

PSY 503-010
THEORIES OF LEARNING
Fall 2008
Online

PROFESSOR

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Office hours: Mondays 1:00 to 3:00; Tuesdays and Wednesdays 9:00 to noon

DISTANCE LEARNING DEPARTMENT

Contact: George Mollick, Director of the Center for Instructional Technology and
Distance Learning
Phone: 254-968-9060
Secretary: Ms. Elsa DeLeon; edeleon@tarleton.edu

INSTRUCTOR BIOGRAPHICAL SKETCH

To learn more about me, Kim Rynearson, please read my brief curriculum vita at
<http://www.tarleton.edu/~krynearson> .

CATALOG DESCRIPTION

This course is a study of major theories of learning, factors that influence the process of learning, and application of these theories and processes to general and special populations. Prerequisite: Admission to Graduate School or approval of department head.

OVERALL OBJECTIVE

The general goals and objectives for this course are:

- Learn and gain mastery of the basic facts, research findings, terminology, principles, and theories important to learning.
- Gain an understanding of the major learning theorists, their lives, and the importance of their work.
- Develop the ability to read, understand, summarize, and critique empirical and theoretical articles in the field of Learning Psychology.
- Practice developing and writing a grant proposal.
- Practice and develop critical thinking skills, written skills, and communication skills.

SPECIFIC OBJECTIVES

After completing this course, students will be able to: apply the theories of human learning to various settings; discuss the basic characteristics of human and animal learning and memory; read and summarize empirical research; develop a grant proposal for a research project or program related to human learning.

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Textbook: Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd Edition). Boston, MA: Allyn and Bacon Publishers. ISBN: 0-205-37519-7

ENTRANCE COMPETENCIES

This course will be delivered via the World Wide Web using the Blackboard course delivery system. An online handbook for using this delivery system can be found at my homepage, <http://www.tarleton.edu/~krynearson/>, under the link for the Blackboard Online Handbook. Students are expected to be able to use a web browser, such as Netscape Navigator or Microsoft Internet Explorer. Students also are expected to be able to use email (and email attachments), electronic discussion boards, chat rooms, MS Word (or similar word processing software), MS PowerPoint, and instant messaging services such as MSN Messenger.

COURSE REQUIREMENTS

Students must successfully complete chapter quizzes, discussion postings, an introductory autobiography, article summaries, article summary replies, a group presentation (using PowerPoint) on a learning theorist, and a grant proposal to meet course requirements.

Chaotic lives, forgetfulness, technical problems, and thunderstorms are not valid excuses for submitting an assignment late. Assignments submitted even a few minutes late will not be accepted for credit.

SCHEDULES AND ASSIGNMENTS

A schedule of the course topics and assignments is shown in the Blackboard calendar. Notice that you can compile a list of due dates and print it along with this syllabus. At times throughout the semester, it may become necessary to adjust the course calendar to some extent. Students will be emailed regarding any changes to the calendar.

METHOD OF INSTRUCTION

This course will be presented entirely online. You will **not** be required to attend any classes or meetings. Students, particularly graduate students, who enroll in online courses, are expected to uphold high academic standards as they become self-directed learners. Students should be prepared to read and write often in this course. No extra credit will be offered for any reason.

STUDENT / FACULTY INTERACTION

It is my intention that you, I, and the other students in this course will interact on the electronic discussion board, via telephone conversations, and through email

correspondence. Thus, we will have many ways to interact. Hopefully, I will be able to meet every student's needs using these multiple sources for interaction.

METHOD OF EVALUATION

Student achievement will be evaluated based on the student's performance on the course assignments. These assignments are described in detail in the Course Content Module, which can be found on the course homepage (<http://www.tarleton.edu/~krynearson/gradlearninghome.htm>) and in the Blackboard course.

ASSIGNMENT OF GRADES

Course grades will be determined in the following manner:

Chapter 1 Quiz	2 points
Chapter 2 Quiz	2 points
Chapter 3 Quiz	2 points
Chapter 4 Quiz	2 points
Chapter 5 Quiz	2 points
Chapter 6 Quiz	2 points
Chapter 7 Quiz	2 points
Chapter 8 Quiz	2 points
Chapter 9 Quiz	2 points
Chapter 10 Quiz	2 points
Chapter 11 Quiz	2 points
Module 1 DQ	2.5 points
Module 2 DQ	2.5 points
Module 3 DQ	2.5 points
Module 4 DQ	2.5 points
Module 5 DQ	2.5 points
Module 6 DQ	2.5 points
Module 7 DQ	2.5 points
Module 8 DQ	2.5 points
Module 9 DQ	2.5 points
Module 10 DQ	2.5 points
Module 11 DQ	2.5 points
Module 13 DQ	2.5 points
Article Summary 1	3 points
Article Summary 2	3 points

Article Summary 3	3 points
Article Summary 4	3 points
Article Reply 1	2 points
Article Reply 2	2 points
Article Reply 3	2 points
Article Reply 4	2 points
Grant Proposal	15 points
Group Learning Theorist Presentation	5 points
Group Evaluation	5 points
<u>Review of Grant Proposals</u>	<u>3 points</u>
Total	100 points

A = 90+ points; **B** = 80 to 89.999 points; **C** = 70 to 79.999 points; **D** = 60 to 69.999 points; **F** = 59.999 or fewer points

Note: Although the individual quizzes and discussion postings are worth a small portion of your grade, they add up to more than half of the course grade. You should take these assignments VERY seriously.

SUBMITTING/RETURNING ASSIGNMENTS

Students will submit all assignments online. The computer will automatically record your quiz scores. I will personally review and grade your discussion postings, article summaries, article summary replies, group presentation, and grant proposal. Grades will be posted to your record on Blackboard. You will be able to view your grades online at any time. Any grade disputes should be made in writing, via email, to the instructor ASAP. Any grade changes will be made at the discretion of the instructor.

ATTENDANCE/PARTICIPATION POLICY

It is imperative that you participate in this course. Sometimes students in an online environment can get lost in their anonymity. Don't let this happen to you! If you are having trouble, please contact me at once.

AMERICANS WITH DISABILITIES ACT

Any student whose disabilities fall within ADA guidelines must inform the Tarleton State University ADA Officer, Ms. Trina Geye, and the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of the course.

<p>Ms. Trina Geye, M.S., LPC Director of Disability Services</p>
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STANDARDS OF CONDUCT

Please see the student handbook regarding appropriate standards of conduct in courses at Tarleton State University. A link is provided below.

<http://www.tarleton.edu/~stuserv/handbook/obligations.html>

COMPUTER USAGE POLICY

You may use the University's computers when completing the assignments for this course. You should read the University's policies regarding the appropriate use of computer resources. You can view this policy at: <http://www.tarleton.edu/~tiic/networkpolicy.htm>

LIBRARY SUPPORT

Students are encouraged to use the Dick Smith Library in Stephenville or the Tarleton Central Texas library in Killeen. You can access the libraries' websites from the Tarleton State University Library homepage: <http://www.tarleton.edu/~library/>

ACADEMIC DISHONESTY

Please see the student handbook regarding appropriate standards of conduct in courses at Tarleton State University. A link is provided below.

<http://www.tarleton.edu/~judicial/conductcodes.html> Students who violate the standards of conduct or exhibit inappropriate behavior will be referred to the Dean of Student Life for disciplinary action.

Academic Misconduct/Dishonesty:

Each student's honesty and integrity are taken for granted. However, if your instructor finds evidence of academic misconduct, she will pursue the matter to the fullest extent permitted by the university. University policy states "students guilty of academic misconduct are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials" (Tarleton State University, 2007, p. 29). Students are strongly advised to avoid even the appearance of academic misconduct. Academic misconduct or dishonesty will result in a grade of **F** for the course.

This syllabus is subject to change