

PSY632 COURSE SYLLABUS
SEMINAR IN LEARNING, Psy 632, Fall 2006
Tuesday 2:00-4:45 pm, Lecture Room Psy 232

INSTRUCTOR: Dr. Diane W. Lee
OFFICE: Psy 421
OFFICE HRS: MW 12:00-1:30, or by appt.

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REQUIRED TEXTS: (1) the most recent version of the *University Style and Format Guidelines for Master's Theses and Project Reports* (obtain through campus bookstore); (2) the 5th version of the *Publication Manual of the American Psychological Association* (2001); and (3) Lieberman, D.A. (2000), *Learning: Behavior and Cognition*, (3rd edition), Stamford, CT:Wadsworth. An equivalent text to Lieberman can be used but you need to have me determine if it is "equivalent" by bringing it into class by the 2nd week of the semester.

RECOMMENDED TEXTS: Strunk, W. & White, E.B. *The Elements of Style* (2000; 4th or most recent edition), Boston:Allyn & Bacon).

BEST SOURCE OF INFORMATION: Me and your email.

READINGS: A reading list will be assigned. I try to tailor readings to coincide with your interests as much as I can so I reserve the right to substitute, add, or eliminate articles from our list. I will try to make sure that you receive a 1-week notice of any changes. If you have a specific interest and/or come across a good article covering a topic area pertinent to the Psychology of Learning please tell me and we should be able to substitute.

OVERVIEW: Graduate seminars provide an opportunity for you to read, evaluate, and critically discuss approximately 30-150 pages of scientific material on a weekly basis. Active class participation is the ideal climate for you to gain expertise in analyzing complex issues and to develop skills in suggesting new research. The graduate seminar on the Psychology of Learning is designed to provide you with opportunities to broaden and refine a number of general as well as field-specific skills that are necessary for a professional career as a psychologist. General skills include reading and writing reviews and critiques of scientific articles, lecturing and leading classroom discussions, and preparing research proposals. Field-specific skills include understanding the topics included in the Psychology of Learning area of research including research methodologies used; learning what we know and what we don't know; and exploring a variety of theories and analyzing their ability to accurately explain and predict learning-based behavior. Finally, the skill I hope for all of us to develop and nurture is the ability to participate in a cooperative, creative, scholarly exchange of ideas.

COURSE REQUIREMENTS AND PERCENTAGE OF FINAL GRADE:

| | | | |
|--|-----|-----------------------------|-----|
| (#1) Midterm Essay Exam | 20% | (#6) Lecture | 10% |
| (#2) Final Essay Exam | 20% | (#7) Research Proposal | 15% |
| (#3) In-Class Participation | 10% | (#8) Mock Preliminary Orals | 5% |
| (#4) Lit Review Paper (prep + first draft) | 5% | (#9) Committee Work | 5% |
| (#5) Lit Review Paper (final draft) | 10% | | |

GRADING SCALE. Each course requirement will be graded on a 7 point scale. A score of 7 refers to a rare and unusually excellent performance and a score of 1 refers to no qualities of value. The cut-off for an A is 5.0 and is defined as a performance demonstrating mastery of the basic materials plus good critical analyses presented in a clear and interesting way. The cut-off for a B is 3.0 and is defined as acceptable performance for graduate work, demonstrating some clear mastery of the material and some critical analyses (or demonstrating good mastery or good critical ability but not both).

| Numeric Score | Anchor | Grade Equivalent |
|---------------|-----------------------|------------------|
| 7 | Excellent | A |
| 6 | Very Good | A |
| 5 | Good | A |
| 4 | Acceptable | B |
| 3 | Barely Acceptable | B |
| 2 | Unacceptable | C |
| 1 | No Qualities of Value | C |

UNIVERSITY WITHDRAWAL POLICY: It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so.

The deadline to withdraw from a class without a "W" is **Monday, September 11, 2006**. Withdrawal from a course with a "W" after the first 2 weeks of instruction is permissible only for serious and compelling reasons and requires the signature of the instructor and the department chair. The university deadline to withdraw from classes in Fall, 2006 is **Friday, November 17th**.

AFTER November 17th: DURING THE LAST THREE WEEKS OF INSTRUCTION (November 20th through December 15th), YOU MAY NOT DROP (WITHDRAW FROM) A CLASS EXCEPT FOR A VERY SERIOUS REASON THAT IS CLEARLY BEYOND YOUR CONTROL, SUCH AS INJURY OR ACCIDENT (WHICH MUST BE DOCUMENTED). USUALLY, SUCH CIRCUMSTANCES MEAN THAT YOU WILL BE WITHDRAWING FROM ALL YOUR CLASSES. YOU WILL NEED THE APPROVAL OF THE COLLEGE DEAN AS WELL AS THAT OF THE CLASS INSTRUCTOR AND DEPARTMENT CHAIRPERSON FOR EACH CLASS YOU DROP. The College of Liberal Arts adheres to this policy strictly, and does not sign withdrawal forms in the final three weeks of instruction for other reasons.

MAKE-UP TESTS: Pursuant to university policy, requests to take make-up tests will only be granted under the following situations: (1) illness or injury to the student; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students may be required to submit documentation to support their petition for a make-up test.

UNIVERSITY POLICY STATEMENT ON CHEATING AND PLAGIARISM (taken from #85-19)

(A) Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in wholes, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same.

(B) Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

(C) Response: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- (a) Review -- no action.
- (b) An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- (c) A requirement that the work be repeated;
- (d) Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- (e) Assignment of a failing final grade;
- (f) Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.