CCH 325 / FA 325: Connecting Thought And Behavior
School for Continuing and Professional Studies Undergraduate Course

Course Delivery Format: Online Course

Course Description: This course introduces students to concepts of Cognitive Psychology. They will review the history and development of the field and explore how cognitive processes impact thought and behavior. Through an experiential learning process, students will explore the science behind such topics as perception, consciousness, memory, language, problem solving, reasoning and emotional experience and how these cognitive abilities impact their lives.

Learning Outcomes:

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 Sections:

This course is cross listed as CCH 325 and FA 325. Please read the descriptions below of the two registration options. If you are not sure which section of the course you are registered for, how it fits into your program plan, or if you have any questions about the registration options, please contact the instructor asap for assistance.

CCH 325 Option: This section of the course is worth 4 credit hours and is the most common registration option for most students. The basic format for the course and all the assignments are based on CCH 325.

FA 325 Option: There are four sections of the course listed as FA 325, each of them are worth 2 credit hours. There is less work required for students taking a 2 credit hour section of the course. There are two reasons that a student may choose the FA 325 registration option.

1) Students in any academic program at the university who wish to take a 2 credit hour course rather than a 4 credit hour course due to workload, credit limits or financial reasons.

2) Students in SCPS competence based programs are required to take the 2 credit hour sections as part of their programs. For students in those programs, they have option of taking up to two of the 2 credit hour sections in the course, listed as FX, H1I, H3A, and S3X requirements.
Learning Strategies:

You will demonstrate learning outcomes 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.

Learning Resources:


Various Internet Resources as found on course website.

Learning Deliverables: (graded evidences of learning)

Cognitive Self Assessment: 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 works so that you can use them to sharpen your skills. This assignment is worth 20 Points toward your final grade.

Observation Environment Assessment: 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. This assignment is worth 30 Points toward your final grade.

Competence Environment Analysis Report: The objective of this assignment is for you to apply the concepts and theories you have learned related to cognition and behavior to the environments you have been observing during the quarter. This assignment is worth 50 Points toward your final grade.

Assessment of Student Learning
There are several aspects of your learning that you will use to demonstrate the course learning outcomes. These include what you have learned through your reading assignments; your reflections of yourself and the observation environments you will assess; the integration of theories and concepts addressed in the course to your environment analysis report; and, your reflections and contributions to the class discussion.

The following criteria will be used to assess your progress in the course in equal portions of each item.

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: Environment Analysis Report:
   - Addresses the assignment according to directions.
   - Describes relevant observations of 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.

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Grading Criteria & Scale
Grades will be assessed on a point system that are earned for completing the tasks listed below. Points are assigned for Discussion Forum Participation and Assignment One, Assignment Two, and Assignment Three.

150 Points Total Grade Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>138</td>
<td>A 92%</td>
</tr>
<tr>
<td>123</td>
<td>B 82%</td>
</tr>
<tr>
<td>108</td>
<td>C 72%</td>
</tr>
<tr>
<td>94</td>
<td>D 63%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>A- 88%</td>
</tr>
<tr>
<td>117</td>
<td>B- 78%</td>
</tr>
<tr>
<td>103</td>
<td>C- 69%</td>
</tr>
<tr>
<td>90</td>
<td>D- 60%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>127</td>
<td>B+ 85%</td>
</tr>
<tr>
<td>112</td>
<td>C+ 75%</td>
</tr>
<tr>
<td>99</td>
<td>D+ 66%</td>
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<tr>
<td>Below 90</td>
<td>F 60%</td>
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**Pass/Fail Grading Options**

Students have the option of taking this course as a Pass/Fail grade if that is an acceptable option to them in their college program. In deciding to select Pass/Fail grading students should be aware that courses assessed as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages.

Courses assessed as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average. The university only allows twenty credit hours to be earned through the Pass/Fail assessment option.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the course. The grading basis may not be changed after these deadlines, with no exceptions.

**Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Theme</th>
<th>Reading Assignments</th>
<th>Web Discussion Topics</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>The Study of Cognition</td>
<td>Eysenck Chapter 1</td>
<td>Cognitive Psychology Reflections (5 Points)</td>
<td>Assignment One: Cognitive Self-Assessment (20 Points)</td>
</tr>
<tr>
<td>Module 2</td>
<td>Environment and Self Assessments</td>
<td></td>
<td>Assessment Assignment Reflection (5 Points)</td>
<td>Assignment Two: Environment Assessment (30 Points)</td>
</tr>
<tr>
<td>Module 3</td>
<td>Perception and Consciousness</td>
<td>Eysenck Chapter 2, 3</td>
<td>Module 3 Project Examples / reflections (5 Points)</td>
<td></td>
</tr>
</tbody>
</table>
To see course due dates, refer to the course schedule or the D2L calendar.

**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.
- 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 environment observed in the course.

**Academic Integrity Policy**

All work done for this course must observe the Guidelines for Academic Integrity as outlined in the Code of Student Responsibility (in the DePaul Student Handbook). The code’s Plagiarism Policy reads as follows:

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 in part, without proper acknowledgement that it is someone else’s.

Copying of any source in whole or in part with only minor changes in wording or syntax even with proper acknowledgement.

Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which 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 acknowledgment.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor’s discretion. Actions taken by the instructor do not preclude the college or the university taking further punitive action including dismissal from the university.

Incomplete Policy

It is expected that students will complete course assignments by specified due dates within the quarter. In circumstances that the instructor determines to be exceptional, when the student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. After the final submission deadline, the student will have no further opportunities to submit work for a passing grade.

Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;

The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Protection of Human Research Participants

For more information see: [http://research.depaul.edu/](http://research.depaul.edu/)

Demonstrating the acquisition of competencies in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further
research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, [http://www.research.umn.edu/consent](http://www.research.umn.edu/consent).

**Online Participation**

SCPS'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 those taught on campus. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour course taught on campus at SCPS 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 instructor 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 the instructor immediately.

**Other Resources for Students**

**Writing Assistance**

Writing assignments are expected to conform to basic college-level standards of mechanics and presentation. You are also encouraged to consult the Writing Resources page on the SNL website. The DePaul Writing Center is available to discuss your assignments. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback—by—Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule meetings, get written feedback by email, or online appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

**Dean of Students Office**
The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us.

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