

PSY 322--Psychology of Learning and Motivation

3 Credit hours

Fall 2009

COURSE DESCRIPTION

An experimental-theoretical analysis of the concepts and principles of learning and motivation, particularly emphasizing the simpler types of learning such as conditioning.

Prerequisite—PSY 201

The higher types of learning such as cognitions are also explored. Where appropriate, an attempt is made to show how these principles apply to human learning. Emphasis will be placed on understanding and application of learning principles to your daily life.

COURSE GOALS

- A. A major purpose of this course is to familiarize the student with the vital role played by learning in the many facets of our lives.
- B. It is the purpose of this course to provide not only a practical learning experience, but a personal growth experience as well by helping students to gain some perspective on how their unconscious use of learning principles can occasionally work to their own advantage and/or personal detriment.

COURSE OBJECTIVES

Upon successful completion of this course the student will be able to do the following:

- A. Compare and contrast major learning theories.
- B. Apply learning concepts to practical life issues through the development of a term paper focused on a specific behavioral change that the student would like to make in their own life.
- C. Describe the wide range of life issues which are impacted by learning principles.
- D. Integrate Christian faith and the psychology of learning through exams, papers, and class discussion.

TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Lefrancois, G. (2006). *Theories of human learning: What the old woman said*, (5th ed.). Belmont, CA: Thompson.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 2. Excessive absences can reduce a student's grade or deny credit for the course.

3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
6. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures
 - a. Three unit exams (100 points each) for a total of 300 points
 - b. Comprehensive final exam worth 100 points
 - b. One term paper worth 100 points
 - d. Total points for the class = 500
2. Whole Person Assessment Requirements
 - a. The term paper as described in the following section is submitted electronically to the students' eportfolio upon the students' completion.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Term Paper Assignment—the student is to choose a personal behavior they want to either stop or begin. Using one or more of the learning theories described in class, each student is to create and implement a treatment plan. The paper should be written according to the following guidelines:
 - 1) A description of the behavior the student wants to stop or start and the goals they are establishing regarding this behavior.
 - 2) A description of the strategy/treatment plan that they are going to implement. This description should include an explanation of why they have chosen the particular learning theories and how each anticipates applying them to their situation.
 - 3) A report on the results. Each student is to implement the treatment plan for a minimum of three weeks, after which each will report on the results in terms of whether goals were met, what adjustments to make, and what was learned from this process.
 - 3) The paper will include both the treatment plan and the results. The grade will be based more on the content of the treatment plan and what was learned from the process than on whether or not there was success in stopping or starting the behavior.

- 4) This paper is kept confidential to encourage an honest application of these principles to a needed area of life.
 - 5) This paper should follow APA format and cite a minimum of five sources.
 - 6) This paper is worth 100 points.
4. Other Policies and Procedures
- a. Attendance requirement – violation may result in reduction of points.
 - 1) Responsible attendance is being late or absent no more than three unexcused times.
 - 2) Absences documented by administrative excuses or doctors’ notes are excused.
 - 3) If a student leaves class, that student is counted absent.
 - 4) Lateness equals absence.
 - b. Make-up work: Any work missed due to excused absences must be made up within one week.
 - c. Contemporaneity--All material presented in fulfillment of course requirements must be initiated and completed during the semester the course is offered. Papers prepared in other semesters and for other courses are not accepted for this course.
 - d. Exclusiveness--All course requirements are designed for this course alone and are to be submitted only for this course. Likewise, assignments carried out for other courses during this semester are not accepted for this course.
 - e. Under no circumstances is any material, score sheets, or test interpretations to be used by the student for any purpose other than for educational experiences involved in this course. There are severe penalties for misuse of materials.
 - f. Punctuality--Deadlines for submitted course assignments are printed in this syllabus in order that the students may budget time and submit each assignment on or before the deadline. The instructor reserves the right to refuse to accept material submitted late.
 - g. Changes--Class attendance is considered an essential component of the requirements of this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is each student’s responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.

COURSE CALENDAR

<u>Week</u>	<u>Subject</u>	<u>Reading</u>
1	Orientation	syllabus
2	Human Learning: Science and Theory	Ch. 1
3	Early Behaviorism: Pavlov, Watson, & Guthrie	Ch. 2
4	The Effects of Behavior: Thorndike & Hull	Ch. 3
5	Operant Conditioning: Skinner’s Radical Behaviorism	Ch. 4
6	Exam I	
	A Transition to Modern Cognitivism: Hebb, Tolman, & the Gestaltists	Ch. 6
7	Three Cognitive Theories: Bruner, Piaget, & Vygotsky	Ch. 7
8	Neural Networks: The New Connectionism	Ch. 8
9	Several Current Cognitive Interpretations	
	Exam II	

10	Learning & Memory	Ch. 9
11	Forgetting & Language	
12	Motivation	Ch.10
13	Social Learning: Bandura's Social Cognitive Theory	Ch 11
14	Exam III	
	Evolutionary Psychology: Learning, Biology, & the Brain	Ch. 5
15	Analysis, Synthesis, and Integration	Ch.12
16	Final Exam	

Additional notes:

- Final Exam will be given on the date and time posted by the university Registrar.

Course Inventory for ORU's Student Learning Outcomes

PSY 322 – Psychology of Learning Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		