



## **Learning (Psyc 375)**

**Section 2** (MW 3:30-4:45pm)

Spring 2018 Syllabus

**Instructor:** Dr. Jody Lewis  
**Office:** D-233 Science Building  
**Office hours:** MW 11-12pm 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:**

- 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.
- 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.
- 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).
- 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
- Learning should be fun and relaxing, but difficult. Very few of us have sponge-like brains, so if you want to learn something you have to work hard.
- 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.

### **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.

**Articles:** Hard copies of articles for discussions will be available in class. Electronic copies will be available through D2L.

**Internet Sources:**

1. Course material will be provided through Desire to Learn (D2L). This will include the syllabus, lecture outlines, outside reading assignments, and anything else I come across that may be interesting and/or useful for class.
2. The textbook student companion site is a great resource for practice exams, and other study aids. (This link will be available through D2L)

**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:* It is important to have exposure to how research is conducted in learning. Three assignments are designed to help students practice identifying IVs, DVs, control groups, understanding graphs, and understanding how research informs practice. In one assignment we will discuss a research article (a reading quiz will also be given to be sure students have read the article). In the second assignment, we will perform a learning experiment demonstration. In the third assignment, students will be asked to watch a short video and write a summary of the research techniques. I will accept late research assignments, however they will lose 10% of the possible points per day that they are late (i.e. 2 pts per day).

*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. Each assignment is to be typed (I will not accept hand written assignments) and is due no later than 1 class period after it is assigned. All assignments will be posted on D2L the day that they are assigned for those students who have to miss class the day it is assigned. For student who must miss class the day the assignment is due, there will be a D2L dropbox available to hand in assignments. 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	70%
Research assign (20pts x 3)	60pts	18%
Quiz for article discussion	5pts	1%
<u>Application assign (5pts x 7)</u>	<u>35pts</u>	<u>10%</u>
Total	340pts	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%

**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>Jan 22, 24</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>Jan 29, 31</b>	Non-associative learning (Ch. 3 p. 98-101) Classical conditioning basics (Ch. 3 p. 107-117)	
<b>week 3</b>	<b>Feb 5, 7</b>	Classical Conditioning basics (Ch. 4 p. 133-139)	<b>Article disc Feb 7</b> Quiz at the beginning of class
<b>week 4</b>	<b>Feb 12, 14</b>	Temporal conditioning (Ch. 3 p. 119-122) Compound conditioning (Ch. 4 p. 143-149, 151-160)	
<b>week 5</b>	<b>Feb 19, 21</b>	CC applications (Ch. p. 169-175, 179-183, 191-197, 200-202)	<b>Exam 1</b> Feb 21
<b>Classical conditioning</b>			
<b>week 6</b>	<b>Feb 26, 28</b>	Operant conditioning basics (Ch. 6 p. 210-223) Operant Contingencies of reinf (Ch. 6 p. 225-232)	
<b>week 7</b>	<b>March 5, 7</b>	Operant conditioning basics (Ch. 6 p. 233-239, 242-245)	<b>Research demo March 7</b>
<b>week 8</b>	<b>March 12, 14</b>	Operant Conditioning basics (Ch. 8 p. 294-297, 300-304) Schedules of reinforcement (Ch. 7 p. 255-264)	
<b>week 9</b>	<b>March 19, 21</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>March 26-30</b>	<b>SPRING BREAK</b>	
<b>week 11</b>	<b>April 2, 4</b>	Theories of reinforcement	<b>Exam 2</b> April 4
<b>Complex conditioning</b>			
<b>week 12</b>	<b>April 9, 11</b>	Stimulus Control (Ch. 8 p. 306-313, 317-323)	
<b>week 13</b>	<b>April 16, 18</b>	Punishment and avoidance (Ch. 9 p. 335-337, 347-356, 359-362) Classical/Operant interactions	
<b>week 14</b>	<b>April 23, 25</b>	Biological context, cognitive ecology Ch. 12 p. 454-466)	
<b>week 15</b>	<b>April 30, May 2</b>	Social and observational Learning (Ch. 11 p. 417-418, 420-426, 431-434)	<b>Video assignment due May 2</b>
<b>week 16</b>	<b>May 7, 9</b>	Complex learning and memory (Ch. 13 p. 490-495, 510-513) Comparative cognition	
<b>Week 17</b>	<b>May 14-18</b>	<b>Finals week</b>	<b>Exam 3</b> Fri 12:30-2:30

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