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Spring 2002   rtracy@condor.depaul.edu   http://www.depaul.edu/~rtracy

THEORIES OF LEARNING/COGNITION   (PSY 360-301 CLASS # 31337),   TUE, APR 2, 2002
Course Web Site: http://oll.depaul.edu/
Class meets 10:50-11:50 MWF, Lincoln Park Campus, Levan 406

I. PURPOSES OF COURSE:

This course overviews learning & cognitive psychology by summarizing experimental research, theories, and practical applications. The course expands on material presented in Psychology 105 and 106.

We will consider such topics as conditioning and learning, attention, memory, imagery, problem solving, creativity, and decision making. These topics will be presented in terms of information processing theory, which considers the sequence of stages that seem to be involved in cognition.

II. CLASS ACTIVITIES, COURSE REQUIREMENTS, AND GRADING

A. Class lectures and discussions

will emphasize important ideas from the textbook, and supplement the text. Lectures may not always follow the text closely. Exams will probably involve both multiple-choice and essay questions and will cover material from both the assigned readings and class.

If you have an emergency and cannot attend class, please get class notes, announcements, and handouts, etc., from another responsible student.

B. We will be using "Blackboard"

Blackboard has been described as"…as an integrated course web site that includes a variety of teaching tools: online course materials, discussion groups, email, chat rooms,… and a class calendar." You will find online access to course outlines and posted grades at Blackboard: http://oll.depaul.edu . Once you enroll in Blackboard go to the "Course Material" section where you will find most of the materials for this course..

C. Two grading options

Around the middle of the quarter you should decide how you want to be graded, which depends on whether you do an optional project (e.g., a paper or a class presentation). The optional project allows you to consider more closely some interesting aspect of cognitive psychology. Grades will be weighted differently depending on your decision.

– Option 1: Exam 1 (20% of course grade), Exam 2 (20%), Final Exam (30%), Three brief position papers (10%) and Optional larger paper (20%). By doing the optional paper you can compensate in case you do poorly on one of the exams. Students sometime ask me if there is anything they can do for extra credit in this class. My answer is to do the optional paper.

– Option 2: Exam 1 (25% of course grade), Exam 2 (25%), Final Exam (40%), and Three brief position papers (10%)

D. Position papers, 10% of the course grade

A position paper is a brief paper (usually under a page in length) in which you take (a) a position (b) based on presented material which is (c) supported by example or evidence. Three position papers are assigned, due according to the schedule below. On the day that a position paper is due, come to class prepared (attendance is required) to discuss an important

topic, selected from assignments or lectures. You may choose any topic you want, including some topic that would be useful to know about for the next exam.

On a sheet of paper type an accurate summary of the topic as it was covered in text or class (showing that you've understood the material), and then take a position on that topic. Your position (opinion) should be supported by a clear positive or negative example or evidence. Your position paper should not be a summary or outline of the entire reading assignment. It should <u>not</u> be like a book report. You will receive the maximum grade on your position paper if you provide the following information. Please use the following headings.

(1)   _**S**ummarize_. You accurately summarize the topic as it was covered in text or class.

(2)   _**Your**_ Position. Give your position. You can take any position on any topic, even if you **disagree** with what was presented in the text or class. You could choose a topic that you could use in the major paper project (see above) or a topic that you think will help you prepare for the next exam. You could also pick a topic that you think needs further clarification.

(3)   _**E**xample or evidence_. Give at least one clear positive or negative example or evidence to support the point you are making. You can use evidence from the text or class, or examples from your own experience.

(4)   Note that the acronym from a rearrangement of the above headings spells YES: Your opinion, example or evidence, and summary. YES indicates maximum credit. If you consistently receive YES on these position papers, you will receive an "A" for that part of your grade, which is worth 10% of the course grade.

(5)   Position papers must be typed double-spaced with 1 ½ inch margins, roughly three paragraphs long. Papers will be evaluated for content and writing quality. They should be well-organized, and free of grammatical errors and misspellings. To help you in organizing your paper, use appropriate headings in your paper, such as: <u>Summary</u>, <u>My Position</u>, <u>Example or Evidence</u>. Each paper should have an appropriate title.

(6)   Send your position paper by email to rtracy@condor.depaul.edu the night before the class when the paper is due. Please use the course number, <u>Psy 360</u> in the subject line of your email to help me avoid losing your email. Also be sure to send a copy to yourself as proof that it was submitted on time.

(7)   Also prepare a paper copy to bring to class for you to refer to and hand in. During class, I plan to list some of the discussion topics on the board so that we can select (possibly by voting) which to discuss first. Attendance is required for class discussion.

E. Exams

– As mentioned above, exams will probably involve both multiple-choice and essay questions and will be drawn from material presented in the readings and class.

– How to study for the exams.

(1)   Write study questions for each assigned chapter. Design your questions so that if you can answer them you will be sure that you know the material in the chapter. There are some sample study questions at the end of each chapter that might be useful.

(2)   For each question, list or outline points to include in your answer (it's probably unnecessary to write out your answers).

(3)   Review with another student by asking and answering each others'
study questions.

(4)   Make up a separate set of study questions for the lectures, and review
in like manner.

(5)   Concentrate your study on information that was presented in <u>both</u> text
and class. Pay special attention to material that I have
emphasized in class even if it was not covered in the text. Place
less emphasis on — but don't entirely neglect — information
only in the text. Material presented only in the text will appear
on multiple-choice questions.

– Any student who cannot take an exam when scheduled should let me know
well in advance.

If you have sudden emergency reasons for missing an exam, I need a
written excuse from a physician or another person who knows about the
problem. I have had experience with students who have purposely missed
exams to achieve more time to study — which is obviously unfair to other
students. If you do not inform me beforehand about missing a test and do
not provide a good excuse, your makeup will consist of the material assigned
for the exam **plus material assigned the week following the exam.**
Scheduling of makeup exams may also need to be done through the Liberal
Arts office for a fee.

III. OPTIONAL PAPER - WORTH 20% OF THE COURSE GRADE.

– The paper can be on any aspect of learning or cognitive psychology. The
lectures and textbook contain ideas.

– A possible paper would be a cognitive-behavioral change project, as
discussed further in class.

– Please check with me to insure that your planned paper will be satisfactory.
Some projects involve less or more work (e.g., doing an experiment)
and I want to insure that you are not taking on too much. If you want
to do a project worth more than 20% of the course grade, let me
know. We can negotiate what percentage of your grade the project is
worth.

IV. NO CHEATING OR PLAGIARISM.

Plagiarism includes copying any source either entirely or in part or
paraphrasing without proper acknowledgment. Plagiarism could result in a
Failure grade in this course and possible expulsion from the University. If
you have questions or doubts about what plagiarism involves or how to
properly acknowledge source materials and the works of others, consult with
me or see the handbook of the Liberal Studies Program, **Writing in Liberal
Studies** (I didn't find it online). Also check out the Student Handbook:
http://condor.depaul.edu/~handbook/code17.html

V. HOW I CALCULATE YOUR GRADE .

I average the letter grades for all of your course assignments. For
example, suppose you receive a "B" for **Exam 1**, an "A" on **Exam 2**, an "A"
on **Final Exam**, and an "A-" for the **Position Papers**.

These grades are weighted as follows: (Exam 1) 25%, (Exam 2) 25%,
(Final Exam) 40%, and (position papers) 10%. The letter grades are
converted to numbers using this scale:

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F-   F   F+   D-   D   D+   C-   C   C+   B-   B   B+   A-   A   A+
0    1   2    3    4   5    6    7   8    9    10  11   12   13  14
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The course grade is computed by multiplying each scale value by the appropriate weight and summing the products, for example:

$$(B * 25\%) + (A * 25\%) + (A * 40\%) + (A\text{-} * 10\%) =$$
$$(10 * .25) + (13 * .25) + (13 * .40) + (12 * .10) = 12.15$$

Which is an "A-" using the grading scale. If your grade falls exactly on a boundary between two letter grades, you will receive the higher grade. Please ask me any questions you might have about this grading system. This grading system averages grades similar to the way the university calculates your grade point average, except my grading scale involves whole numbers which makes the math a little easier.

The university grading system does not have D- or A+ grades, so a "D-" grade in my class converts to a "D" grade and an "A+" grade converts to an "A" grade on your transcript.

VI. UNIVERSITY EVALUATION OF ACHIEVEMENT

The university grading system does not have D- or A+ grades, so a "D-" grade in my class will become a "D" grade when I turn in grades, and an "A+" grade will become an "A" grade.

A, **A-**   means excellent achievement.

B-, **B**, **B+**   means superior achievement.

C-, **C**, **C+**   means satisfactory achievement.

D, **D+**   means poor achievement. "D" or "D+" grades will not fulfill the requirements in a student's major field of   concentration.

F   means failure to meet minimum achievement.

IN   is a temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances is prevented from completing course requirements by the end of the term. Permission for an "IN" grade requires the instructor's permission. An "IN" grade must be removed before the end of the following term. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to an "F."

PA   means passing achievement in a "pass-fail" course.

W   is automatically recorded when the student files for withdrawal through their home college or school before the date designated in the academic calendar for such a withdraw.

April 2002

Su	M	Tu	W	Th	F	Sa
	1 **B**	2	3	4	5	6
7	8	9	10	11	12 **P1**	13
14	15	16	17	18	19	20
21	22	23	24	25	26 **E1**	27
28	29	30				

B = Begin classes, **P1** = Paper 1, **E1** = Exam 1

May 2002

Su	M	Tu	W	Th	F	Sa
			1	2	3 **MPA**	4
5	6	7	8	9	10 **P2**	11
12	13	14	15	16	17	18
19	20	21	22	23	24 **E2**	25
26	27 **H**	28	29	30	31	

MPA = Midwest Psy Con **P2** = Paper 2, **E2** = Exam 2, **H** = Memorial Day

June 2002

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5 **P3**	6	7 **L**	8
9	10	11	12 **F**	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

P3 = Paper 3, **L**= Last class, Optional paper due. **F** = Final exam, 8:45-11:00 AM,

Tentative assignment schedule based mainly on the text by Reed, S. K. (2000). <u>Cognition: Theory and Applications with Study Guide & CogLab</u>. Wadsworth/Thomson Learning: Belmont, California, 94002-3098, www.wadsworth.com
(Text & Study Guide & CogLab has ISBN: 0-534-97039-7). I was surprised to discover that the Bookstore is asking $100 for this package.

Here are two other cheaper options: (1) If you are willing to share CogLab with some other student, you can purchase the text with Study Guide (ISBN:0-534-35641-9) for $87.26 at http://e-catalog.thomsonlearning.com. (2) If you are willing to share the Study Guide and CogLab with someone else, the text (used) can be purchased at Amazon.com for $58.
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I. WEEK 1 (APRIL 1-5)

Other important dates and deadlines can be found on the University Calendar at: http://pres.depaul.edu/calendar/

– Create your Blackboard account. Then enroll in blackboard for this class. Follow the instructions at (To read the following pdf document you will need to have the for free Adobe Acrobat Reader installed on your computer): http://www.itd.depaul.edu/website/pages/Blackboard/QuickGuides/Blackboard_tipsheets/Enroll5.pdf

The Blackboard web site has detailed outlines of each textbook chapter, as well as lecture outlines and handouts, including this syllabus. Later in the quarter your grades will be posted there. See the "Course Materials" section of Blackboard.

– Read Reed Chapter 1 (Introduction).

– Read a chapter on Learning which will be placed on reserve in the library. Pages 188-225 in Kalat, J.W. (1999). <u>Introduction to Psychology</u>. Brooks/Cole * Wadsworth: Detroit, ISBN:0-534-35578-1.

– **Class**: Overview of Learning and Cognitive Psychology. Much of my overview is not covered in the assigned readings. I will review the Revolt, Development of Learning Theory, Neo-behaviorism, Information Processing Theory, and possible future developments. Class lectures may lag behind the textbook assignments until about the third week.

II. WEEK 2 (APRIL 8-12)

– Read Chapter 2 (Pattern Recognition)

III. WEEK 3 (APRIL 15-19)

– Read Chapter 3 (Attention).

IV. WEEK 4 (APRIL 22-26)

– Read Chapter 4 (Short-term Working Memory). Omit the sections: *Recognition of Items in Short-term Memory*, pages 99-104; and *Working Memory versus Short-term Memory*, pp. 106-108

V. WEEK 5 (APRIL 29- MAY 3)

– May 3, Midwestern Psychological Convention, No class

VI. WEEK 6 (MAY 6-10)

– Read Chapter 5 (Long-term Memory). The discussion of the Atkinson and Shiffrin interpretation is not very clear in spots.

VII. WEEK 7 (MAY 13-17)

– Read Chapter 6 (Levels of Processing)

VIII. WEEK 8 (MAY 20-24)

– Read Chapter 7 (Visual Images). Omit the section on Sequential versus Parallel Processing, pp. 194-106.

IX. WEEK 9 (MAY 27-31)

– **Monday, May 27, University closed for Memorial Holiday**

– Read Chapter 12 (Problem Solving)

X. WEEK 10 (JUNE 3-7)

– Read Chapter 13 (Expertise and Creativity) Didn't Cover

– Catch-up

– **Optional Paper projects are at the last class, Friday, June 7.**

XI. **FINAL EXAM, WEDNESDAY, JUNE 12, 8:45-11:00 A.M.**

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