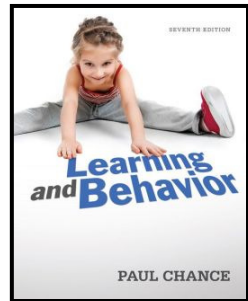


Psy 212: Learning and Memory

Lane Community College
Department of Social Science
Spring 2014

Instructor: Eric Kim
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office hours: MW 10:00 - 11:20, CEN 410
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CRN 41421: MW: 12:00 -1:20, CEN 009

Basic Course Information

Prerequisites:

There are no course prerequisites. You are required to have basic academic competencies and expected to be able to read, write, study, organize and retain information at a college level. This includes spending approximately 6 hours per week reading for this *3 credit course*, preparing and studying for this course.

Although there are no prerequisites for this class, those who have taken General Psychology 201, 202 or 203 may have an advantage at learning the material. In addition, since this is a topical course in psychology, you will be required to read more than in a General Psychology course.

Required text for Psychology 212 (Learning and Memory):

- Chance, P. (2014). Learning and Behavior, Active Learning Edition, 7th edition.

Course contents:

This psychology course is for a general audience. You need to apply it to your particular situation AND situations you might encounter since your future may not unfold as you intend. Because of the nature of psychological inquiry, it can challenge the sense of who you are as an individual and your view of life events.

Why should you learn about psychology:

Broadly speaking, psychology is the study of how people think and behave. This knowledge can help you begin the process of understanding yourself and others. If you don't understand some of the factors that influence your thinking and behavior, you will be unable to make the changes in your life that you want and the problems you face will continue. A good understanding of yourself can help you feel that you have more control over your life and allow you to begin to make changes in your life. A good understanding of others can be helpful in that it will help you improve your relationships with other people. Since most careers involve working with people, this knowledge will be helpful with not only your personal relationships, but your professional career.

The nature of psychological inquiry can be challenging because it can change the sense of who you are and your view of life events.

Topical psychology courses offered at Lane Community College:

- Abnormal Psychology
- Human Sexuality
- Learning and Memory
- Lifespan Development
- Multi-Cultural Psychology
- Personality
- Social Psychology

Basic Course Information

Course format:

Class time will mostly be used to cover some of the main concepts in the chapter. I will use videos and audio clips to demonstrate class material, work on in-class exercises, and ask you to apply and connect the concepts to “the real world”. I will integrate current topics with chapters from within this course as well as material from the other General Psychology courses. In addition, we will explore how understanding psychology relates to the other social sciences, such as criminal law, sociology, economics and politics. These will be done in relation to the core learning outcomes.

I call on students to participate in class. Although I encourage participation in class, this is NOT an open invitation for having a conversation with your fellow students. Conversations in the classroom are distracting for other students.

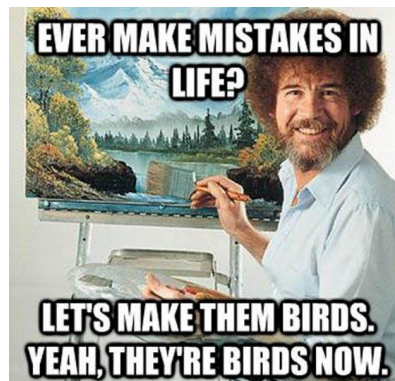
Basic student code of conduct:

- Work hard
- Be responsible
- Be respectful to others
- Seek help when struggling
- Be honest. Don't lie, cheat or steal

Lane Community College core learning outcomes:

- Think critically
- Engage diverse values with civic and ethical awareness
- Create ideas and solutions
- Communicate effectively
- Apply learning

Related to the core learning outcomes, I will have you explain why learning about psychology is important, provide opportunities to demonstrate your metacognitive skill, organize information and approach problems systematically.



Web sites:

- **My web site:** <http://media.lanec.edu/users/kime> You can find short chapter outlines, chapter objectives and, copies of my overheads, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the overheads to help you listen, think, and take your own notes during class instead of copying from the overheads. This is a supplement for the course, not a substitute for attending class or reading the textbook. Handouts from class are the documents of record since there may be problems or delays with transferring information from my files to the web site.
- **Publisher's web site:** Link to the publisher's website from my website for the class. You can find virtual flashcards and practice quizzes.



Grades:

Chapter Exams (3 x 60 pts.)	180 points	A = 270 - 300 pts.
Final Exam (60 pts.)	60 points	B = 240 - 269 pts.
Examples of Learning and Memory	50+ points	* C = 210 - 239 pts.
Non-Exam points (10 pts.)	10+ points	D = 180 - 209 pts.

Grades are not based on a curve. Keep a record of your points. If your records do not match mine, let me know. Please see me during office hours for help to address your questions or concerns. Pluses and minuses are given at my discretion for exceptional work.

* If you have the pass/no pass grading option, you need to earn a “C” to pass and a “D” is no pass. This is a college-wide policy.

Chapter exams (60 points each):

Exams are usually 60 multiple choice/matching questions (1 point each). Exams that are not 60 points will be scaled to 60 points to be taken in 80 minutes. Exams may contain multiple-choice based on the readings, class demonstrations, discussions and examples from class, or questions from a previous chapter from the course!

- Students who have an average greater than or equal to 80% on the three chapter exams may substitute the final exam score with the average score of all three chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all four chapter exams OR the final exam—whichever is greater.
- After the first exam, there will be an opportunity to earn bonus points on the chapter exams. These bonus points are optional and are questions from previous chapters. You will need to correctly answer at least 3 of the 12 questions to earn points and these questions can be used as practice for the final exam and an indicator of how well you are retaining information for the final exam. This is only available to those to take the exam at the scheduled time.

Comprehensive final exam (60 points):

The final exam will be a comprehensive multiple-choice exam based on the textbook (60 multiple choice items (1 point each)). Students who take the comprehensive final exam at the scheduled time, a sheet of notes (8 ½” x 11”, front and back) will be allowed for their final exam.

- The final exam score may replace a single missed exam with a score of zero (see Missed exam and late work policy), thus making the final exam worth 120 points (a percentage will be calculated and multiplied by 120).
- As stated under Chapter exams, students who have an average greater than or equal to 80% on the three chapter exams may substitute the final exam score with the average score of all three chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all four chapter exams OR the final exam—whichever is greater.

Examples of Learning and Memory (50+ points):

Starting in week 3, you will provide 2 examples of learning and memory each Wednesday. On the last Wednesday of class, you will provide 6 examples for a total of 20 examples. We will spend class time sharing examples. You can turn examples in early, but I am not accepting late work.

Non-exam points: homework, and in-class assignments (10+ points):

There will be assignments given in class worth 1 point each (depending on performance). These can be in the form of a quiz on the vocabulary, concept reviews from the textbook, in-class exercises, homework, group work, applications of the course material, etc.

Missed Exams and Late Work

Attendance:

Attendance is one important element for being successful in any course. If you are going to miss a class, you are responsible for information you missed. If homework is due, you are still responsible for turning it on time. You can have someone bring it in for you, turn it in early, or bring it to the main social science office.

Missed exam and late work policy:

- **Exams:** A zero will be recorded for a missed exam. A single zero can be replaced with the score from the comprehensive final exam (see Comprehensive final exam). Only students who take the exam at the scheduled time may earn bonus points on the exams and use note cards for the exams (if applicable).
- **Homework:** Homework is an individual exercise (unless it is explicitly a group exercise). You may work with others, but you will need to do your own work. Unless otherwise stated, *homework assignments are due at the beginning of the next class meeting*. If you are absent from class, you are responsible for the class material and turning it on time. Late work will be graded for feedback. Depending on how much late work and how late it is, points from late work may or may not count toward your final grade. Homework is NOT accepted after the last day of class at 5:00 pm.

Makeup exams:

You can take an alternative makeup exam if you meet one of two conditions.

1. If you notify me by email, voice mail message, or in writing (but not verbally) *in advance* that you cannot take the exam at the scheduled time OR
2. If you provide *documentation* of a health (sick) or legal reason (in court, arrested, ticketed) why you could not take the exam at the scheduled time after you missed the exam.

Makeup exams are to be taken in the Social Science Testing Lab (CEN 456). The makeup exam must be taken within 14 days of the original exam or else it will revert to a zero (in the summer session, this must be done by the end of the 4-week session). There are no makeup exams after the last day of class without prior approval. If you have not completed a makeup and requested a second makeup exam, the first makeup exam that is NOT completed will revert to a zero.

Limitations of makeup exams:

- Only students who take the exam at the scheduled time may earn bonus points. There are no bonus points on makeup exams.
- If applicable, you cannot use notes for the makeup exams. Currently, only the final exam and summer session chapter exams are allowed notes on exams.

Being Successful !

General strategies for success:

- Distribute your reading over the week. Minimize reading all at one time or get behind in your reading.
- Learn the vocabulary for each chapter. There are virtual flashcards on the publisher's website and I have paper copies of flashcards on the website.
- Get copies of the overheads from the website.
- Attend, pay attention and participate in class.
- Take notes.
 - Rewrite and review your notes (look up SQ3R or the Cornell Method on Wikipedia), or visit Academic Learning Skills Department.
 - Review your notes daily, before class and at the end of each week.
- Visit your instructor during office hours if you have difficulties, have questions or don't understand the material or any other questions or need assistance with the course.
- Get a good night's rest. People who are deprived of sleep tend to have difficulties concentrating and remembering information.
- The average student needs to spend 2 hours outside of class for every hour in class. This means spending 6 hours a week outside of class preparing for a 3 credit class.

General strategies for preparing for exams:

- Generate a chapter outline and expand it and add more specific details: You should start reading the material as soon as possible and create a general outline of the chapter. As you read the chapter, slowly add detail to your general outline. You can also find an example of a general outline for each chapter on my website and a detailed outline on the publisher's website.
- Read the chapter objectives: Visit the publisher's website and download the learning objectives for each chapter. This can help focus your attention while reading the chapter. When reading the chapter, break the chapter into small sections for studying and distribute your reading to correspond with the topics on the tentative schedule. This will help you learn, organize and remember the concepts. When reading through the chapter, make sure you can determine the important points of each section. If you have questions about this process, come and see me during office hours and we can explore strategies for learning the material.
- Visit the website for this course. I should have identified the number of multiple choice items per major heading for each chapter. This way you know which sections I will focus on.
- Use the on-line resources such as the chapter quizzes and electronic flashcards that can be found on the publisher's website or linked from my website.
- When you finish the chapter it is recommended (not required) that you make a detailed outline of each section to summarize and organize the main ideas. As you read the text, include the images, THE REAL WORLD, HOT SCIENCE, etc. sections. You ARE tested on them.

DO NOT:

- rely on merely repeating the information over and over to yourself. Elaborate on the information, connect the information with what you already know and organize the information.
- rely on memorizing facts and answers to specific questions. Understand and interrelate the psychological concepts.
- text, blackberry, surf the internet, or have conversations unrelated to class, etc. while in class.
- cram for your exams.

Those who don't pay attention in class, don't read the material, don't attend, don't ask questions, don't study, don't participate, get behind which leads to not paying attention, not reading the material, not attending, not asking questions, not studying and not participating and get even further behind. At the end of the term these people tend to spiral out of control and lead to poorer grades, higher levels of stress, and avoidance of your responsibilities.



Warning
Sudden drop



Resources



Academic Learning Skills Department (Center building, second floor)

The Academic Learning Skills Department provides instruction at both the developmental and transfer levels to prepare students for success in lower division and career/technical courses and in work, family and community settings. The Department uses assessment and placement information to offer sequenced credit courses in reading, writing, English as a second language, math, study skills, and computer literacy. Phone: (541) 463-5439.

<http://www2.lanecc.edu/als>. Tutoring is available for various classes.

Counseling and Advising Center

Academic advising counselors and advisors are available to help you plan your educational program and select classes to meet your goals. Advising services are available on a drop-in basis at the main campus in Building 1, Room 103. For academic advising at the Downtown Center in Eugene, or at the Florence or Cottage Grove Centers, call for availability. For more information, call (541) 463-3200.

<http://www.lanecc.edu/counseling/contactus.html>

Disability Services (building 1, room 218):

To request assistance or accommodations related to disability, contact Disability Resources at (541) 463-5150 (voice), or (541) 463-3079 (TTY), disabilityresources@lanecc.edu (email), or stop by building 1, Room 218. Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

Women's Center (Student Services Building 1, room 202)

- Resources, referrals, and information
- A place to study and socialize with other students
- Coffee, tea, and a free phone for local calls
- Lending library, brochures, handouts
- Bulletin boards with community and campus events and services
- Peer support from other students
- Individual appointments with trained advisors
- Free use of our computers with staff assistance available

Find assistance for academic concerns and personal concerns. Phone: (541) 463-5353.

<http://www.lanecc.edu/wp/women.htm>

Tentative schedule



Week of...



General Lecture Topic(s)



Associated reading

Mon., March 31	• Chapter 1: Introduction: Learning to Change	Chapter 1
Weds., April 2	• Chapter 2: The Study of Learning and Behavior (Research Methods)	Chapter 2
Mon., April 7	• Chapter 2: The Study of Learning and Behavior	
Weds., April 9	• Chapter 3: Pavlovian Conditioning	Chapter 3: pp. 56-81, 85, 86, 91,92
Mon., April 14	• Chapter 4: Pavlovian Application	Chapter 4
Weds., April 16	• Chapter 4: Pavlovian Application • 2 examples due	
Mon., April 21	Exam Chapter 1, 2, 3 and 4	
Weds., April 23	• Chapter 5: Operant Learning: Reinforcement • 2 examples due	Chapter 5: pp 193-207, 225-226
Mon., April 28	• Chapter 6: Reinforcement Beyond Habit	
Weds., April 30	• Chapter 7: Schedules of Reinforcement • 2 examples due	Chapter 6
Mon., May 5	• Chapter 8: Operant Learning: Punishment	Chapter 7
Weds., May 7	• Chapter 9: Operant Applications • 2 examples due	Chapter 8
Mon., May 12	• Chapter 9: Operant Applications	
Weds., May 14	Exam Chapter 5, 6, 7, 8 and 9 • 2 examples due	
Mon., May 19	• Chapter 10: Observational Learning	Chapter 9
Weds., May 21	• Chapter 12: (Memory) and Forgetting • 2 examples due	Chapter 11
Mon., May 26	NO SCHOOL—MEMORIAL DAY	
Weds., May 28	• Chapter 12: (Memory) and Forgetting	
Mon., June 2	• Chapter 13: The Limits of Learning • 2 examples due	Chapter 12
Weds., June 4	Exam Chapter 10, 12 and 13 • 6 examples due	
Mon., June 9th	12:00 – 1:50 Final Exam	

*Students who have an average of 80 – 100+% on the first three exams may choose to substitute the score for the final exam with the average of all of their exams.