

**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***

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### **PSYC 365**

#### **PSYCHOLOGICAL FOUNDATIONS OF LEARNING**

#### **COURSE DESCRIPTION**

A study of human learning, including examination of conditioning, modeling, cognitive development, and high level thought processes. Models of behaviorism, social learning, cognitive development, memory, motivation, and attribution theories will be evaluated.

#### **RATIONALE**

This overview of human learning will introduce the student to the methodologies and topics in the field. By cultivating an understanding of the behavior and thinking of the self and others, the student will more equipped for intrapersonal and interpersonal Christian growth.

#### **I. PREREQUISITES**

Nine additional hours of psychology

#### **II. REQUIRED RESOURCE PURCHASES**

Click the following link to view the required resources 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. Access to an APA style guide
- D. Microsoft Word  
(Microsoft Office is available at a special discount to LU students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Demonstrate competence in the major concepts in psychology.
- B. Create research designs.
- C. Use critical thinking skills to solve problems related to behavior and mental processes.
- D. Weigh evidence, tolerate ambiguity, act ethically, and reflect values in their personal and professional behaviors that are the underpinnings of the multiple perspectives of psychology as a discipline and Christian/biblical faith and praxis.

- E. Communicate effectively in written, oral, and technological formats.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Research Paper/Research Project

The Research Paper/Research Project consists of two parts: 1) a five-page research paper, and 2) a five-page research experiment. Both parts of this project will address a single topic, share an abstract and reference page, and will be submitted together in a single document. The research paper will focus on synthesizing various scholarly sources to support a thesis statement and will conclude by posing an original research question for further study. The research experiment follows directly from the paper by explaining a plan for answering the proposed research question. The experiment may be hypothetically explained based on educated predictions, or it may be literally conducted and recorded. This project will be submitted in stages throughout the course, all of which should reflect proper APA formatting. The stages of submission are as follows:

### 1. Topic

By the end of Sunday in Module/Week 1, the student will submit his/her chosen research topic by posting it on the Discussion Board. The topic should address an aspect of human learning problems in one of the following areas: social learning, spiritual learning, academic learning, or cognitive learning. The topic should reflect a specific area of interest for the student. After posting his/her own topic in the Discussion Board, the student should reply to every other posting in their category by the end of Monday in Module/Week 1.

### 2. Paper Outline and References

By the end of Module/Week 2, the student should submit a preliminary paper outline and a reference page with at least five scholarly research sources. At least two of the research sources must be original research. The reference page should also include a properly formatted citation for the textbook and the Bible. The outline should be designed around the research sources and should include citations at appropriate points. The instructor will make comments and suggestions on the format and content of this assignment to help the student improve the quality of the research paper.

### 3. Research Project Outline

By the end of Thursday in Module/Week 7, the student should submit a preliminary research project outline. This outline should include all of the sections that will be present in the final version of the research experiment, but it will probably contain less detailed descriptions and explanations than the final version. Like the paper outline and references submission, the instructor will make comments and suggestions to help the student improve the quality of the research experiment.

4. Completed Project

By the end of Module/Week 7, the student should submit the completed Research Paper/Research Project.

C. Essays (3)

In Modules/Weeks 3, 5, and 6, the student will complete essay assignments by addressing four questions that are presented to the student. Each essay should be at least two pages long (about half a page per question). The questions presented will prompt the student to apply course materials to this/her own experiences. Each essay is due by the end of Sunday in the module/week in which it is assigned.

D. Group Presentations (5)

In Modules/Weeks 3–6 and 8, the student will complete group presentation assignments by discussing assigned learning theories and applying them to each group member’s chosen research paper topic. The group should use the template provided in the course to summarize its discussion and proposed solutions to learning problems. Each group presentation is due by the end of the module/week in which it is assigned.

E. Tests (4)

The student will take four multiple-choice tests, the last of which is a comprehensive final. Each test is open-book and timed.

**VI. COURSE GRADING AND POLICIES**

A. Points

Research Paper/Research Project:		
Topic		10
Paper Outline and References		20
Research Project Outline		20
Completed Research Paper/Research Project		215
Group Presentations (5 at 15 pts ea)		75
Essays (3 at 40 pts ea)		120
Test 1	(Modules 1–3)	130
Test 2	(Modules 4–5)	130
Test 3	(Module 6)	130
Final Test	(Cumulative)	150
	<b>Total</b>	<b>1000</b>

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact LU Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **PSYC 365**

Textbook: Ormrod, *Human Learning* (2008).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Ormrod: chs. 1–2 3 presentations	Course Requirements Checklist Research Paper/Research Project: Topic	0 10
<b>2</b>	Ormrod: ch. 3 2 presentations	Research Paper/Research Project: Paper Outline & References	20
<b>3</b>	Ormrod: chs. 4–6 2 presentations	Essay 1 Group Presentation: Operant Conditioning Test 1	40 15 130
<b>4</b>	Ormrod: chs. 7(first half) & 11 (first half) 2 presentations	Group Presentation: Piaget	15
<b>5</b>	Ormrod: chs. 11 (last half) & 14 2 presentations	Essay 2 Group Presentation: Vygotsky Test 2	40 15 130
<b>6</b>	Ormrod: chs. 7 (last half), 8– 10, & 12 2 presentations	Essay 3 Group Presentation: Memory Test 3	40 15 130
<b>7</b>	Ormrod: chs. 12–13 & 15 2 presentations	Research Project Outline Completed Research Paper/Research Project	20 215
<b>8</b>	Ormrod: ch. 16 2 presentations	Group Presentation: Motivation/Attribution Final Test	15 150
<b>TOTAL</b>			<b>1000</b>

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.