



## **Learning (Psyc 375)**

**Section 1** (TR 11:00-12:15pm) & **2** (TR 3:30-4:45pm)  
fall 2019 Syllabus

**Instructor:** Dr. Jody Lewis  
**Office:** D-233 Science Building  
**Office hours:** MW 11-12pm, T 1-2pm or by appointment  
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### **The goals of this course are to:**

1. understand and practice identifying the principles of learning
2. help you to develop the skills needed to study behavior as a science
3. illustrate how studying animal behavior can benefit the understanding of human behavior
4. recognize how the knowledge obtained in the lab can be applied to understanding, and controlling behavior outside the laboratory

### **Teaching philosophy and classroom expectations:**

- My respect toward my students:
  - I do not make judgments about a student's character based on their grades/performance in my classes. I do care very much about my teaching, how I run a classroom, and will do anything I can to help you get the best possible grade in this course.
  - I consider all students adults, which means that I believe that students are able to make decisions for themselves, have a life outside the classroom, and if students need help, they will come to me (I do not chase students around and I don't monitor their attendance closely).
- Respect that I expect of you toward me:
  - Please do not be distracting me or others who are trying to learn during class time.
  - Please do not take video or audio recordings of me without my permission. I consider this not only CREEPY but a violation of my privacy.
- My teaching goals
  - My goal in life is NOT to give busy work, torture students, and make their lives miserable. (Really, I have better things to do with my time.)
  - My goal IS to make learning both fun and challenging.
- My classroom style:
  - I think students learn more and get more out of a class when they read the book and come to class and participate in class. I expect that students will ask questions in class if they need me to repeat something, clarify what I said, and/or are curious about something.
  - I run a classroom that is full of jokes, laughter, tangents, side conversations, curious questions, and spontaneous supplemental lectures about things students are interested in and/or need help with. If you do not like this teaching style, I suggest taking classes with someone else.

**Class Materials**

**Text:** Powell, Symbaluk, and MacDonald (20017) Introduction to Learning and Behavior 5<sup>th</sup> Edition. You may read the assigned reading in the book before or after lecture. I would highly suggest both.

**Internet Sources:** Course material will be provided through Canvas. This will include the syllabus, lecture outlines, select slides, assignments, outside reading assignments, and anything else I come across that may be interesting and/or useful for class.

**Articles:** Hard copies of articles for discussions will be available in class. Electronic copies will be available through Canvas.

**Course requirements**

**Exams:** There will be three exams over material covered in lecture, the textbook, assigned readings and projects. I will provide make-up exams with a legitimate, documented excuse and if you contact me within 24 hours of the scheduled exam.

**Assignments:**

*Research assignments:* In order to have exposure to how research is conducted in learning, students will be expected to read and discuss 3 research articles. Students will be expected to take a brief online quiz to provide evidence that they read the article and then participate in a group discussion about each article.

*Application assignments:* In order to help students practice ideas about how learning can be used in practice, students will be assigned 9 short application assignments over the course of the semester. Application assignments will be worked on during class. For students who must miss class the day the assignment is given, a copy of the assignment will be posted on Canvas. Each assignment is to be typed and submitted to Canvas 1 class period after it is assigned. The two lowest assignment grades will be dropped. Because of this, I will not accept late application assignments.

**Grading:** Your grade is based on the number of points earned in the class.

**Point distribution:**

Exams (80 pts x 3)	240pts	69%
Research assign (20pts x 3)	60pts	17%
Article discusion quizzes (5pts x3)	15pts	4%
<u>Application assign (5pts x 7)</u>	<u>35pts</u>	<u>10%</u>
Total	350pts	100%

<b>Letter grade cutoffs:</b>	
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	<60%

### Quiz rules for Learning Articles

#### What material will I be quizzed on?

- Each quiz will cover the article assigned for discussion
- The main purpose of the quizzes is to prove that you have read the article
- The questions should be easy if you have read the article
- Before taking the quiz you should be able to answer the following questions:
  - What is the purpose of the study?
  - What are the variables and how were they manipulated/measured?
  - What were the major findings of the study?
  - What were the authors' conclusions?
  - What does this paper have to do with learning?

#### What will the quiz consist of? Is there a time limit?

- Each quiz will consist of 5 multiple choice questions (1 point each)
- Once you start the quiz, you will have 7 minutes to complete it
- Because you have a limited amount of time, you should read the article before you take the quiz and not skim the article for the first time during the quiz

#### When should I take a quiz?

- Each quiz will be available for 7 days
- You may take the quiz at the time that is most convenient for you during those 7 days
- Each online quiz will be available on D2L one week before a scheduled article discussion
- You must take the quiz by **10:30 pm on the Thursday** before the article discussion
- I recommend that you take the quiz early, rather than later (i.e. at the last minute) in case something goes wrong with your computer or something comes up in your life

#### What if something goes wrong with my quiz?

- Occasionally students will see an error message or be booted out of the quiz (especially when the quiz is taken in the middle of the night)
- If you have an error, try to go back into the quiz to answer the questions and submit the quiz before on time. You may have to try this several times
- You will not be penalized for computer malfunctions. If your quiz is late because of errors, send me an e-mail, tell me what happened and I can remove the late penalty.
- I will remove late penalties no more than once during the semester. If you receive errors repeatedly I suggest that you try another time or computer to finish your quizzes.

#### Can I use any materials when I take the quiz?

- You may use the article, textbook, and class notes
- You must complete the quiz individually. You may NOT work together, or get help from others inside or outside of class. GETTING HELP OR WORKING TOGETHER IS CHEATING

**Additional course information**

**Attendance:** Attendance is expected in this class. I do not keep a written record of attendance, however, my experience is that students do not perform well in a course if they miss a lot of classes. Please note that you will be responsible for any lecture material, announcements, or schedule changes given during class time.

**Academic honesty:** I do not tolerate violations of academic honesty such as cheating, plagiarism, and copying/buying papers off the internet. You are responsible for understanding and abiding by the university academic standards. Instances of academic dishonesty may result in the failure of the course. Please see Chapter 14, *Student Academic Standards and Disciplinary Procedures* of the UWSP *Community Rights and Responsibilities*. This can be found at <http://www.uwsp.edu/centers/rights/>

**Disability accommodation:** Please contact me and Disability Services during the first two weeks of the semester if you are in need of any additional accommodations (346-3365).

**Religious accommodation:** Religious beliefs will be accommodated according to UWS 22.03 as long as you notify me within the first three weeks of the beginning of class of the specific dates on which you will request relief.

**Tutoring-Learning Center:** The center provides assistance such as group and individual tutoring, help with computer skills, and help with writing papers. They are located in 018 LRC (346-3568). They can also be found at <http://www.uwsp.edu/tlc/>

**Withdrawal policy:** If you decide you no longer want to take the course you must follow the university procedures for officially dropping the course. If you stop attending and do not officially drop the course you will receive an F in the course. See the Registration and Records webpage for information about when the last day is to drop a course (click on Registration Dates and Information). <http://www.uwsp.edu/reg-rec/>

**Tentative Schedule**

	<b>DATES</b>	<b>TOPICS &amp; ASSOCIATED READINGS</b>	<b>DUE DATES</b>
<b>Classical conditioning</b>			
<b>week 1</b>	<b>Sept 3, 5</b>	Introductions and history (Ch. 1 p.14-34) Res methods and behavior basics (Ch. 2 p. 51-58, 67-72) Reflexes (Ch. 3 p. 94-98)	
<b>week 2</b>	<b>Sept 10, 12</b>	Non-associative learning (Ch. 3 p. 98-101) Classical conditioning basics (Ch. 3 p. 107-117)	
<b>week 3</b>	<b>Sept 17, 19</b>	Classical Conditioning basics (Ch. 4 p. 133-139)	<b>Article discussion Sept 19</b>
<b>week 4</b>	<b>Sept 24, 26</b>	Temporal conditioning (Ch. 3 p. 119-122) Compound conditioning (Ch. 4 p. 143-149, 151-160)	
<b>week 5</b>	<b>Oct 1, 3</b>	CC applications (Ch. 5 p. 169-175, 179-183, 191-197, 200-202)	<b>Exam 1</b> Oc 3
<b>Operant conditioning</b>			
<b>week 6</b>	<b>Oct 8, 10</b>	Operant conditioning basics (Ch. 6 p. 210-223) Operant Contingencies of reinf (Ch. 6 p. 225-232)	
<b>week 7</b>	<b>Oct 15, 17</b>	Operant conditioning basics (Ch. 6 p. 233-239, 242-245)	<b>Article discussion Oct 17</b>
<b>week 8</b>	<b>Oct 22, 24</b>	Operant Conditioning basics (Ch. 8 p. 294-297, 300-304) Schedules of reinforcement (Ch. 7 p. 255-264)	
<b>week 9</b>	<b>Oct 29, 31</b>	More schedules of reinf (Ch. 7 p. 266-272, 273-277) Theories of reinforcement (Ch. 7 p. 277-284)	
<b>week 10</b>	<b>Nov 5, 7</b>	Theories of reinforcement	<b>Exam 2</b> Nov 7
<b>Complex conditioning</b>			
<b>week 11</b>	<b>Nov 12, 14</b>	Stimulus Control (Ch. 8 p. 306-313, 317-323)	
<b>week 12</b>	<b>Nov 19, 21</b>	Punishment and avoidance (Ch. 9 p. 335-337, 347-356, 359-362) Classical/Operant interactions	<b>Article Discussion Nov 21</b>
<b>week 13</b>	<b>Nov 26 (no class 28<sup>th</sup>)</b>	Biological context, cognitive ecology Ch. 12 p. 454-466)	
<b>week 14</b>	<b>Dec 3, 5</b>	Social and observational Learning (Ch. 11 p. 417-418, 420-426, 431-434)	
<b>week 15</b>	<b>Dec 10, 12</b>	Complex learning and memory (Ch. 13 p. 490-495, 510-513) Comparative cognition	
<b>week 16</b>	<b>Dec 16-20</b>	<b>Finals week</b> Sec 1: Thurs, Dec 19 <sup>th</sup> 8-10am Sec 2: Thurs, Dec 19 <sup>th</sup> 10:15-12:15pm	<b>Exam 3</b>

**Finals:** (You may NOT reschedule your final except for an emergency or if you have 3 finals on that day)