodle from other sources.
3. Laptop Computer (bring to every class).

Recommended Texts and Materials

1. *The APA Style Handbook*; 6th Edition
2. Morgan, D.L. (2002). *Essentials of Learning and Cognition*. Long Grove: Waveland. ISBN: 9781577665373.
3. Schneider, S.M. (2012). *The Science of Consequences*. Amherst: Prometheus. ISBN: 9781616146627.

Attendance

Attendance for this class is mandatory as a large portion of your final grade involves you participating in class discussions and activities. Student will only be allotted two unplanned absences before deductions will be made. In the event of emergencies, please contact the instructor immediately so proper arrangements can be made.

Class Requirements

All students are expected to bring a laptop computer into every class period so they can fully interact with the instructional materials. All cell phones or other forms of electronic devices must be put on silent mode. Please refrain from texting, calling, or sending emails during class. Failure to meet this expectation will result in deductions in your participation grade and/or loss of points towards attendance. The instructor reserves the right to dismiss any student not fully engaged with the instructional conversation at any time.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

In this class, students will be required to submit a research paper that explores some references outside of the textbook. Students are expected to locate articles that are peer-reviewed, and apply those resources to create a central thesis. More information on the particulars of this assignment will be handed out in class, but students will be required to utilize resources provided by the Prim Library.

Prim Library Resources for PSYC 330 include, but are not limited to:

1. Reference materials
 - a. Such as the APA Style guide.
2. Books
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles):
Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, PSYCINFO.
4. Hardcopy periodicals: Prim Library has current subscriptions for Science, New Scientist, Science News, and National Geographic Magazine. Any of these are likely to have articles on your term paper topic. Full-text articles from many more periodicals are available through the electronic databases.

Sanctions for Cheating and/or Plagiarism**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

Grading Policy

All students will be held accountable for ensuring that academic work is complete turned in by the proper deadline. **No late work will be accepted without proper approval.**

Students will be evaluated by the completion of in-class assignments, performances on in-class and online quizzes, written work, and performance on in-class examinations. Each criterion will be discussed below.

Quizzes

At the start of each chapter, you will be required to take a pre-lecture quiz. The quiz will be 5 questions in length, and should only take you 10 minutes to complete. These quizzes will be designed to test your knowledge of the assigned reading. In other words, make sure you read before each class period. You will not be required to know and understand every detail of the chapter, but you should be familiar with main ideas and the terms that were discussed. Each of these quizzes will be worth 5 points. Your lowest quiz score will be dropped to allow for an unscheduled absence.

In addition, students will be required to take a 20 question online quiz following class discussion of the chapter. Quizzes will be due at 11:55pm on Fridays, but it is **STRONGLY** recommended that you take your quiz immediately after class. Each quiz will draw random test questions from a large test bank, so no two tests will be the same. Each quiz will be worth 20 points, and you will have 45 minutes for each attempt. Your lowest individual quiz score will be dropped.

Activities

Each week, there will also be an activity that attempts to apply the current week's content into a short demonstration. Each activity will have some sort of deliverable attached to it, which will be due at the culmination of the activity. Each activity will be worth 10 points toward your final grade. Your lowest activity score will be dropped.

DISCLAIMER: In order to earn any points on this assignment, you must be in class.

Inter-teach Sessions

During class periods, students will be given some time to complete an "Inter-teach Session". During these sessions, students will pair up in groups of 2 and complete a prepared study guide. I will be going from group to group throughout the class to clarify any questions that may have been brought up. Packets will be due by the end of class Thursday. In addition, students will be asked to rate their satisfaction of their "Inter-teach Session" on a weekly basis. If sessions are unproductive or ineffective, a fully lecture based structure will be implemented, followed by a post-lecture quiz every section. Each inter-teach packet will be worth 10 points toward your final grade, with your lowest score dropped.

DISCLAIMER: In order to earn full points for these assignments, you must be in class. I will deduct points from both your participation and interteach grades if you exceed 2 absences this semester.

Papers

There will be four writing assignments for this course. The first paper is a short (2 page) declaration of philosophy. Students will be required to think and articulate which theory of psychology they align with most. Examples could range from behaviorism to cognitive approaches or other focuses (transpersonal, etc.). Then, students will provide justification as to why. This assignment will be due on August 26th, and will be worth 25 points.

Two writing assignments will be critique papers that will task students to be critical of some scholars ideas regarding the appropriate subject matter. Students will be given a journal article and a series of questions to address regarding the scholar. Then, students will write a 4 page critique on the paper. More information regarding this assignment will be assigned in class. Each of these critiques will be worth 50 points.

A major research project will be required that will require students to research one scholar and review their line of work over their career. The scholar can be living or dead, must they must be established in the field of learning or cognition. No 2 students can research the same scholar. The research paper will be 8 pages in length. This paper will be worth 100 points.

In-Class Tests

Two in-class tests will be given in this course. Questions will be derived from both quizzes and “interteach sessions”, so there should be no surprises. The class before both tests, I will allow for a half-hour review session. These tests will be closed notes, so it is vital that you come to class and prepare as best you can. **Please be on time the day of the test. Students that are more than 10 minutes late will not be distributed an exam.**

Test 1 will cover all of the Morgan readings and the first few chapters of Reed. This test will essentially serve as a “mid-term” and will be worth 50 points. Test 2 will cover all readings for the course. This test will essentially serve as a “final exam” and will be worth 100 points. Each test will contain multiple choice questions and short response questions.

Group Projects

Students will also prepare a group presentation on material that is not covered in class. Students will pick a topic from sections of the Cognition textbook that we are not covering (Chapter 8 and 11-14) and prepare a 20 minutes presentation that discusses the topic, an activity that involves the class in the discussion of the topic, and a brief write-up of their contribution to the project. Group projects are worth 100 points toward the final grade. Group presentations will occur the first week in December.

Participation

The components of this class work to their entirety if you actively engage in all course activities. This means that you come to class prepared and that you are willing to publically express your ideas regarding the subject matter. In addition, participation and completion of interteach sessions and assessments there following are mandatory. That being said, there are 30 points possible for active participation in this course.

Grade Breakdown

There are 1000 Points possible in this course. The breakdown of how this 1000 is computed is shown below:

- Pre-Lecture Quizzes 55 Points
 - 11 @ 5 pts each
- Section Quizzes 220 Points
 - 11 @ 20 pts each
- Interteach Packets 110 Points
 - 11 @ 10 points each
- Activities 110 Points
 - 11 @ 10 points each
- Mid-term 50 Points
- Final Exam 100 Points
- Philosophy Declaration 25 Points
- Critique Papers 100 Points
 - 2 @ 50 pts each
- Major Research Paper 100 Points
- Group Project 100 Points
- Participation 30 Points
- **TOTAL 1000 Points**

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	<599

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability

Class Schedule

Week	Topic	Due In Class	Inter teach due (Thursday by 4:00pm)	Online Quiz Due (Friday by 11:55pm)
8/18-22	Course Introduction Intro to Learning and Cog (Read Morgan CH 1- Moodle)			
8/25-29	Pavlov and Classical Conditioning Morgan Ch 2 (Moodle)	8/26- Philosophy Declaration due	Inter teach 1	M2 Quiz
9/1-5	Pavlov and Classical Conditioning Morgan CH 3 (Moodle)		Inter teach 2	M3 Quiz
9/8-12	Operant Conditioning Morgan CH 4 and 5		Inter teach 3	M4&5 Quiz
9/15-19	Information Processing Reed CH 1	9/18- Critique 1 Due	Inter teach 4	R1 Quiz
9/22-26	Information Processing Reed Ch 2		Inter teach 5	R2 Quiz
9/29-10/3	Information Processing Reed CH 3		Inter teach 6	R3 Quiz
10/6-10	10/6- Review for Midterm 10/8- Midterm			
10/13-17	Short Term Memory Reed CH 4		Inter teach 7	R4 Quiz
10/20-24	Long Term memory Reed CH 5	10/23- Critique 2 Due	Inter teach 8	R5 Quiz
10/27-31	Memory Codes Reed CH 6		Inter teach 9	R6 Quiz
11/3-11/7	Visual Images Reed CH 7		Inter teach 10	R7 Quiz
11/10-14	11/11- Veterans Day- No Class Semantic organization Reed CH 9		Inter teach 11	R9 Quiz
11/17-21	Language Reed CH 10	11/20-Major Paper Due	Inter teach 12	R10 Quiz
11/24-28	Thanksgiving Break- No Classes			
12/1-5	Group Projects & Final Review			
12/8-12	12/8- Prep Day- No Class Final Exam- 12/10 (Wed) @ 11:30			

Tips for Success

This course was not designed for students to fail, but to rather come into full contact with the course materials to ensure success. My mission here is for you to learn. I'm not promising that I know everything there is to

know (in fact, I'll probably learn more from you this semester), but I do promise you that if you do the work and you contact the course contingencies, you will do great. That being said, here are some of my tips for success:

- READ
- Keep all lines of communication open with me. I can't solve a problem I don't know about.
- Utilize campus resources
- READ
- Make friends/study partners
- Come to class prepared (ie. READ before coming)
- Make sure you're utilizing everything I give to you (slides, notes, guides, etc)
- Be accountable
- and most importantly, READ