

DePaul University, School for New Learning Online Course Syllabus

Course FA 325: Connecting Thought And Behavior In The Workplace, The Community, And Your Personal Life

Competences: H-1-I, H-2-C, H-3-A, S-3-X, FX
Credit hours: 2 Per Competence, 10 weeks

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 five 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; within organizations H-2-C; personal relationships for H-3-A; the use of communications technology for S-3-X; and their careers and work lives for FX.

Course Competence List

Competence	Statement
H-1-I	Can understand change methodology, plan change within a community, and assess its likely impact.
H-2-C	Can identify an organizational problem and design a plan for change based on an understanding of change theories or models.
H-3-A	Can use two or more theories of human psychology to understand and solve problems.
S-3-X	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.

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.
- 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 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.

Competence Demonstration

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 be 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 Assignments

Assignment One: Cognitive Self Assessment

Assignment One Objective

The objective of this assignment is for you to reflect on your cognitive abilities and the behaviors that are associated with them. This experience will help you to create a frame of reference as you learn about cognitive functions and their applications during the course. As we continue through the different modules in the course, you will gain knowledge and insight into how each of these functions work so that you can use them to sharpen your skills.

Assignment Two - Competence Environmental Assessment

Assignment Two Objective

The objective of this assignment is for you to examine and assess the environments you will be observing during the course. This experience will create a frame of reference for you to observe these environments and provide a foundation for you to apply the information you will learn about cognitive abilities and their application to the behaviors exhibited in these environments.

Assignment Three: Competence Environmental Final Report

Assignment Three Objective

The objective of this assignment is for you to apply concepts you have learned related to cognition and behavior to the environments you have been observing during the quarter.

Course Resources

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.

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.

- 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.

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%

Course Map

Module	Module Theme	Reading Assignments	Web Discussion Topics	Written Assignments
Module 1	The Study of Cognition	Parkin Chapter (Provided on Blackboard) Eysenck Chapter 1	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	Thought 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 Web Board discussion forum.

Other Course Information

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 facilitator 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 your course facilitator immediately.

Academic Integrity

All members of the DePaul community are bound by the University's guidelines on academic integrity found in the Student Handbook at (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows

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.
- 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 facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

Your Faculty Member's Role

Your facilitator'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 facilitator, 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 posted to your personal conferences in your personal conferences, or delivered to you by your facilitator via email.

The facilitator may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the facilitator, 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 facilitator'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.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the facilitator to answer questions.

If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to support@snlonline.net, or call either of the CDE contact numbers listed on page 1 of this guide. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.

Pass/Fail Grades

Required courses in the Lifelong Learning area must be taken Pass or Fail (Exception: L6 and L7 can be either letter graded or Pass/Fail). Other SNL courses can be taken for letter grades or Pass/Fail. You must declare to the instructor which grading type you seek by the 2nd week of class. Once made, this decision cannot be changed.

Incomplete Grades

Incomplete grades are granted to students only in exceptional circumstances that occur after the drop deadline of the course. The drop deadline for the quarter is generally in the seventh week of class. If circumstances prevent you from completing the course before the end of the seventh week of class, you are required to drop the course and receive a "W" or withdrawal grade. If a situation arises after the drop deadline that prevents you completing some of your assignments, you are to contact me immediately to discuss options.

The granting of the incomplete grade is not automatic and several factors I will need to consider when making the decision to grant an incomplete. 1) Has the student participated appropriately in the course discussion forum and submitted all previous assignments on time. 2) Does the nature of the situation prevent the student from continuing with the course, keeping in mind that the student does not need to attend campus, but rather can work at home. 3) Does the nature of the course content and activities lend themselves to being completed after the course concludes?

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Final Note

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy the journey into lifelong learning!