San Jose State University
Human Learning

Three Units
PSYCHOLOGY 155.01
Class Number 30150
Summer 2011
Clark Hall Room 216
Section 1: June 6 – August 12, 2011
Monday/Wednesday 9:00 am – 11:00 am

PROFESSOR: Dr. Steven A. Del Chiaro
OFFICE: 318 Dudley Moorhead Hall

CONTACT INFORMATION:
E-mail: Steven.DelChiaro@sjsu.edu, delchiaros@gmail.com
SJSU Office Phone: 408.924.5612
Web page: http://www.drdelchiaro.com

OFFICE HOURS: Monday, 11:00 am until noon.
Office hours are “drop in” times and are on a first come, first served basis. If you cannot make these
times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you.
During office hours we can discuss questions about the course, psychology as a career, or topics of
interest to you. Please understand that I, just like you, have a busy schedule, but will do my best to be
available.

If you send me an e-mail, I will usually get back to you within 24 hours and I will always respond to let
you know that I have received your message. As a general rule, if you do not hear from me, chances are I
didn’t get the message, so you need to re-send it.

CATALOG COURSE DESCRIPTION:
Through learning, humans and animals share a capacity to adapt to ever changing demands in the
environment. Attempts to understand these processes form a cornerstone of experimental psychology.
Theories from this basic research have contributed to applications and further theory development in
many other areas of psychology (e.g. clinical, social and education). PSYC 155 is an introduction to the
study of learning and behavior and focuses on the Behavioral Perspective as a way of improving our
understanding of human behavior and how it is shaped.

The course will focus on two types of learning: Classical and Operant conditioning. Students can have a
life-changing experience in this course, because it provides the basis for new ways of approaching
common life challenges such as disciplining children, maintaining positive marriages and other
relationships, and procrastination (to name just a few). The material is intellectually challenging at times,
but well worth the effort required to learn to think like a Behaviorist!

GOAL:
The primary goal of this course will be to help you develop an understanding of the major themes, issues,
and methods recognized within the psychology of learning. The aim of this course is to provide an
understanding of the basic principles of the leaning process. You will discover the learning processes that
allow us to know how and when to act in order to obtain desired pleasurable aspects of our environment
and to avoid unwanted unpleasant ones.
COMPETENCIES AND PERFORMANCE INDICATORS:
The competencies listed below shall be demonstrated and assessed through class discussion, exams (comprised of multiple choice, short answer and essay questions) and simulation lab reports.

1. Understand the science of learning.
   a. Demonstrate an appreciation of the empirical foundation of the study of learning.
   b. Be familiar with research techniques and findings that illustrate fundamental learning concepts.

2. Differentiate between various theories of learning and memory.
   a. Be able to understand and differentiate between theories.
   b. Be able to cite evidence supporting the views of major theorists.

3. Demonstrate the ability to apply the concepts learned in the course to concrete examples:
   a. Be able to differentiate and explain learning concepts using your self change project.
   b. Be able to apply learning principles to real world phenomena.

REQUIRED TEXT:
I realize there is an updated text. Either will do.
ISBN: 978-0495595281

The Powell text comes with some ancillaries that should help you learn more about human learning. Access to the web site is available at: http://www.wadsworth.com/psychology_p/ (click on link to student resources, and then our textbook).

ADDITIONAL READINGS:
There are extensive reading assignments listed in the course outline. Additional reading assignments will be made throughout the course as warranted.

SYLLABUS POLICY:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. Possible changes will be announced in advance by the instructor as if possible. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

ATTENDANCE:
I will not be taking attendance. You are adults and need to make your own decisions. Please realize that your decisions have consequences (If this makes no sense to you then it is a good thing you are enrolled in Psychology 155 Human Learning, because you will understand through operant conditioning that behaviors have consequences!). Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the
student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. I do have a small portion of your grade based on participation, tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems).

CLASSROOM COURTESY AND DISRUPTIONS:
Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), TEXTING (yes, I still see it if you hold the phone under your desk during class!), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) in the “off” position during class. If you must make or answer a call, please excuse yourself from class for such activity. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. You may use your computer to take notes, but you must sit in the back of the classroom or along the wall with your screen out of other students view. In addition, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.

You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. These are listed under:
http://info.sjsu.edu/home/schedules.html

DIVERSITY STATEMENT:
Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San Jose State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

TAKING NOTES:
Since a portion of the lectures will not come from the assigned readings, taking lecture notes is very important. Coming to class prepared (e.g., thoroughly reading the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you “missed anything important” and not the instructor. This question is considered rude
by most professors including myself. It is important to note that those students who regularly attend class tend to do significantly better in the course.

SPECIAL NOTE:
San Jose State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disabled Student Resources Center.

INTERNET, WWW, AND E-MAIL ACCESS:
This course involves extensive use of the Internet for student research and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

<table>
<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
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<tbody>
<tr>
<td>San Jose State University Web site</td>
<td><a href="http://sjsu.edu">http://sjsu.edu</a></td>
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<tr>
<td>Department of Psychology’s Web site</td>
<td><a href="http://psych.sjsu.edu">http://psych.sjsu.edu</a></td>
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<tr>
<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
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| SJSU Library's Psychology Website | http://www.sjlibrary.org/research/databases/sguide_subject
List.htm?subID=60&getType=5 |
| Journal of Applied Behavior Analysis | http://seab.envmed.rochester.edu/jaba/ |
| Behavior Analysis Resources | http://www.coedu.usf.edu/behavior/bares.htm |

As with all sources of information, Internet sites tend to go out of date very quickly. Accuracy of all information gained from the Web sites should be crosschecked for accuracy.

ACADEMIC (DIS)HONESTY:
San Jose State University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

COURSE CALENDAR:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Due</th>
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<tbody>
<tr>
<td>June 6</td>
<td>Class Business/Syllabus</td>
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<tr>
<td>June 8</td>
<td>Classical and Operant Video</td>
<td>Vid Sheet</td>
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<tr>
<td>June 13</td>
<td>Introduction</td>
<td>Ch. 1</td>
<td>Quiz 1</td>
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<td>June 15</td>
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<tr>
<td>June 20</td>
<td>Research Methods</td>
<td>Ch. 2</td>
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<tr>
<td>June 22</td>
<td>Elicited Behaviors and Classical Conditioning</td>
<td>Ch. 3</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>June 27</td>
<td>Classical Conditioning: Basic</td>
<td>Ch. 4</td>
<td>Quiz 3</td>
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<tr>
<td>June 29</td>
<td>Classical Conditioning: Under</td>
<td>Ch. 5</td>
<td>Self-Change Paper Assignment 1</td>
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<td></td>
<td>Review for Exam</td>
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<tr>
<td>July 4</td>
<td>Holiday!</td>
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EXAMS:
Exams will be multiple-choice, short-answer and fill in. The tests will have questions from the text, lectures and videos. Each exam will be given during the lecture period, and you will have the class period to complete the exam. Students will not be allowed to use the restroom during the exam period and cell phone use during a test, or test review, will result in referral to Judicial Affairs and receive a course grade of F/NC. There will be **NO Rescheduling of an exam.**

IN-CLASS QUIZES:
At 6 points during the semester a quiz will be given. These quizzes will cover the text reading and will be aimed at helping you understand and think about the material covered. Your four best quizzes will constitute 20 points towards your final grade. This means that two quizzes can be missed or dropped. **There will be no make-ups for quizzes.**

WRITING PROJECTS:
This semester there will be four projects: the Self Change Project, the Reinforcement Exercise, and the Physical Punishment Exercise. All of these assignments will be kept in your Behavior Journal, **I WILL NOT ACCEPT LATE WORK. An assignment is considered late if a hard copy is not turned in by the end of the class period it is due. I do not accept electronic copies of assignments.**

See course website for a detailed description of the course assignments.

**Structure for Assignments**
1. **ALL OF YOUR WORK NEEDS TO BE PUT IN YOUR BEHAVIORAL JOURNAL.** The order inside your journal (which will be a paper folder – see class example)
   1) Cover page.
   2) Divider 1 labeled “Video Sheet”
   3) Video Sheet
   4) Divider 2 labeled “Self Change Project”
   5) Self Change Paper with cover page and reference section
2. Your papers need be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

3. Watch for grammatical errors, particularly sentence fragments and run-on sentences. **More than five spelling or grammatical errors will result in points deducted from final grades. More than ten will result in a zero (0). I encourage you to have your paper proof read.**

4. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.

5. On a sheet attached to the front of all your papers, type the Title of your paper. In addition you must include Name, Course, Course Number, Semester/Year, and Due Date.

6. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 4th Edition, which is available in the library, the campus bookstore, and on-line. You should have at least 2 references for every paper and they will be listed on a separate sheet of paper attached to the back of your assignment.

**GRADES:**

Grading will be based on the sum of the following:

1. 2 exams covering lectures, films, guest speakers, outside readings and the text are worth 100 points each (200).
2. Four out of Six quizzes will be worth 5 points each (20).
3. Reinforcement exercise will be worth 15 points (15)
4. Physical punishment exercise will be worth 15 points (15).
5. Self-Change project will be worth 80 points (80)
6. Behavioral Journal will be worth 10 points (20)
The grade scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<td>B</td>
<td>83 – 86%</td>
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<tr>
<td>B-</td>
<td>80 – 82%</td>
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<td>77 – 79%</td>
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<td>C+</td>
<td>73 – 76%</td>
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<td>C-</td>
<td>70 – 72%</td>
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<td>D</td>
<td>67 – 69%</td>
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<tr>
<td>D+</td>
<td>60 – 66%</td>
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<td>F</td>
<td>0 – 59%</td>
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Get to know 5 people in class. No Creeping Please.

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<th>Name</th>
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