

<b>Course</b>	<b>PSYC 368 Psychology of Learning and Cognition</b>	
<b>Term</b>	Spring I 2012 <b>The class will be taught as a blended course. “A blended course is taught partly in the classroom and partly online. Blended courses allow the student to benefit from both methods of teaching: online and face-to-face. The majority of this course will be presented in the classroom.”</b> Class will on Monday and Wednesdays with the Monday class in the Campbell Building and Wednesday online.	
<b>Instructor</b>	Name: Phone: Email:	Leslie H. Slosky MSW PhD LCSW <a href="mailto:leslieh612@gmail.com">leslieh612@gmail.com</a> <a href="mailto:leslie.slosky@usmc.mil">leslie.slosky@usmc.mil</a> lslosky@campbell.edu
<b>Course Description</b>	Psychology of Learning and Cognition is the study of learning, memory, conditioning and how these relate to human behavior.	
<b>Prerequisites</b>	Psych 224 General Psychology	
<b>Course Level Learning Outcomes</b>	<p>By the end of the course, students will</p> <ol style="list-style-type: none"> <li>1) have a deeper understanding of the contributions of behavioral and cognitive psychology to the science of psychology (I.1 – <i>Students will be able to read competently in English from a variety of source types</i>);</li> <li>2) know the primary characteristics of traditional and contemporary models of conditioning and memory (I.1 – <i>Students will be able to read competently in English from a variety of source types</i>);</li> <li>3) have gained insight into the relationship between cognitive psychology and other fields of cognitive science;</li> <li>4) be able to critically analyze the theories of conditioning and cognitive psychology (III.1.2 – <i>Students will be able to use the proper methodologies to form questions about a problem at hand and the implications of the question</i>);</li> <li>5) have performed critical analysis of the research related to the theories and models of conditioning and cognitive psychology (III.1.2 – <i>Students will be able to use the proper methodologies to form questions about a problem at hand and the implications of the question</i>; III.2.1 – <i>Students will learn to form relevant and concrete questions concerning evidence of a problem</i>; III.2.2 – <i>Students will be able to analyze the evidence defining a problem</i>);</li> <li>6) be able to demonstrate the application and relevance of principles of conditioning and cognitive psychology to commonly-observed human behaviors (III.3.1 – <i>Through asking the right questions, students will be able to eliminate false assessments and solutions</i> III.3.2 – <i>Students will</i></li> </ol>	

	<p><i>be able to recognize a true solution and articulate the reasons for making that recognition);</i></p> <p>7) be able to interpret their own performance on computer-based simulations that demonstrate concepts in cognitive psychology (<i>VI.1.3 – Students will learn to decipher and interpret conclusions drawn from their use of technology in the laboratory and in other research situations);</i> and</p> <p>8) desire to continue to learn about the various areas of behavioral and cognitive psychology</p>																				
<p><b>Materials</b></p>	<p><b><u>Required by Campbell University:</u></b></p> <p>Domjan, M. (2005). <i>The Essentials of Conditioning and Learning</i>, 3rd edition. Wadsworth.</p> <p>Goldstein, E.B. (2008). <i>Cognitive Psychology: Connecting Mind, Research and Everyday Experience</i>, 2nd edition. Wadsworth</p>																				
<p><b>Helpful Websites</b></p>																					
<p><b>Grading</b></p>	<p>The instructor will determine final grades based upon all graded work, weighted as follows:</p> <table border="1" data-bbox="597 1062 1286 1323"> <tr> <td>Discussion Forum</td> <td>20%</td> </tr> <tr> <td>Mid Term Exam</td> <td>20%</td> </tr> <tr> <td>Paper</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>20%</td> </tr> <tr> <td>Chapter Assignments</td> <td>10%</td> </tr> </table> <p>The following table shows the grade associated with each of the different ranges of total possible weighted points.</p> <table border="1" data-bbox="745 1467 1138 1747"> <tr> <td>A</td> <td>100 - 90%</td> </tr> <tr> <td>B</td> <td>80 - 89%</td> </tr> <tr> <td>C</td> <td>70 - 79%</td> </tr> <tr> <td>D</td> <td>60 - 69%</td> </tr> <tr> <td>Fail</td> <td>Below 60%</td> </tr> </table>	Discussion Forum	20%	Mid Term Exam	20%	Paper	30%	Final Exam	20%	Chapter Assignments	10%	A	100 - 90%	B	80 - 89%	C	70 - 79%	D	60 - 69%	Fail	Below 60%
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<p><b>Activities</b></p>	<p><b>Exams</b></p> <p>There will be a midterm and final. The examinations will consist of multiple choice and a series of essay questions covering material covered in class .</p> <p><b>Written Assignments (mandatory specifics)</b></p> <p>All written assignments <u>must have a cover page</u> (including course number/title, assignment title, student name/date, instructor name) <u>stapled</u> to the other pages of the completed written assignment. This cover page does NOT count towards the total pages required for the assignment.</p> <p>Each assignment will be <i>double spaced</i> and generally conform to APA guidelines for format. Documentation of all materials cited or studied in preparation for the assignment must be referenced properly.</p> <p>Appropriate college-level writing skills, to include proper spelling and grammatical construction, are essential. These assignments must demonstrate more than general understanding through general restatement of the topics assigned.</p> <p>***All written assignments should be <u>submitted electronically</u> to the instructor, and a <u>hard copy submitted</u> in class <u>by the assigned date</u>. Your grade will be affected by your demonstration of writing skills, e.g. clarity, grammar, spelling, and general APA format.</p> <p>Please refer to ‘The Paper’ handout for addition reminders for successful written assignments.</p> <p><b>Class Assignments:</b></p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p><b>Campbell University Statement of Purpose:</b> Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons. This course is consistent with the aforementioned purpose and provides students a positive environment for learning.</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Please refer to the university’s Ethics &amp; Discipline, Code of Ethics for appropriate guidance. Cheating and plagiarism are serious offenses. Students who commit either offense will be subject to failing the assignment and/or failing the course.</p>

	<p>Additional sanctions may be imposed by the Campus Director.</p> <p><b>Drops and Withdrawals</b> Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so these can be provided.</p> <p><b>Please read the handout ‘Rules of Engagement’ for guidelines for class discussions.</b></p>
	<p><b>Instructor policy:</b> In order receive full credit for class participation, the student must demonstrate preparation for each week’s class experience. Readings are the general basis of the lectures, and in-class exercises; failure to be prepared can adversely impact class participation and course grades. Students are requested to turn off cell phones during class to minimize interruptions. Exceptions to this rule should be cleared with the instructor. If you anticipate leaving the class early, please inform the instructor.</p> <p>The time in class will be spent on lectures, group exercises, and other instructor guided assignments/activities. If you miss a class, you will still be responsible for completing all assignments on time. Of course, in-class group exercises/activities usually cannot be made up if you missed the class.</p> <p>Student’s attendance and active participation in the classes are critical to learning and success in the course. At a minimum students must have read the material assigned for a given class prior to that class. Please due the instructor the courtesy of letting her know when you are unable to attend. Email notification is acceptable. Frequent absences and lateness will result in lowering of <i>participation grade</i>. Students missing more <u>than 3 classes may fail</u> the course.</p> <p>The interactive nature of the class encourages the sharing of individual ideas and reactions related to the course content. Participation in group and class discussions is necessary in order to raise questions, identify and clarify issues, clarify thinking, develop competencies, and to grow in the understanding of self and others. Small group discussions will occasionally occur and students</p>

	<p>are expected to participate fully in them and all other class activities.</p> <p><b>Students will need to maintain and provide the instructor with a <u>current and functional email address</u> from which they can send and/or receive course related communications.</b> Students should check their designated email regularly to remain current with class activities and instructor messages. Changes in class schedules and assignments will be posted via email and Blackboard. Students are encouraged to monitor and use their Campbell email address.</p> <p><b>Late assignments</b> must be cleared with the instructor in advance. There will be no make-ups for the midterm, final or the class presentation unless advance arrangements are made with the instructor. Late submission of assignments should be rare and will be approved only when an unavoidable situation interferes with responsibilities to meet class deadlines. Assignments over 1 week late will be docked one letter grade.</p> <p><b>Class courtesy:</b> Students are asked to turn off their cell phones during class. Students who must remain available for calls should inform the instructor of the necessity and leave the class to answer the phone if necessary. Anyone leaving the class without explanation will be considered absent for that class period.</p> <p><b>Inclement Weather:</b> Classes will be held unless the base is secured due to inclement weather.</p>	
<b>Weekly schedule</b>	(Schedule subject to revision by instructor)	
	In Class	Online
Week 1	Chapters 1 & 2 in Domjan Chapter 1 in Goldstein	Chapters 3 & 4 in Domjan Chapter 2 Goldstein
Week 2	<b>Holiday</b>	Discussion Forum/ Read Chapters 5 & 6 in Domjan Chapter 3 Goldstein Home work Assignments
Week 3	Lecture Chapters 5 & 6 in Domjan Chapter 5 Goldstein	Discussion Forum Read Chapters 7 and 8 Domjan Chapter 6 Goldstein Home work Assignments
Week 4	Chapters 7 & 8 in Domjan <b>Midterm</b>	Discussion Forum Read Chapters 9 and 10. Domjan Goldstein Chapter 6 Home work Assignments

Week 5	Chapters 9 & 10 in Domjan Chapter 7 Goldstein	Discussion Forum Chapter 8 Goldstein Read Chapters 11 and 12 Domjan Home work Assignments
Week 6	Chapters 11 & 12 in Domjan <b>Paper Due</b> Chapter 9 Goldstein	Discussion Forum Read Chapters 13 & 14 in Domjan Chapter 10 Goldstein. Home work Assignments
Week 7	<b>Holiday</b>	Discussion Forum Chapter 11 Goldstein Review Sheet
Week 8	<b>Final Exam</b>	