

Connecting Thought And Behavior In The Workplace, The Community, And Your Personal Life

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Course Description

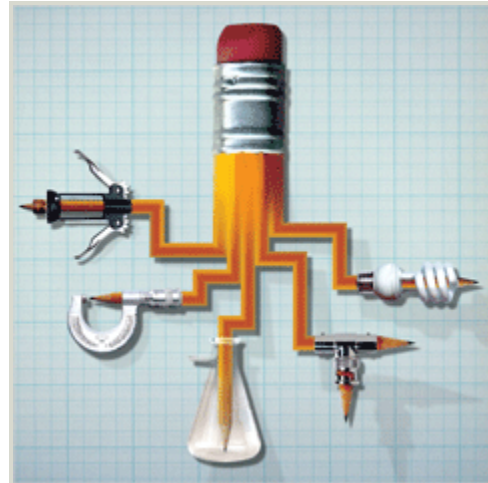
This course introduces students to concepts of Cognitive Psychology and offers them new perspectives on how to observe and understand the interaction between thoughts and behaviors in their daily lives. Students will evaluate the tendencies and correlations between what a person "thinks" and what that person "does" through observation and interpretation of their own experiences in the environments they interact in daily. A report will be generated for each competence that will include an analysis of the student's own cognitive behavioral tendencies as well as those of others in their daily environments.

The four competencies or "topic areas" that students have to choose from in the course provide the environments for students to observe, such as: the community for H-1-I; personal relationships for H-3-A; the use of communications technology for S-3-X; and their careers and work lives for FX.

Course Learning Goals

Upon completion of this course, you will be able to:

- Describe the history and development of the field of Cognitive Psychology.
- Understand social and cultural factors of learning and processing knowledge.
- Identify how the brain processes a variety of different stimuli and produces output.
- Maximize the use of memory based on an understanding of memory models.
- Evaluate communication outcomes and processes based on the use of language.
- Reflect on decision-making using problem solving and reasoning techniques.
- Monitor and evaluate your own thoughts and behaviors to maximize your effectiveness in the different environments and settings you engage in daily.
- Develop a plan for self-improvement based on an analysis of your own cognitive and behavioral tendencies.



Learning Tools

- Apply your understanding of how and why people behave in different ways to better understand the behaviors of those you encounter on a daily basis.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
H1I	Can understand change methodology, plan change within a community, and assess its likely impact.
H3A	Can use two or more theories of human psychology to understand and solve problems.
S3X	Can analyze how the use of a particular mode of communications technology can influence the way people interact with each other.
FX	Can assess how one's own thought patterns influence that person's career choices and behavior in the workplace.

How the Competencies will be Demonstrated in this Course

You will demonstrate competence through participation in the discussion forum and development of your written assignments. The discussion that takes place during each module will be the primary means for you to demonstrate the learning that you are achieving through your reading assignments and personal observations during the quarter. You will be expected to share questions, insights, clarifications and observations and to report on the environments you are observing and share examples of what you plan to include in your final projects.

You will complete three written assignments in the course. The first assignment, a self-assessment exercise, will not relate to the specific competencies you are taking in the course, but rather will a general assessment of your cognitive abilities. The second and third assignments will be related to the specific competencies you are taking in the course. You will need to submit the second and third assignments for each competence you are taking in the course. The third assignment is related to the reading assignments each week and you should be able to write one section of the final project each week, therefore leaving you less work to do at the end of the quarter.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

1. *Fundamentals of Cognition*, by Michael W. Eysenck, (2006), Psychology Press, ISBN: 1-84169-374-X. (softcover)
2. Various Internet Resources as found on course website.

Course Grading Scale

Grades will be assessed on a point system that are earned for completing the tasks listed below. Points assigned for Discussion Forum Participation and Assignment One will apply toward both competencies if you are taking the course for two competencies. However, the points assigned to Assignment Two and Assignment Three will be applied separately to your competence grades, as these assignments need to be completed for each competence. Keep in mind that you need to achieve a C- or better to be able to count the competence toward your graduation requirements in the SNL program.

150 Points Total	
50 Points	Discussion Forum Participation (5 points per module)
25 Points	Assignment One: Cognitive Self-Assessment
25 Points	Assignment Two: Competence Environmental Assessment
50 Points	Assignment Three: Competence Environmental Final Report

150 Points Total	
135 Points = A	90%
130 Points = A-	87%
125 Points = B+	83%
120 Points = B	80%
115 Points = B-	77%
110 Points = C+	73%
105 Points = C	70%
100 Points = C-	66%
95 Points = D+	63%
90 Points = D	60%
85 Points = D-	57%
80 Points = F	53%

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Map

Module	Module Theme	Reading Assignments	Web Discussion Topics	Written Assignments
Module 1	The Study of Cognition	Parkin Chapter Eysenck Chapter 1 (Both Chapters provided on course website)	Cognitive Theory Reflection 5 Points	
Module 2	Environmental and Self Assessment		Assessment Reflection 5 Points	Self-Assessment 25 Points Environmental Assessment 25 Points
Module 3	Practical Applications: Consciousness, Emotions Multitasking	Eysenck Chapters 28, 27, 10	Applications Project Examples	

			5 Points	
Module 4	Perception and Awareness	Eysenck Chapters 2, 3, 4, 5	Perception Project Examples 5 Points	
Module 5	Long and Short Term Memory	Eysenck Chapters 11, 12, 6	Memory Project Examples 5 Points	
Module 6	Learning and Memory	Eysenck Chapters 13, 14, 15	Learning Project Examples 5 Points	
Module 7	Language: Written and Spoken	Eysenck Chapters 17, 18, 19, 20	Language Project Examples 5 Points	
Module 8	Thoughts and Concepts	Eysenck Chapters 21, 22, 23	Thought Project Examples 5 Points	
Module 9	Reasoning and Problem Solving	Eysenck Chapters 24, 25, 26	Reasoning Project Examples 5 Points	
Module 10	Synthesizing Your Observations		Project Examples Final Thoughts 5 Points	Final Reports 50 Points

Note: For exact dates of module time frames and assignment due dates, consult the course checklist.

Course Structure

The basic structure of the learning in this course will involve the following activities:

- Reading the assigned texts and developing an understanding of how our minds process information and its relationship to behavior.
- Choosing a specific environment of which you are a member to observe how people interact (or behave) in that setting for each competence.
- Completing a preliminary assessment of your own cognitive abilities and the environments you have chosen to observe.
- Sharing experiences and insights with fellow students through the online discussion forums regarding the reading assignments and your personal observations of the thought processes and behaviors you are observing in your environments.
- Preparing a report and action plan for each competence taken in the course.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria

Each competence taken in the course will be assessed a letter grade. There are several aspects of your learning that you will use to demonstrate competence. These include what you have learned through your reading assignments; your observations of yourself and the competence environments you will assess; the integration of theories and concepts addressed in the course to your final projects; and, your reflections and contributions to the class discussion. The following criteria will be used to assess your competence in the course in equal portions of each item.

1. Quality of contributions to weekly discussion forums:

- Relevance to the topic addressed.
- Accuracy of information and use of theory.
- Conciseness of explanations and focus on main points.
- Evidence cited to substantiate ideas.
- Timeliness of submitting messages.

2. Quality of responses to other students in discussion forums:

- Demonstrates respect for the ideas and input of others.
- Acknowledges and offers feedback to others.
- Stays on track with discussion objectives.
- Contributes helpful and insightful ideas.
- Offers questions that challenge and engage others.

3. Quality of Assignments One and Two due at the end of Module Two:

- Submits assignments by the assigned due date.
- Addresses the assignment according to directions.
- Demonstrates an appropriate level of reflection.
- Addresses assignment in appropriate level of detail.
- Demonstrates understanding of learning objectives.

4. Quality of Assignment Three: Competence Environmental Final Project:

- Addresses the assignment according to directions.
- Describes relevant observations of competence environments.
- Integrates and references theories and concepts from course texts accurately.
- Incorporates own ideas, theories and perspectives to assignment.
- Presents project with attention to aesthetics, clarity and grammatical acuity.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102;*

competence L-1), *Foundations of Adult Learning* (course number LL 250; competences L-2 and L-3), *Advanced Project* (course number FA 303; competences F-11 and F-12) and *Summit Seminar* (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: *Academic Writing for Adults* (course number LL 150; competence L-4), *Critical Thinking* (course number LL 155; competence L-5), *Research Seminar* (course number LL 300; competences L-8 and L-9) and *Externship* (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate *Writing Workshop* (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Mr. Kenn Skorupa, Dr. Anna Maria Wegierek, and staff at SNL Online of the School for New Learning of DePaul University.

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