



## **COURSE NUMBER AND TITLE: PSYC 352 Learning and Cognition**

**(45 contact hours, 3 credits)**

This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep, or well-being of our campus community or operations requires the University to move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the faculty and the University, can still be met. The University does not guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

### **COURSE DESCRIPTION**

A study of theories, methods of investigation, and experimental findings in the areas of learning, memory, thinking, problem solving and language. This class is research-oriented and designed to provide the student with a comprehensive view of learning and cognition, and the major forces behind these approaches to psychological research.

### **COURSE OBJECTIVES / LEARNING OUTCOMES**

- Providing students with an appropriate theoretical background of cognitive psychology specifically for complex learning and thinking processes. Students will also get in touch with the most used psychological models and paradigms in the actual socio-health-educational research.
- To master psychological terminology to better understand topic research and to understand and use technical terminology during the attendance of the course, their work and their future career
- Facilitate students' analysis and synthesis of how learning and psychological models are used in the psychological fields and how modern instruments are used nowadays in scientific research.
- Provide information and techniques about how to study and analyze learning and cognitive psychology in their research, work and future career

### **FORMAT**

- Classes will be face-to-face with the integration of smart tools
- Lecture will be integrated with student presentations, discussions of readings, notes and workshops
- Students will be expected to actively participate in class, with in-class projects, workshops and interaction during lessons

- Students will be required to use the following materials, to better interact with the teacher and to each other:
- Google Workspace: Drive, Docs, Slides, Meet
- Dropbox (material sharing and downloading)

## **SUGGESTED TEXTS**

- Lectures notes, slides and materials provided by the faculty
- *Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student's handbook. Psychology press.*

## **SCHEDULE OF TOPICS**

### **Course Introduction**

- Definition, objectives, methods, introduction to the text
- Defining Cognition: theory and models

### **General Psychology**

- Cognitive perspective
- Memory
- Attention
- Language
- Reasoning, Decision making and Problem Solving

### **Defining Learning: theory and models**

- Psychology of learning
- Learning in complex context
- **Learning and new technologies (SPECIAL FOCUS)**
- Framework, instruments and research
- What is and how to do research?
- Research themes in Learning and Cognition fields
- Past, actual and future research

### **How do we do research?**

- Conducting research: what does it mean?
- Choosing Topic, fields and methodology
- Evaluating our sources
- Making our research question
- Conducting a research project

## **EXAMS and ASSIGNMENTS**

Students will be evaluated on the basis of their performance as follows:

- Attendance and Participation – 10%
- Quizzes - 20% (2 quizzes at 10% each)
- Mid-Term Exam – 15%,
- Final Assignment – 25%
- Final Exam – 30%

## **EXAMS**

Students will have the possibility to have access to the final exam by following a minimum of 75% of the course. Students will also have the opportunity to attend a midterm exam, which will give them the possibility to be exempted from a part of the final exam.

### **Midterm Exam:**

The exam will be based on both the lectures and lessons materials. It will consist of multiple choice, true or false questions, and 2 open questions based on reflecting about course topics. Unless otherwise specified, the exam will be held in person during class time.

### **Final Exam:**

The exam will be based on a project carried out by students (groups of maximum 4 people) to be sent to the teacher and an oral integration in class to discuss the project and discuss course topics

## **GRADING SCALE**

A	95%-100%
A-	90%-94%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%
F	< 60%

## **CLASS POLICY**

### **Attendance**

You are allowed **ONE** unexcused absence. The maximum absence you will be able allowed is THREE. Documentation for any other absence **MUST** be produced and **APPROVED** by your faculty. For absences due to illness, please provide the faculty with a doctor's note upon returning to class as well as inform them and/or the Office the first day of illness.

Both by school policy and Italian law attendance at all classes is required of all students. (Yes, your student visa is dependent on perfect attendance.) Even so, I will reward students (around a borderline grade up) for perfect or very good attendance, but I am also forced by school policy to penalize students who accrue more than two unexcused absences, so please do your very best to be here and engaged when you are here. Students are expected to arrive at class on time, having their material ready for lessons. I will also reward students who will actively participate during classes and being actively involved out of class, doing their lectures, writing and contributing to create an atmosphere based on collaboration and communication between students. Since our text is physical but teacher will also provide materials in electronic form, you will need a laptop with you during our class sessions, both the literary discussions and the workshops. But pay attention, during classes I really recommend students to have with them a notebook and materials to write and take notes. Although nowadays we work most of our time on the computer, I really think that taking notes written on paper will always avoid distraction and will let students have better retention of information and topics covered in class. This is not a rule but it's just a recommendation for students, who have to find their best way to learn and work; it's up to them.

### **Late submissions:**

Assignments not submitted by the due date will receive a penalty of 10% for the first 24 hours, 20% for a 48-hour delay. No submissions will be accepted more than 3 days after the deadline, unless arrangements have been made with the instructor (for extensions under exceptional circumstances, apply to the course instructor).

### **Receipt and contacts:**

If students would like to meet the teacher, for any reason (doubt, questions about the course, paper, lecture whatever) they have to send an email to the teacher in advance to arrange a meeting which can be held both in presence or online via Google Meet or Microsoft teams. The mail must be sent within three days of advance , to better organize the meeting, considering that everybody is busy scheduling. Teacher is always available for any student's question. Response time is maximum 24 hours.

### **Secular and religious holidays:**

Sant'Anna Institute recognizes that there are several secular and religious holidays - not included in the Italian calendar - that affect large numbers of its community members. In consideration of their significance for many students, no examinations may be given, and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work during the course or lecture and will have the possibility to discuss about missed topic with Teacher via meeting. If an examination is given on the first-class day after one of these holidays, it must not cover material introduced in class on that holiday. Students who wish to observe such holidays must inform their teacher within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity.

Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed

work and examinations. For this reason, it is desirable that faculty inform students of all examination dates at the start of each semester.

### **Diversity, Equity, and Inclusion (DEI) Statement**

This course is committed to fostering an inclusive, respectful, and supportive learning environment for all students. Discrimination or harassment of any kind based on race, ethnicity, gender, gender identity or expression, sexual orientation, religion, disability, age, nationality, or any other personal characteristic will not be tolerated. Everyone is welcome, and diverse perspectives are encouraged as they enrich our shared learning experience. Let's work together to create a classroom culture grounded in openness, empathy, and mutual respect.

### **ACADEMIC HONESTY**

"Members of the Jacksonville University community are expected to foster and uphold the highest standards of honesty and integrity, which are foundations for the intellectual endeavors we engage in.

To underscore the importance of truth, honesty, and accountability, students and instructors should adhere to the following standard:

"On my honor as a student at Jacksonville University, I promise to uphold the values of honesty, trust, fairness, respect, and responsibility in all my dealings with faculty, staff, and students."

Academic misconduct occurs when a student engages in an action that is deceitful, fraudulent, or dishonest regarding any type of academic assignment that is intended to or results in an unfair academic advantage. In this context, the term "assignment" refers to any type of graded or ungraded work that is submitted for evaluation for any course. Academic misconduct includes but is not limited to cheating, collusion, falsification, misrepresentation, unauthorized collaboration on assignments, copying another student's work, using or providing unauthorized notes or materials, turning in work not produced by the individual, attempting to get credit for a single instance of work submitted for more than one course, and plagiarism. Furthermore, providing deceitful, fraudulent, or dishonest information during discussions of an academic matter with faculty are also examples of academic misconduct." (Jacksonville University Academic Integrity Policy).

Throughout this course we will be reading and reporting about the work of others. All information that is not original to the student must be appropriately attributed in both presentations and written work. All students are expected to do their own work and give appropriate credit for all sources used in the process of preparing papers, presentations, and homework assignments. Group assignments will be graded based on the product of the work, although some adjustment may be made for participation. [If you have a question about whether or not collaboration is allowed, or how to cite a reference, please ask. It is always better to check than to be accused of an unintended violation of the academic honesty policy]. Violations of the academic honesty policy will be dealt with in accordance with university policies

Course Level Penalties: A first offense may result in a failing grade for the assignment. Second offenses may result in failure in the course. Significantly egregious violations may result in expulsion from the university. When in doubt give credit for all information that did not come directly out of your head!

### **DISABILITY STATEMENT**

Students with a documented disability requesting classroom accommodations or modifications, either permanent or temporary, resulting from the disability are encouraged to inform the faculty in the first week of the program.