

APPL 603.185 (3082) Learning & Cognition
University of Baltimore
Summer 2019 – 3 credit hours

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Class Time: M/W 5:30pm-8pm
Location: Academic Center 404
Office Hours: before/after class

General Course Description: Emphasizes the study of the major theories and models of human learning from the perspectives of both behaviorism and cognitive science. Includes an experiential overview of how people acquire, store and use information. Theoretical and empirical information is applied to the understanding of human behavior in a wide variety of settings. Address multicultural and social justice advocacy consideration as they relate to issues in human learning. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

Student Learning Outcomes:

By the end of this semester, students in APPL 603 Learning & Cognition will be able to:

- Describe the major questions, principles, and concepts applicable to behavioral and cognitive models of learning.
- Identify the research methodology and strategies used to examine how people acquire, store, and use information.
- Distinguish between behavioral and cognitive theories of learning and their applications.
- Describe the historical antecedents, consequences, and misconceptions of the cognitive revolution in psychology.
- Apply behavioral and cognitive theories to real-world settings.
- Discuss multicultural and social justice advocacy considerations

Required Text: Morgan, D. (2016). *Essentials of Learning and Cognition*. Long Grove, IL: Waveland Press. (ISBN-13: 978-1478630227; ISBN-10: 1478630221)

Other Required Readings: Throughout the course, copies of articles and book chapters will be provided to augment the textbook. These readings are required and will be discussed in the respective class session. Readings will be available on Sakai under the files directory section for the class in which they are assigned.

Hayes, S. C., & Hayes, L. J. (1992). Verbal relations and the evolution of behavior analysis. *American Psychologist*, 47(11), 1383-1395.

Mack, A. (2003). Inattention blindness looking without seeing. *Current Directions in Psychological Science*, 12(5), 180-184.

McRae, L., Daire, A. P., Abel, E. M., & Lambie, G. W. (2017). A social learning perspective on childhood trauma and same-sex intimate partner violence. *Journal of Counseling & Development*, 95(3), 332-338.

Schacter, D. L. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American psychologist*, 54(3), 182.

Squire, L. R. (2009). The legacy of patient H.M. for neuroscience. *Neuron*, 61, 6–9.

Squire, L. R. (2004). Memory systems of the brain: a brief history and current perspective. *Neurobiology of learning and memory*, 82(3), 171-177.

Strayer, D. L., & Drews, F. A. (2007). Cell-phone–induced driver distraction. *Current Directions in Psychological Science*, 16(3), 128-131.

- Vahey, N. A., Bennett, M., & Whelan, R. (2017). Conceptual advances in the cognitive neuroscience of learning: Implications for relational frame theory. *Journal of Contextual Behavioral Science*, 6(3), 308-13.
- Watrin, J. P., & Darwich, R. (2012). On behaviorism in the cognitive revolution: Myth and reactions. *Review of General Psychology*, 16(3), 269.
- Wiley, J., & Jee B. D. (2010). Cognition: Overview and recent trends. In Aukrust, V. G. (ed.) *Learning and Cognition in Education*, pp 3-8. Oxford: Elsevier Ltd.

Sakai:

To access UB Online Sakai: On UB's home page (www.ubalt.edu), click "MyUB" and login. On the right hand side of the screen, click on the icon for UB Online Sakai.

Your Sakai username and password are identical to your MyUB (Peoplesoft) username. For help with MyUB and Sakai, contact OTS at callcenter@ubalt.edu or 410-837-6262.

Course Format & Requirements: This course is divided into the two primary approaches to the study of learning – behavioral and cognitive theories. We will cover both the behavioral aspects of how we learn as well as information processing accounts of learning within the field of cognitive science. As a graduate-level course, students are expected to be active participants in their learning; thus, the following requirements and expectations should be followed:

1. Each class will consist of lectures, discussions, and in-class exercises.
2. All students should come to class *prepared* to discuss course readings.
3. Students are expected to arrive on time and attend every class period.
4. Students should conduct themselves professionally during and outside of class meetings.

Grading/Assignments: There are a total of 300 points possible in the course. Your grade will be calculated by dividing the total number of points earned by the total number of possible points. This grading system is intended to promote mastery of the material, not competition among students. Using this grading system, there is theoretically no upper limit on the number of As or Bs in the class and there do not have to be any Ds or Fs. You are competing only with yourself and not with other class members.

Grading Scale:

A = 94 - 100	B+ = 87 - 89	C+ = 77 - 79	D = 60 - 69
A- = 90 - 93	B = 83 - 86	C = 73 - 76	F = 0 - 59
	B- = 80 - 82	C- = 70 - 72	

Critical Thought Papers (50 points). Students are required to complete two (2) typed papers (each 2-4 pages plus references, quality over quantity) that require you to engage in elaborative processing of the material you are learning and are worth 25 points each. The first paper is due on 6/10 and the second is due on 7/3. **Thought papers should be submitted using the Assignments Portal on Sakai.**

1. For the first paper, you should (a) identify a peer-reviewed journal article on some topic relevant to learning and cognition, and (b) write a paper briefly summarizing the article, outlining why you chose it, and reacting/responding to the content of the article (this can include: questions or challenges regarding some aspect of the article, discussion of the hypotheses presented in the article, discussion of the implications of article content, etc.). The paper should not be a simple summary of the reading, but should instead reflect effort to understand, critique, and synthesize the material.
2. The second paper will be a reaction to any (your choice) portion of the course readings assigned throughout the semester. This paper should include (a) a brief summary of key points, (b) questions or challenges to some aspect of the reading, and (c) implications or hypotheses generated from the

reading. The paper should not be a simple summary of the reading, but should instead reflect a clear effort to understand, critique, and synthesize the assigned material.

Clinical Presentation (50 points). Students will make a brief (~10 minute) presentation to the class describing a functional analysis of clinical (or organizational) behavior utilizing behavioral principles of learning. Presentations should include: (a) description of the problem behavior, (b) illustration of how learning principles can be used to understand the problem behavior, and (c) explanation of how learning principles can inform treatment/resolution of the problem behavior. You may use powerpoint or another visual aide (please have saved on a flash drive) during your presentation if you wish but this is not required. You must submit some form of written summary/analysis along with the presentation (this can be a copy of your powerpoint slides or other visual aide or a written summary of your conceptualization).

Exams (150 points). There will be two (2) exams, a midterm and final, as indicated on the tentative schedule provided below, each worth 75 points. These exams will include a combination of multiple-choice and essay questions. Questions may be drawn from either lectures or assigned readings. The midterm exam will be comprised of material from the beginning of the course until the class before the exam and the final exam will include mainly material covered in the second half of the course. If you know you will not be able to attend class on the day of an exam, you should contact me about arranging an early exam administration. **Make-up exams will not be administered for any reason.**

Attendance/Participation (50 points). Attendance in class meetings is required. In each class, attendance will be assessed via one of three ways: 1) participation in an in-class assignment/activity; 2) written response to a discussion question posed during class; or 3) the occasional formal taking of attendance. You can earn up to 3 points for attendance on each of the 16 class sessions. If you arrive significantly late or leave significantly early, you will not receive full credit for attendance. You are personally responsible for obtaining the information presented in all class meetings, whether attended or not. Should you be unable to attend, please try to inform me before the class where you will be absent. You may miss one class period without penalty to your attendance grade. You may earn 2 extra points for perfect attendance throughout the semester. If you miss class or part of a class, please talk to another student or two to see what you missed; if you then have further questions please see me.

Extra Credit. While there are no pre-planned extra-credit opportunities, I reserve the right to give or assign tasks to earn extra credit at any time during the semester.

Relative Weight of Assignments:

Attendance/Participation	50 points
Thought Papers	50 points
Clinical Presentation	50 points
Mid-Term Exam	75 points
Final Exam:	75 points
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Total	300 points

Expectations: If you believe there is any reason why you may not be able to meet the expectations of this course and will need additional accommodation, it is your responsibility to inform me immediately.

Communication. While this class is a priority, I do have other obligations during the term. If you send me an e-mail, I will attempt to respond as promptly as possible, but may not be able to respond until the following day. If I have not responded to your e-mail within 24 hours, please send a follow-up e-mail, as your message may not have been received. I will also be holding office hours immediately following class. These hours serve as your opportunity to speak to me in person regarding course material or any other topic (though

discussions about course material take priority). If those hours do not work for you, contact me via email and we will try to arrange an alternate meeting time or method.

Academic Misconduct: Each student is responsible for personal academic integrity, and avoidance of such misconduct as cheating, plagiarism, falsification or attempts of these acts. *Any violation of the University of Baltimore Academic Integrity Policy will result in a minimum sanction of failure on the assignment, with no chance to resubmit the assignment and I will document the infraction in accordance with the recommendation of the Dean of Students.* Other sanctions are possible for even one infraction, including failure in the course and referral to Academic Affairs, with a maximum being expulsion from the University. The Academic Integrity Policy can be found at: http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity

When writing your papers, remember that the most common form of academic dishonesty is plagiarism. Plagiarism occurs when one fails to adequately give credit to others for their ideas. In your writings, you should (a) use **your own words** to express your own ideas; or (b) use **your own words** to express someone else's ideas (paraphrase) and cite the source. When citing, list the author(s) last name and the year of publication in your text (e.g., "...as described by Smith (2000)"), and also list the full reference at the end of your paper with the article name, journal issue, etc. Follow APA format (see <https://owl.english.purdue.edu/owl/resource/560/02/>) and avoid direct quotations. In general, I am looking for your *understanding* of the class material. Therefore, I am looking for your ability to paraphrase what you have learned from the text and other sources rather than simply using quotes to repeat the material.

Disabilities and Accommodations: I actively and affirmatively seek to accommodate any currently enrolled student with a documented disability according to the regulations established by Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990. Students with disabilities who need accommodations in this course must be registered with the Center for Educational Access, Academic Center Room 139: (410)837-4775. Email: cea@ubalt.edu before meeting with the instructor to request specific accommodations.

Academic Resources:

Achievement and Learning Center. The Achievement and Learning Center (ALC) is a free writing and studying resource for all UB students. For more information on the ALC or to make an appointment, call 410.837.5383, visit www.ubalt.edu/alc, e-mail alc@ubalt.edu, or stop by AC113.

Student Success Addendum:

<http://www.ubalt.edu/policies/academic/Student-Success-Resources-Syllabus-Addendum.pdf>

Tentative Class Schedule:

Week	Date	Topics	Readings (to be done before class)
1	5/29	Introduction & Course Overview Outline of Adaptation Framework Overview of Behaviorism and Cognitive Psychology	Morgan Chapter 1
2	6/3	Pavlovian Learning: Basic Principles	Morgan Chapter 2
	6/5	Pavlovian Learning: Application	Morgan Chapter 3 Watrin & Darwich (2012)

3	6/10	Operant Learning and Reinforcement ****Critical Thought Paper Due****	Morgan Chapter 4
	6/12	Operant Learning: Application	Morgan Chapter 5
4	6/17	Social Learning	Morgan Chapter 6 McRae et al. (2017)
	6/19	****Mid-Term Exam****	
5	6/24	Introduction to Cognition Attention and Perception	Wiley & Jee (2010) Strayer & Drews (2007) Mack (2003)
	6/26	Conceptual Behavior	Morgan Chapter 8
6	7/1	Remembering	Morgan Chapter 7 Squire (2004) and (2009)
	7/3	Forgetting ****Critical Thought Paper Due****	Morgan Chapter 7 Schacter (1999)
7	7/8	Acquiring and Using Language	Morgan Chapter 9
	7/10	Relational Learning	Students to complete online (free, basic) training in Relational Frame Theory at: https://foxylearning.com/tutorials/rft Hayes & Hayes (1992) Vahey et al. (2017)
8	7/15	****Clinical Presentations****	
	7/17	****Clinical Presentations****	
9	7/22	**** Final Exam****	

I reserve the right to make any changes to this syllabus at any time, as appropriate. I will announce any changes both in class and through Sakai. You are personally responsible for being aware of any announced changes to the schedule.