



Department of Psychology
PSY 233 OLC – Psychology of Learning & Memory

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Textbook: Gluck, M., Mercado, E., & Myers, C. (2016). *Learning and Memory: From Brain to Behavior*. 3rd Edition, Worth.

Canvas: <http://stillman.edu>

This website contains PowerPoint presentations, videos, and a chapter review site for each of the twelve (12) chapters covered in the *Learning and Memory: From Brain to Behavior* textbook. Students can use the chapter PowerPoint presentations, videos and the chapter review site handouts, PowerPoint question review slides as well as the Quizlet eflash cards and online tests to earn an "A+" in the course.

In addition, this website contains a copy of the course syllabus, a copy of the course topical outline, a copy of the instructor's office hours, some helpful links, announcements, and a place to check your grades. Check this site regularly as it contains important information, which you will be responsible for knowing.

Course Description:

The **Psychology of Learning** course introduces students to the principles of learning and how these principles can be used to modify human behavior. This course emphasizes the application of learning theories and principles to solve behavioral problems, as they exist in oneself, one's family, schools, the workplace, and within larger socioeconomic and political groups. Topics covered include extinction, reinforcement, punishment, stimulus discrimination, prompting and fading, generalization, modeling, problem solving, cognitive therapy, feedback, Pavlov conditioning, concept learning, general-case instruction, and more.

Prerequisite: PSY 230 or Junior/Senior Class Standing

Learning Objectives:

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

1. List the cognitive processes associated with various kinds of learning (critical thinking and problem solving) and how these processes are stimulated.
2. Describe the role human behavior and motivation play in learning.
3. Compare and contrast the theoretical views of cognition developed by theorists such as Pavlov, Watson, Thorndike, Bandura, Skinner, and others.
4. Describe the role of the brain functioning in memory and learning.
5. Discuss the various components of memory (i.e. semantic, episodic, skill, working, short term).
6. Apply learning and memory constructs to real life experiences and situations.
7. Identify tips on improving one's own and others' memory.

Course Procedures and Overview:

Several methods will be utilized during the semester. These will include discussions, audio visual material, question-answer sessions, oral reports, written reports (abstracts), Internet, e-mail, empirical/research articles, various technological assets available to students, and sharing of informative ideas and conceptual outlooks concerning different issues related to psychology in today's society.

Attendance Policy:

Attendance is taken in online courses Monday thru Friday. The date and time show up in Canvas each time a student logs into an online course. Students need to log into an online course at least **one** to **two** times each week to avoid being marked absent. **Excessive unexcused absences can result in earning a lower course grade or failing a course.**

Assessment/Grade Determinants:

Type of Assignment	Total Points
Journal	400
Quiz	400
Discussion	100
Final	100
Total Points Possible	1000
* Bonus Points = 100	

Journal: Students will complete **FOUR** Journals in Canvas. Journals entries should range in size from a **paragraph** to a **full-page** double-spaced essay. Journals are graded on the relevance of the material presented. Journals are also graded on clarity, organization, and grammar. If you fail to complete a journal, you will forfeit the points for the assignment unless you arrange with the instructor to make-up the missed assignment.

Discussion. Students will complete **FOUR** Discussions. Only meaningful posts that add to the discussion will be counted as replies (posts like "**great post!**" or "**I completely agree**" do not count). Discussion will remain open one week, from Wednesday the first week to Wednesday the following week.

Quiz: Students will **FOUR** Quizzes in Canvas. Each Quiz is open book and not timed. Each quiz can be taken **THREE** times. Students should view taking a quiz as a **fun way** to test knowledge and understanding of the material covered. Students **should review** the course material when an incorrect answer is given. The last score earned will go into the Grade Center to calculate your final course grade.

FINAL: Students will develop a PowerPoint Presentation on any individual or topic, person, situation, diagnosis or treatment covered in the modules presented in Canvas or the course textbook. This PP presentation should include at least **fifteen (15) well-developed slides** or **seven (7) well-developed slides** plus a **3-to-4 minute video**. Videos can be found on YouTube or the internet. Students will submit their PP presentation in Canvas as an attachment.

Students can either work alone or in groups of up to four students to complete this assignment. **Students need to make sure all student names are listed on the first presentation slide.**

Bonus Points: Students can earn 100 Bonus Points by completing Psychology Edge activities and assignments. Psychology Edge activities and assignments encourage students to develop valuable professional skills and habits.

- Students can also earn a psychology edge points by:
 - Attending the Spring Convocation & Honors Convocation
 - Attending the 4th Tuesday Advising Meetings for your major
 - Completing community service activities
 - Joining a club related to your major
 - Joining a professional organization related to your major
- If a student is absent from an out-of-class event, the student will forfeit these points unless arrangements are made to make-up this missed activity.

Attendance

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Grading:

Grades will be based on your performance on quizzes, journals, and PowerPoint presentation. The grading scale will be as follows:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = below 59

Students may check their grades and receive course information at <http://stillman.edu>

STUDENT SPECIAL NOTE:

Students must complete all Quizzes and assignments in Canvas during scheduled times. **MAKE-UP Quizzes and Journals** will be given in the case of a documented emergency or approved absences. You may receive this documentation from the office of Student Affairs. This documentation will be required **before** a make-up quiz or journal is administered.

All written assignments must be free of grammatical errors and submitted when due. Work received early, before the due date will receive full credit. A student who plans to be away from the campus at the time an assignment is due is expected to submit the assignment early **prior** to leaving.

Special Needs:

***Disability Statement**

A Stillman College student with a disability should contact the Director of the Student Development Center. It is the responsibility of the Stillman College student to declare the disability, document it, and request appropriate accommodations. Accommodations will be made for students with learning or physical disabilities. Please see the instructor during the **first week** of class if this applies to you.

Other Important Information:

Remediation

Course and content remediation is offered through self-study, meetings with the instructor, peer study, and/or repeating assignments and the course. Remediation is offered at the request of the student and should be requested with enough advance notice so the student has a reasonable opportunity to successfully complete the course. The method of remediation is at the discretion of the instructor, as deemed appropriate for the student based on the perceived abilities.

Online Etiquette:

Student-to-Student Etiquette: There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way.
- **Confidentiality:** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.

Student-to-Instructor Etiquette: In addition to above values, I expect that each student will submit completed assignments in a timely manner.

Instructor-to-Student Etiquette: Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner,

System Requirements: The course requires a high-speed Internet connection and the following free multimedia plug-ins:

- Adobe Reader
- Flash Player
- PowerPoint Viewer

- QuickTime, RealPlayer, or Windows Media Player
You must have speakers installed and working properly on your computer before beginning the course.
- You will need access to Microsoft Word, PowerPoint, and Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may download the Open Office Freeware, an open productivity suite.

Minimum Student Technical Skills: Participation in an online course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Canvas eLearning (see Canvas eLearning Tutorials, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or network interface.
- Use the computer operating system (Windows/MAC OS) TO:
 1. Create folders.
 2. Find, copy, move, rename, and delete files.
 3. Launch, run, and switch between software applications.
- Use a word processing program to (see Word 2007 or 2003 tutorials for PC users; Word 2008 for MAC users. if you need assistance).
 1. Create, format, edit, spell check, save, print, and retrieve a document.
 2. Cut, copy, and paste information within and between documents.
 3. Save a word processing document in text or rtf format.
- Use a Web browser to:
 1. Open, print, and/or save Web pages to local or removable storage drive.
 2. Open and save Adobe Acrobat files (PDF files).
 3. Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
 4. Use a search engine's basic features to find information on the Web.
- Download and install programs from remote servers.
- Use an email to:
 1. Send, receive, store, and retrieve messages.
 2. Send, receive, and open file attachments.
- To obtain assistance with technical issues (removing pop-ups, opening pages or quizzes, ect), or if you are unable to see the course content or have other questions regarding the course itself, email hepdesk@stillman.edu



WEEK	CHAPTER TOPIC	ASSIGNMENTS
January 7 th - 8 th WEEK 1	Chapter 1: The Psychology of Learning	WELCOME
January 11 th - 15 th WEEK 2	Last Day to ADD/DROP Thursday 14th Chapter 1: The Psychology of Learning	Due Friday 15 th Discussion 1: Chapter 1
January 18 th - 22 nd WEEK 3	Spring Convocation Thursday 21st Chapter 2: Neuroscience of Learning	Martin Luther King 18th Due Friday 22 nd Journal 1: Chapter 2
January 25 th - 29 th WEEK 4	Chapter 3: Habituation, Sensitization, ...	Due Friday 29 th Quiz 1: Chapter 3
February 1 st - 5 th WEEK 5	Chapter 4: Classical Conditioning	Due Friday 5 th Discussion 2: Chapter 4
February 8 th -12 th WEEK 6	Chapter 5: Operant Conditioning	Due Friday 12 th Journal 2: Chapter 5
February 15 th - 19 th WEEK 7	Sophomore Proficiency Exam 20th Chapter 6: Generalization + Discrimination	Due Friday 19 th Quiz 2: Chapter 6
February 22 nd - 26 th WEEK 8	Chapter 7: Episodic and Semantic Memory	Due Friday 26 th Discussion 3: Chapter 7
March 1 st - 5 th WEEK 9	MIDTERM WEEK Chapter 8: Skill Memory: Learning by Doing	Due Friday 5 th Journal 3: Chapter 8
March 8 th - 12 th WEEK 10	Spring Holidays begin @ 5 pm Chapter 9: Working Memory & Cognitive	Due Friday 12 th Quiz 3: Chapter 9
March 15 th - 19 th WEEK 11	SPRING BREAK	SPRING BREAK
March 22 nd - 26 th WEEK 12	Last Day to Withdraw Thursday 25th Chapter 10: Emotional Influences on Learning	Due Friday 26 th Discussion 4: Chapter 10
March 29 th -April 2 nd WEEK 13	Registration Summer & Fall 29th- April 23rd Chapter 11: Social Learning & Memory	Good Friday Holiday April 2nd

April 5 th – 9 th WEEK 14	Honors Convocation Thursday 18 th Chapter 12: Development and Aging	Due Friday 9 th Journal 4: Chapter 11
April 12 th – 16 th WEEK 15	Chapter 13: Cognitive Psychology	Due Friday 16 th Quiz 4: Chapter 12
April 19 th – 23 rd WEEK 16	Friday 23 rd Last Day of Class Chapter 14: Implications Cognitive Psychology	Due Thursday 29 th Final PP Presentation Chapters 1 – 14
April 26 th – 30 th FINALS WEEK	Semester ends Friday 30 th FINAL by Thursday April 29 th	Commencement Saturday May 1 st
May 3 rd	Faculty Grade Rosters due by 12 noon	