Psychology of Learning, Spring 2014
Psy 3620, Internet Section

Course Description
Introduction to basic principles and concepts of learning with particular emphasis on the application to problems of human learning. Prerequisite Psy 1879 (Introductory Psychology).

Overview
This course begins with a brief historical overview of important figures that have influenced the scientific study of learning, then progresses to the general methods used to study human behavior and methods that are relatively unique to the study of learning. Our in-depth analysis of classical conditioning will have you salivating, and you will appreciate the complexity of this simple associative learning. The next major section of the course deals with operant conditioning, which is primarily how the consequences of our behavior (e.g., reinforcement and punishment) produce a change in the future probability of a behavior, including the role of schedules of reinforcement. Some of the direct applications in this section deal with issues of self-control, parenting, and treatment for OCD and depression. Next, we will study how we learn through watching others undergo classical and operant conditioning. Finally, you will come to appreciate the interrelationship between the types of learning and the limits of learning imposed by biological constraints.

Instructor: Jeffrey R. Stowell
Office Room: 1055 Physical Sciences
Office Phone: 581-2279 (Office)
Home Phone: 348-6286 (Home)
E-mail: jrstowell@eiu.edu
Office Hours: M/W 10-11:30am, T 9-10am
Course web site: https://online.eiu.edu/

I usually check my school email only on weekdays.

Course Materials
Introduction to Learning and Behavior 4/e, by Powell, Honey, & Symbaluk (2013). View the textbook resources.

If you are near campus, pick up your book from Textbook Rental. If you live outside of Coles County, your textbook should be mailed to you. If you have not received your course materials, please see the FAQs on the Textbook Rental Services web site.

Course Objectives
1. Identify the important historical contributions to the study of learning
2. Critically examine and write about current research on learning.
3. Compare the different research approaches to learning and ways of measuring learning.
4. Evaluate theories that explain Classical, Operant, and Observational learning.
5. Identify the biological dispositions that influence learning.
6. Apply principles of learning to everyday life to become better learners and teachers.
7. Enjoy learning about learning.

Teaching Philosophy
"The mind is not a vessel to be filled, but a fire to be kindled" --Plutarch
Guidelines for Studying and Test Taking

- Are you prepared to take an internet class? You can take a survey to find out at: http://www.muskegoncc.edu/pages/635.asp
- Please read these general guidelines to improve your chances for success in this course (and others).
- I also strongly recommend viewing Dr. Stephen Chew's video series on "How to get the most out of studying"

Requirements and Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter quizzes (10 x 25 pts)</td>
<td>250</td>
</tr>
<tr>
<td>Journal article critiques (2 x 40 pts)</td>
<td>80</td>
</tr>
<tr>
<td>Chapter key term applications</td>
<td>50</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>50</td>
</tr>
<tr>
<td>Final exam</td>
<td>50</td>
</tr>
<tr>
<td>Discussion replies</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (89%)</td>
<td>445-500</td>
</tr>
<tr>
<td>B (79%)</td>
<td>395-444</td>
</tr>
<tr>
<td>C (69%)</td>
<td>345-394</td>
</tr>
<tr>
<td>D (59%)</td>
<td>295-344</td>
</tr>
<tr>
<td>F (&lt;59%)</td>
<td>&lt;295</td>
</tr>
</tbody>
</table>

Generally, the tasks for each chapter are to read the textbook, review the accompanying PowerPoint lecture, post examples of key term applications on the discussion board (see below), and take a chapter quiz. To help pace your study, the assignments have due dates that should be adhered to. Late assignments may be penalized by 20% of the total points, except for excused situations. You may work ahead if you wish!

News
Announcements to the class are posted in Desire2Learn on the home page under "News."

Assessments (Course Objectives 1, 3, 4, 5, 6)

- Quizzes are designed to assess your fulfillment of the course objectives. Questions on the chapter quizzes are multiple-choice and cover material from the textbook. The questions are conceptually based on the application of the information you have learned and will test your critical thinking and analytical skills.
- Quiz questions are randomly selected from a set of questions. Thus, you may end up with 2 questions that test similar concepts and you will probably not have the exact same questions as another student. Don't worry, across all the quizzes, the average difficulty for everyone in the class will be similar.
- The quizzes are timed and the timer begins once you open the quiz, but you should have plenty of time to complete the quiz. If you have problems while taking a quiz, such as the network going down or your computer crashing, please complete the quiz at the next possible time. You may have a warning that your time has expired, but it will still
save your answers. Then, send me an e-mail explaining why your time went over. Desire2Learn records all the quiz times.

- You are allowed 2 attempts at each quiz and exam and I use the highest score of the two attempts. If you are happy with your 1st attempt score, it is not necessary to take it a second time.
- It is likely that you'll get some of the same questions on both attempts, so it is helpful to view your quiz results to see which ones you got wrong. I recommend you review your first attempt after you've read the chapter and think you have a pretty good grasp of the information. Then, after you find out which questions you missed, study those topics until you've mastered them and then retake the quiz. It's up to you how to best use the opportunity. Research on testing suggests that by simply asking students to retrieve information (as in testing), they are more likely to remember it.
- After the quiz has been graded, you can view your results. See how to do this in the content folder "D2L training videos."

You may use your textbook, notes, and other resources for your quizzes, but you must do your own work. Collaborating with others on the quiz is considered academic misconduct.

Make up quizzes will be allowed for approved absences.

**Midterm Exam:** The midterm will be comprised of 50 questions randomly selected from the same pool of questions as the previous chapter quizzes (Chapters 1-5), so you may see some of the same questions that you had on previous quizzes.

**Final Exam:** The final exam will be comprised of 25 questions randomly selected from the same pool of questions as the previous chapters (Chapters 6-10), plus 25 questions from the assigned readings from chapters 11 and 12 (see below for specific page numbers). There are two open-ended questions that you'll get credit for after I manually grade them (plan on getting the points as long as you answered them). If you take the final twice, you don't need to answer the last two questions the 2nd time.

**Tips for doing well on the quizzes:**

- Read and understand the chapter.
- Review the PowerPoint lecture for the chapter.
- Be able to answer all of the questions listed under "Study questions" found at the end of each chapter in the textbook.
- Complete the online practice quizzes, found on the publisher's web site for the textbook (linked from the course home page).
- Use the practice chapter test at the end of each textbook chapter.
- Don't try to rush through the course. Take time to really understand what you're learning.
- If you don't understand anything, please post a message on the discussion board to the instructor.
• View EIU Student Success Center's test taking tips at http://www.eiu.edu/~success/testtaking.php

Journal Article Critiques (Course Objectives 2, 4)
Specific Learning Objectives:

1. Integrate material learned in the course with current research published in professional journals.
2. Summarize, analyze, and evaluate research methods used by the authors of the article.
3. Practice using the electronic library resources to find information so that you can more easily do so for other writing assignments.
4. Earn course credit through critical writing as a complement to taking tests or other assignments.

There are two journal article critiques that must be done according to the complete instructions found in the D2L content folder “Journal Critiques.”

• When you search for articles, you should find plenty of them if you use search terms such as operant conditioning, behavior therapy, classical conditioning, Pavlovian conditioning, vicarious learning, or observational learning.
• If you want to access certain online journals at EIU, please read about off-campus access to library resources.
• Submit your completed critiques from the course menu link Assessments>Dropbox.

You may rewrite one of your two journal critiques to earn up to full credit (I would choose the one with the lowest grade!). If you would like to rewrite one of them, you may do so by resubmitting your revised document through the same method as you submitted the original. Every file that you submit is saved so it is easy to see which one you submitted most recently. You can improve the paper that you wrote by making changes to it (which I recommend) or you can write a completely different one (only if there's no hope for improving the one you already did). The deadline for the rewrite will be two weeks after the 2nd critique is due. You may only submit one rewrite of your journal critique by the deadline.

If you wish to submit one of your journal critiques to your EIU electronic writing portfolio, then you must do so by the last Friday of class before finals week.

Calendar
The calendar shown on the course home page shows when quizzes and other assignments are due. You can also enter your own private calendar entries.

Chapter Key Term Applications (Course Objectives 2, 4)
For the first 10 chapters, you will post a message to that chapter's discussion topic that contains an example of real-life application of 3 different key terms or concepts listed at the end of each chapter in the textbook (under "Concept Review"). If you post key term examples to the last unit (Chapter 11/12), you will earn 5 points extra credit.
Key term applications should come from your own experiences, although you can make up your own example if needed. This will help fulfill the course objective of "Understand the application of learning principles to everyday life." It will also provide me with new examples to share with other students. You can earn up to 5 points for each chapter's examples. Keep in mind that if you generate an incorrect example, you will not get the full credit. The examples should be brief, clear, and correct. For example, in the chapter on reinforcement, you could tell how a behavior such as flipping a light switch is positively reinforced by the appearance of the light.

- Type your examples directly into the discussion posting message instead of including your response as an attachment to the message.
- Please do not select terms from the chapter that are theories, philosophies, or schools of thought. For our mutual benefit, please choose terms that have specific, concrete examples associated with them.
- Appropriate network etiquette should be followed at all times.
- Please do not disclose traumatic or exceptionally personal events that could make other students feel uncomfortable (e.g., divorce, abuse, personal health concerns).
- The chapter examples have the same due date as the chapter quiz.

Discussion Board Participation
To encourage class participation, 20 points of your final grade will come from interaction that you have with other students in the class. I will assess the amount of discussion board postings that you make in reply to other students’ key term applications (not the class introductions topic). You are required to post at total of four quality replies (several sentences long) at some point during the semester to get the full points. Of course, you are welcome to respond to other students' posts more often if you’d like.

- I would prefer that you spread your 4 responses across more than one chapter.
- Discussion topics will be locked one week after the chapter application due date to encourage replies within a reasonable amount of time.
- I will enter course participation grades after 4 pm on the last Friday of class.

Course Content (PowerPoint Lectures)
The PowerPoint lectures should supplement your textbook reading. They are not a replacement for the textbook, but they will have helpful information. Occasional audio and video clips can be obtained by clicking on the audio or movie icon when visible on the PowerPoint slide. Or, you may download a text file containing all the links to the audio and video files, listed by chapter.

- Audio Clips
- Video Clips

NOTE: The PowerPoint presentations contain extra content (e.g., multiple choice questions that I use for polling student responses in class) that can be used to check your own progress. The
correct multiple choice answer on these slides is shown in the "Notes" panel in PowerPoint, listed after "Answer:"

There are two formats of each PowerPoint presentation:

- Original PowerPoint 2010 file (.pptx), which requires you to have PowerPoint 2007 (or 2010) or the free PowerPoint Viewer installed on the computer you are using. PowerPoint 2003 will also work if you have installed the office compatibility pack to be able to open newer file formats. Most files are about 2 MB or less in size. This format preserves the animation in the presentation. There are other text links in the PowerPoint lectures that will take you to other web sites as well.

- Adobe PDF file, which requires the free Adobe Acrobat Reader (most people already have this installed). These files are typically smaller than the PowerPoint files. Text hyperlinks on the slides will work and will open the linked web page in a new web browser window, but they do not have the animation and do not preserve the links from the audio and video icons to their respective media files.

If you find a broken link, please let me know which presentation and slide number.

### Reading Schedule, Important Dates

<table>
<thead>
<tr>
<th>Chapter and Topic</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1</strong>: Introduction</td>
<td>Jan 21</td>
</tr>
<tr>
<td><strong>Chapter 2</strong>: Research methods</td>
<td>Jan 27</td>
</tr>
<tr>
<td><strong>Chapter 3</strong>: Elicited behaviors and classical conditioning (Excluding &quot;Opponent Process Theory&quot; pp. 104-109)</td>
<td>Feb 3</td>
</tr>
<tr>
<td><strong>Journal Critique #1</strong></td>
<td>Feb 10</td>
</tr>
<tr>
<td><strong>Chapter 4</strong>: Classical conditioning: Basic phenomena and various complexities (Excluding &quot;Additional Phenomena&quot; pp. 160-end of chapter)</td>
<td>Feb 17</td>
</tr>
<tr>
<td><strong>Chapter 5</strong>: Classical conditioning: Underlying processes and practical applications (Excluding &quot;Rescorla-Wagner theory&quot; pp. 185-189)</td>
<td>Feb 24</td>
</tr>
<tr>
<td><strong>Midterm Exam (Chapters 1-5)</strong></td>
<td>Mar 3</td>
</tr>
<tr>
<td><strong>Chapter 6</strong>: Operant conditioning: Introduction</td>
<td>Mar 17</td>
</tr>
<tr>
<td><strong>Chapter 7</strong>: Schedules and theories of reinforcement</td>
<td>Mar 24</td>
</tr>
<tr>
<td><strong>Journal Critique #2</strong></td>
<td>Mar 31</td>
</tr>
<tr>
<td><strong>Chapter 8</strong>: Extinction and stimulus control (Excluding &quot;Multiple Schedules and Behavioral Contrast&quot; pp. 328-332)</td>
<td>Apr 7</td>
</tr>
<tr>
<td><strong>Chapter 9</strong>: Escape, avoidance, and punishment</td>
<td>Apr 14</td>
</tr>
<tr>
<td><strong>Chapter 10</strong>: Choice, matching, and self-control</td>
<td>Apr 21</td>
</tr>
<tr>
<td><strong>Chapter 11</strong>: Observational learning and rule-governed behavior (pp. 434-453)</td>
<td>May 2</td>
</tr>
<tr>
<td><strong>Chapter 12</strong>: Biological dispositions in learning (pp. 472-486)</td>
<td></td>
</tr>
<tr>
<td><strong>Final Exam</strong>: 25 questions from previous quizzes (chapters 6-10), 25 questions from the assigned pages from chapters 11 and 12</td>
<td>May 6</td>
</tr>
</tbody>
</table>
*Quizzes and Chapter Key Term Applications are due at 11:59 pm on the dates listed above. However, discussion replies may be posted up to one week afterwards.

View the university's academic calendar for academic registration deadlines.

**Individuals with Disabilities**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Disability Services (ODS). All accommodations must be approved through ODS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

**Academic misconduct**

Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. As a student, you have a personal responsibility to maintain high standards of academic conduct to preserve academic integrity. Academic misconduct will result in zero points for the assignment and appropriate disciplinary action, according to university guidelines.