San José State University
Psychology Department
Psyc 155 Human Learning, Section 2, Spring 2011

Instructor: Susan Snycerski, Ph.D.
Office Location: DMH 311
Telephone: (408) 924-5662
Email: susan.snycerski@sjsu.edu
Office Hours: M & W 3:00-5:00
T & TH 12:00-12:30
Class Days/Time: Tuesday & Thursday, 3:00-4:15 p.m.
Classroom: Clark 226
Prerequisites: Psyc 1 General Psychology (or equivalent)

Web Pages
Course web site: http://sjsu.desire2learn.com/

The best method of contacting me is via D2L email. Please allow 1-2 business days for a response. Email will be sent Monday-Thursday from 9 a.m.-5 p.m.
You are responsible for regularly checking the site for announcements. Additional readings to supplement the text will also appear on D2L.

Contacting the instructor

1. Through D2L mail function. Best for questions and comments that you wish to remain private.

2. Through D2L discussion board. Best for questions about the course that need not remain private. Chances are others have the same questions you have.

3. Through regular email. If you’ve tried contacting me via D2L but have not received a reply in a reasonable amount of time (2 – 3 days), or if you need to contact me quickly, please use my regular email account: susan.snycerski@sjsu.edu

4. By phone. Not the best method
Course Description
This course covers, among other topics, memory, forgetting, concept formation, language learning, reinforcement, and related topics. Traditional learning concepts, theories and findings with reference to contemporary classroom management, behavior modification, and other applications are also addressed.

Course Goals and Student Learning Objectives
Upon successful completion of this course, students will be able to:
1. Understand, recognize, and provide examples of the basic and complex processes involved in classical conditioning, operant conditioning, and other forms of learning.
2. Understand, recognize, and provide examples of practical applications of learning and memory concepts to human and nonhuman behaviors.

Required Texts/Readings
Textbook
Text can be purchased at the Spartan Bookstore or online.

Other Readings
Additional readings will be provided by your instructor on the D2L site.

Other equipment / material requirements
You will also need internet access, Scantron 882-E forms, and materials for a poster presentation.

Classroom Protocol
Etiquette
Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinions of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Judicial Affairs. In short, be cool to one another.

Laptops

**Students using laptops will sit in the first two rows of the classroom only.** Laptops should be charged prior to class as outlets are often not available in the classroom setting arrangements. In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities and you may be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cell phones and other electronic devices**

All mobile devices should be stored during class; that is, these devices should not be on your desk during class time. Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Repeated tardiness will not be tolerated. Please come to class on time.

**I expect you to come to class prepared**

"Prepared" means you have completed the readings and any assignment before class starts. There will be unannounced quizzes and/or activities that will require you to be prepared in order to be successful on those assignments.

**Check the course D2L site regularly**

I will make important course announcements, post grades, and upload additional readings on the D2L site. If I become ill, I will inform you as soon as I can via D2L. You should check the site before each class.

**Electronics Policy**

Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during exams. Turn off all pagers, cell phones, headphones, etc. before class. Using cell phones and other communication methods (e.g., text messaging) during class is not allowed. Do not use electronic devices to check email, visit web sites, play games, or send instant messages. Doing so is a distraction to other students and the instructor and will result in expulsion from class.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester’s catalog policies section for any add/drop deadlines, policies, and procedures section and specific registration information. Please be aware of the Late drop policy is available. Students should be aware of the current deadlines and penalties for dropping classes.
Assignments and Grading Policy

Exams
You will have four exams. Exams will comprise multiple-choice, short answer, and essay questions. Please bring a Scantron form (882-E) and pencils to each exam. For exams, all bookbags must be stored under your seat or at the front of the classroom. **Students arriving after the first person has finished the test and left the classroom will lose their opportunity to take that exam, so please be sure to be on time for all exams.**

**Failing on exam results in failure for the course; a grade of F will be recorded and the student(s) will be reported to the Office of Student Code and Ethical Conduct.**

Final Exam
The Final Exam will consist of the 4th unit exam. It will not be cumulative. **Per University policy, failing to take the final exam results in a failing grade for the course; same rule for late arrivals applies to the final exam.**

Self-management Project
You will design and conduct a semester-long self-management project. This project will require you to identify one or more target behaviors of your own that you would like to change using the principles of behavior discussed in class. You will find at least one classmate who will serve as your “buddy” to assist you in your project. You will assist your buddy with his/her project. This will allow you to support one another, offer encouragement, and keep each other on task and on track. Choose a behavior that you would like to change that you don't mind sharing with your buddy, fellow classmates, and instructor. More information will be provided throughout the semester.

Homework and Assignments
Additional assignments may involve in-class activities, take-home assignments, online quizzes, or other activities depending on time and other considerations. This is an upper-division course, so you should expect to spend **at least 6 hrs/week outside of class reading and studying.** You must be present to receive credit for in-class assignments. Assignments will be given on an irregular basis, so come to every class prepared.

Extra Credit
There may be opportunities for extra credit throughout the semester. These opportunities will be announced in class and/or on the course web site.

Late work
**Late assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse.** If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Unapproved emailed assignments will not receive credit.
Make-up Exams

A make-up exam will only be given if you have a documented emergency, serious illness, or a dean’s excuse. In such cases, cumulative make-up exam will replace one missing exam score. This exam will occur immediately following the Final Exam.

Assessment of student learning outcomes

The learning objectives will be assessed via homework, the project, in-class activities, and exam questions.

Grading

Your grade will result from the total number of points that you earn during the semester.

Table 1: Assignments and point totals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How Many?</th>
<th>Points per assignment</th>
<th>Total Points</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework; quizzes, in-class activities</td>
<td>TBD</td>
<td>TBD</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Project</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2: Grading scale

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 98</td>
<td>≥ 98</td>
<td>A+</td>
<td>73</td>
<td>73</td>
<td>C (passing)</td>
</tr>
<tr>
<td>93</td>
<td>93</td>
<td>A</td>
<td>70</td>
<td>70</td>
<td>C-</td>
</tr>
<tr>
<td>90</td>
<td>90</td>
<td>A-</td>
<td>68</td>
<td>68</td>
<td>D+</td>
</tr>
<tr>
<td>88</td>
<td>88</td>
<td>B+</td>
<td>63</td>
<td>63</td>
<td>D</td>
</tr>
<tr>
<td>83</td>
<td>83</td>
<td>B</td>
<td>60</td>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>B-</td>
<td>&lt; 60</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
<tr>
<td>78</td>
<td>78</td>
<td>C+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Policies

Academic integrity

Students should read the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website.
Instances of academic dishonesty will not be tolerated. Cheating on exams, other assignments, or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Visit the Writing Center website for more information.
Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. Visit the Peer Mentor Center website for more information.

Acknowledgment

This syllabus incorporates materials developed by Dr. Ron Rogers, Dr. Sean Laraway, and the SJSU Center for Faculty Development’s Accessible Syllabus Template. I thank them for the use of their materials.

Psyc 155 Human Learning, Spring 2011 Tentative Course Schedule

*Schedule subject to change; any changes will be announced in class and posted on D2L.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>M&amp;P=Martin &amp; Pear text; D2L=material posted on website</strong></td>
</tr>
<tr>
<td>1</td>
<td>1-27</td>
<td>Introduction to Psyc 155</td>
</tr>
<tr>
<td>2</td>
<td>2-01</td>
<td>Introduction to Learning; History: D2L</td>
</tr>
<tr>
<td></td>
<td>2-03</td>
<td>Introduction to Behavior Modification: M&amp;P Ch 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Areas of Application: An overview: M&amp;P Ch 2</td>
</tr>
<tr>
<td>3</td>
<td>2-08</td>
<td>Direct Behavior Assessment: What to Record and How: M&amp;P Ch 20</td>
</tr>
<tr>
<td></td>
<td>2-10</td>
<td>Doing Research in Behavior Modification: M&amp;P Ch 21</td>
</tr>
<tr>
<td>4</td>
<td>2-15</td>
<td><strong>Project: Part 1 Due (Proposal)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Methods: D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting a Behavior to Occur More Often with Positive Reinforcement: M&amp;P Ch 3</td>
</tr>
<tr>
<td></td>
<td>2-17</td>
<td>Developing and Maintaining Behavior: M&amp;P Ch 4</td>
</tr>
<tr>
<td>5</td>
<td>2-22</td>
<td>Decreasing a Behavior with Extinction: M&amp;P Ch 5</td>
</tr>
<tr>
<td></td>
<td>2-24</td>
<td>Review for exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exam 1 M&amp;P Ch 1, 2, 20, 21, 3, 4, and 5; D2L readings</strong></td>
</tr>
<tr>
<td>6</td>
<td>3-01</td>
<td>Developing Behavioral Persistence Through the Use of Intermittent Reinforcement: M&amp;P Ch 6</td>
</tr>
<tr>
<td></td>
<td>3-03</td>
<td>Intermittent Reinforcement to Decrease Behavior: M&amp;P Ch 7</td>
</tr>
<tr>
<td>7</td>
<td>3-08</td>
<td>Doing the Right Things at the Right Time and Place: M&amp;P Ch 8</td>
</tr>
<tr>
<td></td>
<td>3-10</td>
<td><strong>Project: Part 2 Due (Progress Report)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doing the Right Things at the Right Time and Place: M&amp;P Ch 8</td>
</tr>
<tr>
<td>8</td>
<td>3-15</td>
<td>Getting a New Behavior to Occur with Shaping: M&amp;P Ch 10</td>
</tr>
<tr>
<td></td>
<td>3-17</td>
<td>Eliminating Inappropriate Behavior Through Punishment: M&amp;P Ch 12</td>
</tr>
<tr>
<td>Date</td>
<td>Days</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 9    | 3-22  | 3-24     | Establishing Behavior by Escape and Avoidance Conditioning: M&P Ch 13  
Review for exam  
Exam 2 M&P Ch 7, 8, 10, 12, and 13; D2L readings |
| 10   | 3-29  | 3-31     | Spring Break  
Spring Break |
| 11   | 4-05  | 4-07     | Classical Conditioning: D2L  
Project: Part 3 Due (Progress Report)  
Classical Conditioning: D2L |
| 12   | 4-12  | 4-14     | Procedures Based on Principles of Respondent Conditioning: M&P Ch 14  
Respondent and Operant Conditioning Together: M&P Ch 15  
Antecedent Control: Rules and Goals: M&P 17 |
| 13   | 4-19  | 4-21     | Antecedent Control: Modeling, Physical Guidance, and Situational Inducement: M&P 18  
Antecedent Control: Motivation: M&P 19  
Project: Part 4 Due (Progress Report)  
Motivation: D2L |
| 14   | 4-26  | 4-28     | Exam 3 M&P Ch 14, 15, 17, 18, 19; D2L readings  
Functional Assessment of the Causes of Problem Behavior: M&P Ch 23 |
| 15   | 5-03  | 5-05     | Token Economies: M&P 25  
Helping an Individual to Develop Self-Control: M&P 26 |
| 16   | 5-10  | 5-12     | Areas of Clinical Behavioral Therapy: M&P 27  
Ethical Issues: M&P: 30 |
| 17   | 5-17  |          | Project: Part 5 Due (Poster Presentation) |
| Final Exam | Tuesday May 24  
1445-1700 | Exam 4 M&P Ch 23, 25, 26, 27, and 30; D2L readings |

**Table 3 Course Schedule**

The Malott & Harrison chapters can be found at:

[http://www.dickmalott.com/students/undergradprogram/psy4600/selfmanage/](http://www.dickmalott.com/students/undergradprogram/psy4600/selfmanage/)