School of Continuing and Professional Studies
Undergraduate Program, DePaul University

CCH 325 / FA 325: Connecting Thought And Behavior
Winter 2021 Online Course Syllabus

Instructor Information

Name: Kenn Skorupa
Office Location: Daley 1432
Office hours: Wednesdays 6:00 to 7:00 pm on Zoom
Contact Info: 312.362.5794 or kskorupa@depaul.edu
Course Dates: 11/30/20 to 12/27/20
Course Format: Online, with optional Zoom faculty interactions sessions.

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. This course is cross listed as CCH 325 and FA 325.

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 and there are specific assignments related to each 2 credit hour section. 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 the 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.

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.
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.

**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

50 Points Discussion Forum Participation (5 points for each of 10 modules)
20 Points Assignment One: Cognitive Self-Assessment
30 Points Assignment Two: Competence Environmental Assessment
50 Points Assignment Three: Competence Environmental Final Report

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>138</td>
<td>A</td>
<td>92%</td>
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<tr>
<td>132</td>
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<td>127</td>
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<tr>
<td>123</td>
<td>B</td>
<td>82%</td>
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<tr>
<td>117</td>
<td>B-</td>
<td>78%</td>
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<tr>
<td>112</td>
<td>C+</td>
<td>75%</td>
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<tr>
<td>108</td>
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<tr>
<td>103</td>
<td>C-</td>
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<td>94</td>
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<tr>
<td>90</td>
<td>D-</td>
<td>60%</td>
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<tr>
<td>&lt;90</td>
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Pass/Fail Grading Options

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete Policy

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.
### 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>
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<tr>
<td>Module 2</td>
<td>Environment and Self Assessments</td>
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<td>Assessment Assignment Reflection (5 Points)</td>
<td>Assignment One: Cognitive Self-Assessment (20 Points)</td>
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<td>Assignment Two: Environment Assessment (30 Points)</td>
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<td>Module 3</td>
<td>Perception and Consciousness</td>
<td>Eysenck Chapter 2, 3</td>
<td>Module 3 Project Examples/ reflections (5 Points)</td>
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<td>Module 4</td>
<td>Long and Short Term Memory</td>
<td>Eysenck Chapter 4, 5</td>
<td>Module 4 Project Examples/ reflections (5 Points)</td>
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<td>Module 5</td>
<td>Practical Cognition</td>
<td>Eysenck Chapter 6, 7</td>
<td>Module 5 Project Examples/ reflections (5 Points)</td>
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<td>Module 6</td>
<td>Using Language</td>
<td>Eysenck Chapter 8</td>
<td>Module 6 Project Examples/ reflections (5 Points)</td>
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<td>Module 7</td>
<td>Problem Solving</td>
<td>Eysenck Chapter 9</td>
<td>Module 7 Project Examples/ reflections (5 Points)</td>
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<tr>
<td>Module 8</td>
<td>Judgment and Reasoning</td>
<td>Eysenck Chapter 10</td>
<td>Module 8 Project Examples/ reflections (5 Points)</td>
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<tr>
<td>Module 9</td>
<td>Cognition and Emotion</td>
<td>Eysenck Chapter 11</td>
<td>Module 9 Project Examples/ reflections (5 Points)</td>
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<tr>
<td>Module 10</td>
<td>Synthesizing Observations</td>
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<td>Course Reflections (5 Points)</td>
<td>Assignment Three Environment Analysis (50 Points)</td>
</tr>
</tbody>
</table>

To see course due dates, refer to the course schedule or the D2L calendar.
Video Conferencing Schedule

Zoom Question and Answer Sessions: While the course is basically online in nature, there will be weekly opportunities to ask questions of the instructor through a Zoom session on alternating Wednesdays, from 6:00 to 7:00 pm, Chicago time. These sessions are voluntary and do not impact your grade in a positive or negative way. If you have any questions about the course and its assignments, you are welcome to logon to the Zoom session and ask them or simply logon to see what issues other students present. If you have any questions that you would rather send to the instructor via email for privacy or convenience, you always have that option as well to get your questions answered. There are links to the Zoom discussions provided in the D2L course calendar.

Optional zoom sessions will be held on Wednesdays, 6 - 7pm, in weeks 1, 3, 5, 7, 9.

**The dates for the Winter 2020 quarter will be January 6th, 20, February 3, 17, and March 3rd.**

Course Policies

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

[APA citation format](#)

[Academic Integrity Policy](#)

[Incomplete (IN) and Research (R) Grades Expiration Policy](#)

[Withdrawal/Drop Policy and Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

[Research Involving Human Subjects](#)
Instructor Profile:

Kenn Skorupa has been on the staff of the college since 1990 and is currently the Associate Director of SCPS Undergraduate Programs and is also a Licensed Professional Counselor (LPC). He has designed and taught several courses for the college. His academic background is in the areas of psychology and human behavior, gender issues, the use and impact of technology on people's lives and organizational administration.