

PSYC3321-03-24443: Learning
Department of Psychology
Spring 2016

Instructor: Dr. Angela S. Kelling, kellinga@uhcl.edu, (281-283-3439)
Contacting Me: Email is **BY FAR** the best way to contact me. I will try to answer all professional/respectful emails within 24 hours, but there are no guarantees. Phone messages and blackboard posts/messages are less reliable ways and not recommended for anything time sensitive.

Class Info: Tues/Thurs 10-11:20; Bayou 1217

Office Hours: By Appointment or before or after class
Office is in Student Services Building, 2109
Please send an email to meet so I can reserve the time for you, and we could also meet via video chat or telephone.

Required Text: Powell, R. A., Honey, P.L., & Symbaluk, D. G. (2012). Introduction to Learning and Behavior (4th ed.). Belmont, CA: Wadsworth.
Pryor, K. (2006). Don't Shoot the Dog!: The New Art of Teaching and Training. Any edition will be fine. You may need to buy through half.com or similar sources.

Course Description, Objectives, and Expectations

PSYC 3321 is an introduction to the basic principles of learning.

Course Description/Goals

An examination of behavioral theory and the types of learning that help account for similarity and diversity in the behavior of human and nonhuman animals. Course focuses on the learning processes of habituation, classical conditioning, and operant conditioning.

- Understand the historical antecedents of contemporary learning theories
- Understand the different types of research approaches used to investigate learning processes
- Understand and be able to use the nomenclature associated with learning theories and research methods
- Understand the associations between different types/classes of stimuli and the behavioral responses that are produced
- Understand how learning theory and the principles of conditioning are related to *your* behavior and the behaviors you encounter during daily life

Assessment

The lectures and assigned readings as outlined below comprise the examinable material for the course. Much of the material in the assigned reading will not be covered in the lecture, but you are still responsible for such material. Likewise, there may be material covered in lecture that does not appear in the text. You are also responsible for this material unless otherwise noted. Your grade in this course will consist of an accumulation of points from quizzes and assignments.

TESTS (100 points each):

There will be a midterm and final exam, each worth 100 points. Midterm will be October 12th, Final will be December 7th.

CYBER RAT (100 points total) via blackboard:

There will be four CyberRat assignments described in the CyberRat section of the home page. These assignments involve observing your rat, training it to do a simple behavior, putting the behavior on an intermittent schedule, putting the behavior under stimulus control, and extinguishing the behavior. Each assignment is worth 25 points for a total of 100 points.

DON'T SHOOT THE DOG (100 points) via blackboard:

You are to read Don't Shoot the dog **twice** and write an extensive summary of all major points and an extensive **response** paper (~5 pages). Response means discuss the material (e.g., what you found confusing, what you find applicable, what you found interesting, etc.)

PARTICIPATION (50 points):

You will be given time in class for discussion and activities. You must be present and active to receive points. Bonus points may be assigned based on active class participation (not texting, asking questions, answering questions, etc).

WRITING ASSIGNMENT (50 points total) via blackboard:

- Write proposal for behavior change programs: These could be behavior changes for yourself or someone else (friend, family member, pet, etc.). Each program should incorporate and specify at least two basic principles of behavior discussed in this course. You may elect to increase/decrease the frequency of an existing behavior, establish a new behavior, or some combination. It will also be important to incorporate the information discussed in the methods and design section of the course when designing your behavior change program. Proposals should be 2-4 pages, typed and double spaced. Each should include an introduction describing the behavior, the person/animal involved and a rationale for changing the behavior, response definitions, response measurement, and the behavior change strategies that would be used. References can and should be provided in cases when they can help develop the proposal. Each behavior change proposal is worth 25 points.
- Review journal articles: You can review articles published in the Journal of Applied Behavior Analysis or in the Journal of the Experimental Analysis of Behavior. You can use the journals website (http://seab.envmed.rochester.edu/jaba/articles_selected/index.html or <http://seab.envmed.rochester.edu/jeab/toc/jeabTOC.php>) to search for articles on specific topics or to download selected articles. The articles must be full-length research articles (no reports, discussion papers, reviews, etc.). You will need to get the instructor's approval of the articles before beginning. Summaries should be 2-4 pages, typed and double spaced. You will need to include all relevant references, summarize the introduction, the method, the results, and the discussion, and include your reaction to the article. Each journal article is worth 25 points.
- WatchTED talk: You can watch one of the TED talks from the list of selected videos listed at the end of the syllabus, and write a 2-4 page paper. Your paper should, (1) provide a brief **summary** of the content of the video AND (2) discuss how the video **relates to material discussed in this class**. Each video review is worth 25 points.
- Combine options: You can do activities from any two of the options above to combine for a maximum of 50 points (e.g., one behavior change proposal and one journal article, two behavior change proposals, etc).

The UHCL Writing Center offers tutoring assistance on writing projects for students during any stage of the writing process. They offer face-to-face tutoring, along with online assistance through the Center for Online Tutoring (COLT). Students wishing to use the resources provided by the Writing Center may make an appointment by coming in person to SSCB 2105, by calling 281-283-2910, or by visiting our website www.uhcl.edu/writingcenter and clicking "Make an Appointment."

Deadlines

The great thing about online courses is that there is flexibility regarding when things can be completed. Although I think this fact is a great feature of online courses, I also realize that deadlines of some kind are required to prevent people from waiting until the last week of classes to open up the first page of the textbook. Therefore, I have created a series of deadlines. You have a lot of flexibility about when you complete the course material, as long as it is before the deadline. Therefore, you need to remain on top of the course work. If you wait until the last minute to complete these assignments, I will not have sympathy for the "technical difficulties" or illnesses you are likely to encounter the day before or the day of the deadline. **No make ups are allowed, no late work is accepted.** It is your responsibility to allow time for issues that may occur. Whatever is uploaded by the due date will be graded.

Procrastination is VERY STRONGLY DISCOURAGED!!!

Grading

Your grade is determined by adding your total points earned from the points available as follows

Exam 1=	100
Exam 2=	100
CyberRat: 4 @ 25pts each =	100
Don't Shoot the Dog=	100
Participation=	50
Writing Assignment=	50

Total Possible Points = 500

You will receive the letter grade that corresponds to your total number of points out of 350:

Grade	Percentage	Points Needed
A	93% and above	325.5
A-	90-92%	315
B+	87-89%	304.5
B	83-86%	290.5
B-	80-82%	280
C+	77-79%	269.5

C	73-76%	255.5
C-	70-72%	245
D+	67-69%	234.5
D	63-66%	220.5
D-	60-63%	210
F (Fail)	<60%	

The good news is – these grades are (most likely) firm – there is no curve, no extra credit. Everybody in the class can get an A grade (and I hope you do). The bad news is – these grades are firm – there is no curve. If you score just one tenth of a point below the cutoff then you will get the lower grade. You have ample opportunities to earn points in this class, so there is no reason why you should not be able to get the grade you want in this class. There is no extra credit or work at the end of or after the semester to bring your grade up.

GRADE REPLACEMENT ALTERNATIVE: If you are not happy with your grade, I will allow you to take a grade replacement final exam during final exam week in person. This will be a cumulative test worth 100 points and you will receive the corresponding percentage grade, even if it is lower than the grade you would have received otherwise. If you want to choose this option, you MUST inform me in writing by April 1st, 2016. NO EXCEPTIONS.

Students with Special Needs

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustment/auxiliary aid, please contact UHCL's student disability services center in the Student Services Building, 281-283-2648.

Dropping the Class

April 12th is the last day to drop a Spring 2016 course. Dropping the class must be done officially through the registrar's office. Students who simply stop doing the work and do not officially drop will fail the course.

6-Drop Rule: Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date (February 3rd, 2016) for the semester/session does not affect your 6-drop rule count. **Dropping this or any**

other course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping any course. Visit www.uhcl.edu/records for more information on the 6-drop rule and the census date information for the semester/session.

Incompletes

A grade of “I” is given only in cases of documented emergency or special circumstances late in the semester, provided that the student has been making satisfactory progress. Satisfactory progress is defined as completion of at least half of the work. It is not an option for a student who is not satisfied with the grade after the drop date. An Incomplete Grade Contract must be completed.

Academic Honesty

Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy for standards of academic honesty. Quizzes are expected to be your own work, in your own words. No cheating! It is your responsibility to understand what is meant by “academic honesty.” Plagiarism includes using research without citations, or using a created product without crediting the source. Cheating and plagiarism will not be tolerated and will result in a grade penalty, failure of the course, or possibly suspension from the university. If you have any questions about what constitutes plagiarism, be sure to ask. In addition to asking me, there is a really helpful tutorial on what constitutes plagiarism (<http://www-apps.umuc.edu/vailtutor/index.html>). I will check the paper using the “SafeAssign” plagiarism detection software, so you will get caught if you plagiarize (NOTE: I have already caught several students, and I WILL catch you, too). **“I didn’t know I wasn’t supposed to do that,” or “I didn’t mean to” will NOT be legitimate excuses for violating UHCL’s Code of Conduct or the Department of Psychology’s Policies. It is YOUR responsibility to know and to understand the code and the policies.**

No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work to be submitted for credit as part of a course including, but not limited to, examinations, laboratory reports, essays, themes, and term papers. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information, or illustrations of someone other than the student are incorporated into a work product, the source should be duly acknowledged.

All faculty members have access to electronic resources that instantly identify papers containing unoriginal material. These programs are used to promote originality in student work and to deter students from plagiarizing.

Students may not turn in (or modify) a paper from a previous course or use the same paper for multiple courses. Students should meet with their course instructor(s) to clarify their individual policies regarding this matter as well as to ensure violations do not occur. Also, refer to the current edition of the *Publication Manual of the American Psychological Association* for specific guidelines on APA format regarding citations and references.

My Additional Policies

Make-ups and Test Policy

- 1. There will be no make-ups for quizzes. The lowest quiz will be dropped.**

Courtesy

Respect and be considerate of others in the class. Please keep all communications in a professional manner. Any non-professional communications will be ignored.

Be Prepared and Participate

Do all of the assigned readings and use the provided materials. This class will require time both watching the lectures and reading the material. In addition, you will need to spend time on the assignments.

Tentative Schedule

NOTE: The syllabus can be changed at any time at the discretion of the instructor.

(Any changes to the syllabus will be posted in Blackboard. It is the responsibility of the student to be aware of changes.)

Week:	Date:	Chapter	Assignment (CR=cyberrat), all assignments due start of class
1	Jan 19 th	1	<u>Introduction to course</u>
1	Jan 21st	1	<u>Historical Antecedents</u>
2	Jan 26 th /28th	2	<u>Research Design,</u>
3	Feb 2 nd /4th	3	<u>Classical Conditioning: Intro,</u>
4	Feb 9 th /11 th	4	<u>Classical Conditioning: Phenomena,</u>
5	Feb 16 th /18th	5	<u>Classical Conditioning: Applications,</u>
6	Feb 23rd		<u>MIDTERM,</u>
6	Feb 25th	6	<u>Operant Conditioning: Intro,</u>
7	Mar 1st	DSTD	<u>Don't Shoot the Dog Summary & Response Due (start of class 3/1), discussion</u>
7/8	Mar 3 rd /8th	7	<u>Operant Conditioning: Schedules,</u>
8	Mar 10th	CR	<u>CR 1, 2, 3, 4 due 3/10, discussion</u>
9	Mar 15 th /17th		<u>SPRING BREAK</u>
10	Mar 22 nd /24th	8	<u>Extinction & Stimulus Control,</u>
11	Mar 29 th /31st	9	<u>Escape, Avoidance, & Punishment, Writing Assignment 1 due 3/29</u>
12	Apr 5 th /7th	10	<u>Choice, Matching, & Self-Control,</u>
13	Apr 12 th /14th	11	<u>Observational Learning</u>
14	Apr 19 th /21st	12	<u>Biological Dispositions, Writing Assignment 2 due 4/19</u>
15	Apr 26 th /28th	13	<u>Comparative Cognition</u>
16	May 5th		<u>FINAL 10-12:50</u>

This syllabus signifies a contract. I, as the instructor, will abide by the guidelines listed above. This removes the possibility of surprise. In return, I ask for assurance that you have read the guidelines in this syllabus as well as abide by them.

PLEASE RETURN THIS TO ME BY THE FIRST TEST OR YOUR GRADE WILL NOT BE POSTED/Returned.

By Signing Below, I acknowledge that I have read this syllabus and will abide by its guidelines.

Print Name and Date

Sign Name