

California Lutheran University

Bachelor's Degree for Professionals

PSYC 315 Principles of Learning and Memory

Winter Term, 2016

Wednesdays 6 – 9:30 PM

Oxnard Campus, Room 104

Drop Dates: 12/7/15 Last day to drop without “W” or financial penalty

1/19/16 Last day to drop without academic penalty

Instructor: Elizabeth Geringer, M.S.

Office hours: before & after class and by appointment

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Course Description:

This course covers the scientific study of Learning: the process by which *changes in behavior* arise as the result of *experience* interacting with the world, and Memory: the record of our past experiences, which are acquired through learning. Students study learning and memory according to behavioral processes, brain substrates and clinical perspectives.

Textbooks/Required Readings:

Gluck, M., Mercado, E., & Myers, C. (2014). Learning and Memory, From Brain to Behavior, 2nd edition. (ISBN-10: 1429240148)

Course Outcomes:

At the end of this course students will be able to:

1. Students will be able to apply psychological research methods, critical thinking and field specific knowledge to class assignments, exams and final research paper/presentation.
2. Students will be able to apply learning and memory psychology principles. Students will be encouraged to understand the relevance of learning and memory principles and to apply these principles to everyday life. In addition, students will understand how recent advances in neuroscience have produced dramatic changes in clinical practices over the last decade for diagnosis, treatment, and rehabilitation of learning and memory disorders (e.g., Alzheimer’s disease, autism, schizophrenia, Parkinson’s, Huntington’s, dyslexia, ADHD, stroke, etc.)
3. Students will be able to express themselves professionally and effectively in writing and oral presentations. Students will be encouraged to demonstrate their writing ability in research based written assignment and will also be expected to express themselves orally in class discussions and final presentation. They will be expected to learn the relevant APA ethical standards and guidelines for professional conduct.

Assignments:

The course will be taught in a lecture/seminar/Blackboard format that encourages an ongoing interactive dialogue between the lecturer and students. It is expected that students will have completed readings and

assignments prior to each class meeting. Students should be prepared to participate in class discussions pertaining to the main topics of the assigned material. Student's work in the class will be evaluated based on all assignments, exams, and in class participation.

Student Workload/Carnegie Hours:

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).
- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)

Instructional Hours**

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Includes 1 video/discussion class for 11/25/15 (Thanksgiving)
Exam Prep (3 total)				25	Average, varies by student
Discussion Board- High Involvement (8 total)		13 hrs. 20 min.			Average, varies by student
Research Paper & Presentation				20	Average, varies by student
Total		50		100	

** In this chart the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

Discussion Board Responses:

Students are required to respond to Discussion questions related to course material that will be posted on Blackboard. Students are required to research the question through use of the text, articles and current events. Students will upload a response through Blackboard that is thoughtful and includes at least one source to validate his or her response/opinion. Responses should be at least one paragraph in length (approximately 250+ words). In addition students are also required to post an additional response/comment on one other original response by another student. There will be four Discussions throughout the semester. Students will post a total of 4 initial responses and 4 secondary responses. Discussion board responses are

worth 160 points total: 25 points for each initial response and 15 points for each additional/comment response.

Exams:

Exams evaluate students understanding of course material and are designed to be a learning tool. There will be 3 exams. Each exam includes multiple-choice, fill-in-the-blank and short answer questions. All tests cover specific chapters and are not cumulative. There is no final exam. Each exam is worth 100 points.

Written report and presentation:

At the first class session, students will be provided with a list of topics related to Learning and Memory. Topics include: Alzheimer's disease, Autism, Schizophrenia, Parkinson's Disease, Huntington's Disease, Dyslexia, ADHD, stroke, addiction, Phobias, PTSD. Each student is to select one topic from the list to research, critique, write a comprehensive report and then present research to class. In addition, students will be required to provide a one-page handout with key principles of his or her topic for each member of the class. A minimum of three peer-reviewed articles through CLU database is required for this report. Presentation will be 15 minutes with 5 additional minutes for questions from class (20 minutes total). Students are required to use PowerPoint (APA format) for presentation to class. Further details will be discussed in class. Written report and Presentation is worth 200 points.

Grading

A = 92-100%

A- = 90-91.9%

B+ = 88-89.9%

B = 82-87.9%

B- = 80-81.9%

C+ = 78-79.9%

C = 72-77.9%

C- = 70-71.9%

D = 60-69.9%

F = 59.9 or less

~ Attendance/Participation = 90 points

~ 8 Discussion Board Response = 160 points

~ 3 Exams = 300 points

~ Research Paper & Presentation = 200 points

~ TOAL POINTS POSSIBLE = 750 POINTS

Attendance Policy:

A portion of students grade will include attendance and participation in weekly class lectures, discussions and activities. In order to receive full attendance/participation points, students must be engaging in weekly in-class lecture discussions. Because this is an accelerated 11-week course, students should plan to be at every class meeting. No more than 2 absences will be allowed.

Make up and Late Policy:

Assignments will only be accepted up to one week past the due date and will receive a 10% reduction in maximum points for each day late.

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor

at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

Cal Lutheran Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information:

<http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information

http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is presented below. While the material will be covered in the order presented in the schedule, the actual timing may change from week to week as the course progresses.

PSYC 315 Winter 2016 Course Schedule

DATE	TOPIC	READING	ASSIGNMENTS DUE
11/25/15 (NO CLASS)	The Psychology of Learning & Memory; The Neuroscience of Learning & Memory	Ch. 1 & 2	No class Watch online video lecture
12/2/15	Habituation, Sensitization & Familiarization; Classical Conditioning	Ch. 3 & Ch. 4 (No Brain Substrates)	Discussion Response #1A, Discussion Response #1B- due 12/6/15
12/09/15	Operant Conditioning; Generalization & Discrimination Learning	Ch. 5 & Ch. 6 (No Brain Substrates)	3 resources due for Research
12/16/15	Review Ch. 1 – Ch. 6		Exam #1
12/23/15			No Class
12/30/15			No Class
1/5/16	Episodic & Semantic Memory; Skill Memory	Ch. 7 & Ch. 8 (No Brain Substrates)	Discussion Response #2A, Discussion Response #2B- due 1/9/16
1/13/16	Working Memory	Ch. 9	Discussion Response #2A, Discussion Response #2B- due 1/17/16
1/20/16	Review Ch. 7 – Ch. 9		Exam #2
1/27/16	Emotional Influences on Learning & Memory	Ch. 10	Discussion Response #3A, Discussion Response #3B- due 1/31/16
2/3/16	Social Learning and Memory	Ch. 11	Discussion Response #4A, Discussion Response #4B- due 2/7/16
2/10/16	Review Ch. 10 – Ch. 11		Exam #3
2/17/16	Research Presentations		Research Paper