

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 565

PSYCHOLOGY OF LEARNING

COURSE DESCRIPTION

Advanced study of associative learning. Special emphasis on instrumental conditioning, motivation, and affect as they relate to the field of developmental psychology.

RATIONALE

The purpose of this course is to provide the student with an advanced understanding of the major concepts, theories, methodologies and empirical findings of contemporary cognitive psychology. The course will emphasize how these theories can be applied to practical problems associated with the field of developmental psychology. This course will also facilitate the development of skills necessary to understand and critique research in the field of learning.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Name and apply the major concepts of development.
- B. Summarize similarities and differences among major theories of development.
- C. Interpret behaviors by using developmental theories.
- D. Access and use empirical research articles to evaluate developmental issues.

- E. Design a research study to investigate developmental issues.
- F. Compare developmental concepts and theories to relevant biblical passages.
- G. Review developmental research outcomes in comparison with biblical concepts.
- H. Communicate effectively in written, oral, and technological formats.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forum

Discussion boards are collaborative learning experiences. Therefore, the student is required to submit a thread of at least 500 words. For the thread, the student must support his/her assertions with at least 3 different peer-reviewed journal articles and cite the articles using current APA style. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words.

- D. Article Reviews (2)

The student will submit an article review form for an article that he/she intends to use in his/her research paper.

- E. Research Paper

The student will write a research-based paper of at least 10 pages and in current APA format. The paper will discuss a learning principle and the current research that applies that principle to a psychological disorder or issue (e.g. substance abuse, anxiety, education, motivation). The paper must have at least 10 references. This assignment will be submitted in 3 parts: the Outline and References, the Presentation, and the completed Research Paper.

- F. Exams (4)

Each exam will cover the Reading & Study material for the modules/weeks prior to its due date. Each exam will be open-book/open-notes, contain both multiple-choice questions and essays, and have a 1-hour and 15-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forum	60
Article Reviews (2 at 30 pts ea)	60
Research Paper	
Outline and References	40
Presentation	100
Submission	200
Exams (4 at 135 pts ea)	540
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Quizzes/Tests/Exams

For timed quizzes/tests/exams, the student is required to complete the quiz/test/exam within the assigned time. For the student who exceeds this time limit, a penalty of 1 point will be deducted for each minute, or part thereof, he/she exceeds the assigned time limit.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PSYC 565

Textbook: Gluck, et al., *Learning and Memory: From Brain to Behavior* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Gluck, et al.: chs. 1–2 1 presentation 5 websites	Course Requirements Checklist Class Introductions DB Forum 1	10 0 60
2	Gluck, et al.: chs. 3–4 1 presentation 3 websites	Research Paper: Outline and References Exam 1	40 135
3	Gluck, et al.: chs. 5–6 1 presentation 1 website	Article Review 1	30
4	Gluck, et al.: ch. 7 1 presentation 4 websites	Exam 2	135
5	Gluck, et al.: chs. 8–9 1 presentation 2 websites	Article Review 2	30
6	Gluck, et al.: ch. 10 1 presentation 2 websites	Research Paper: Presentation Exam 3	100 135
7	Gluck, et al.: ch. 11 1 presentation	Research Paper: Submission	200
8	Gluck, et al.: ch. 12 1 presentation	Exam 4	135
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.