
Psychology 211: Learning

Spring 2008

Tuesday / Thursdays 2:00 – 3:15 pm, Room GMCS 301

Instructor: Ruben V. Hernandez, Ph.D., Lecturer

Office: Life Sciences, B-24

Office Hours: Wed. 1:30 – 3:30 pm, or by appointment

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TEXT BOOK: Chance, P. (2003), *Learning and Behavior*, (5th Edition) Wadsworth Publishers

SCHEDULE:

| <u>Date</u> | <u>Topic</u> | <u>Chapters</u> |
|------------------------|--------------------------------|-----------------------|
| Jan. 22, 24 | Background & Basics | Ch. 1-2 |
| Jan 29, 31 | Basic Neuroanatomy | Class lecture & Notes |
| Feb. 5, 7 | Pavlovian Conditioning | Ch. 3-4 |
| Feb. 12 | Ravens and Learning | Sci. Amer. April 2007 |
| Feb. 14 | In-class exercises: graded | Handouts |
| Feb. 19 | Review | Ch. 1-4, Handouts |
| Feb. 21 | EXAM #1 | Scantron |
| Feb. 26, 28 | Operant Conditioning | Ch. 5-6 |
| Mar. 4, 6 | Operant Conditioning | Ch. 6-7 |
| Mar. 11 | Schedules of Reinforcement | Ch.10 |
| Mar. 13 | In-class exercises: graded | Handouts, etc |
| Mar. 18 | Review | Ch. 5-7, 10 |
| Mar. 20 | EXAM #2 | Scantron |
| Mar. 25-27 | Generalization, Discrimination | Ch. 9 |
| Mar. 31- Apr. 4 | Spring Break | OFF |
| Apr. 8 | Stimulus Control | Ch. 9 |
| Apr. 10, 15 | Vicarious Learning | Ch. 8 |
| Apr. 17, 22 | Forgetting & Memory | Ch. 11 |
| Apr. 24, 29 | Limits of Learning | Ch. 12 |
| May 1 | OPEN : TBA | TBA |
| May 6 | In-class exercises: graded | Ch. 8, 9, 11, 12 |
| May 8 | Review | Ch. 8, 9, 11, 12 |
| May 12-16 | Finals: EXAM #3 | Scantron |

Course Objectives:

Psychology 211 "Learning" is intended as an undergraduate entry level course to the science of learning and behavior in organisms. The mostly psychological perspective on learning theory will provide students:

- 1) History and background of learning research, including significant scientists
- 2) Basic theories and principles in learning research
- 3) Understanding the empirical approach to learning research and theories
- 4) Biological and evolutionary concepts related to learning
- 5) Practical applications of learning theory in daily life (education, sales and marketing, self-improvement)
- 6) Understanding learning dysfunctions in mental illness
- 7) Raise the broader questions of how learning, memory, language, and intelligence are integrated

EXAMS: Exams 1 and 2 will consist of 50 questions each. The final exam will consist of 100 questions: 50 questions cover the most recent material since exam #2, and 50 questions will be from Exams 1 and 2.

You must bring to the exams and in-class exercises A) your student I.D., B) a scantron form #19641, C) a #2-pencil(s). Exams will consist of answering multiple-choice, true or false, or fill-in-the-blank options

Make-up Exams: You must prove (e.g., official documentation) that you missed an exam or performed very poorly on an exam (grade D or F) due to a major life issue. Only one make-up exam will be allowed. If you believe personal issues will interfere with more than one exam, *especially* the Final Exam, please see me as soon as possible. Consideration will be given on a case by case basis, and will be in conjunction with Department and University guidelines. Make-up exams may or may not be a scantron type exam (depending on circumstances) and will be held at the instructor's convenience.

Grades: The final course grade will be based on 3 Exams (2 semester exams of 50 questions each, 1 final exam of 100 questions), and the in-class exercises. If you get an "A" on the final exam and, if your overall course grade is within 1 point of the next highest grade, then you will receive the higher grade. For example, if your final course grade is 79%, and you received an "A" on the final, then you will receive a "B" grade. Exams and in-class exercises are weighted as follows:

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|--------------------------|-------|
| In-Class Assignments (3) | 10% |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Final Exam | 40% |
| | <hr/> |
| | 100% |

Grade equation: (Average score of 3 In-Class Assignments)(.10) + (Exam 1 score)(.25) + (Exam 2 score)(.25) + (Final Exam score)(.40) = Final Grade %

Grade scale: A: 100-89.5% B: 89.4-79.5% C: 79.4-69.5% D: 69.4-50.5% F: 50.4% or below

Attendance: Attendance is important but is the responsibility of each student. There will be material discussed in class that is not in the text, and which will be included on the exams. The student is responsible to obtain missed material due to absence.

American with Disabilities Act (ADA)

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, **please contact Student Disability Services, Calpulli Center, Room 3101, 619-594-6473, (<http://www.sesu.edu/dss>).** Also, please let me know as soon as possible that special arrangements will be required.

Academic Honesty & Integrity

Please review University Policies in the university catalog under "Student Conduct and Grievances (sec. 41301) and "Plagiarism" (sec. 41304). This provides information regarding cheating and plagiarism, in addition to student conduct. If this is not available to you for any reason, please contact me. It is your responsibility to familiarize yourself with the rules governing academic honesty and behavior. If you have any questions, please feel free to see me for clarification. Remember, it is always better (and easier) to check in advance rather than defend behavior after the fact. Because this is an undergraduate course with no major writing assignments anticipated, academic dishonesty is likely to involve, but is not limited to, classroom exams. Academic dishonesty or disorderly conduct in class will be handled according to University guidelines. Please conduct yourself with integrity.