San José State University
Psychology Department
Psyc 155 Human Learning, Section 1, Fall 2012

Instructor: Sean Laraway, PhD
Office Location: DMH 311
Telephone: (408) 924-5679 (only available during office hours)
Email: sean.laraway@sjsu.edu (best method of contacting me)
Office Hours: Wednesday 2-4 p.m.
Class Days/Time: Tuesday & Thursday, 1:30-2:45 p.m.
Classroom: DMH 355
Prerequisites: Psyc 1 General Psychology (or equivalent)

Web Pages
We will use Desire 2 Learn (D2L) for posting course grades. You will automatically be given access to D2L upon your successful enrollment in the course.

https://sjsu.desire2learn.com/

We will use Piazza for course announcements, postings, questions, and discussions. You will receive an invitation to enroll in Piazza upon your successful enrollment in the course. Please follow the instructions to gain access to Piazza. Use Piazza to ask questions about the course structure, assignments, and material. Do not use email for these types of inquiries. Use email only for personal questions, such as those involving your grade, missing classes, etc.

www.piazza.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, etc.

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.

Department of Psychology Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Psyc 155 meets this PLO.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations. Psyc 155 meets this PLO.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes. Psyc 155 meets this PLO.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. Psyc 155 meets this PLO.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. Psyc 155 meets this PLO.

Course Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Discuss the relevant historical events and persons that contributed to modern learning theory and the field of behavior analysis
2. Understand, recognize, and provide examples of the basic and complex processes involved in classical conditioning, operant conditioning, and other forms of learning.
3. Understand, recognize, and provide examples of practical applications of learning concepts to human and nonhuman behaviors.
4. Apply the concepts of reinforcement, punishment, etc. to their own behavior through a self-management project.
5. Present the findings of their self-management project via a poster presentation.
6. Read, summarize, and critically analyze a relevant peer-reviewed published empirical article.
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, except for research article(s) for the paper.

Other equipment / material requirements
You will also need Internet access and Scantron 882-E forms.

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.


Classes are comprised of lectures, in-class activities, question-and-answer periods, guest presentations, and films. Attendance is expected and is critical for success in this course. If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Do not talk, read non-class materials, text message, or sleep during class time. This policy is strictly enforced. Students who fail to abide by classroom protocol may be excused from class. Please arrive to class on time. If you need to leave early, please inform the instructor prior to the start of class.

Consent for Recording of Class and Public Sharing of Instructor Material, Amends F06-2

Whereas Common courtesy and professional behavior dictate that someone is notified when being recorded; and audio recording without consent in private settings is prohibited by California Penal code 630-635, and

Whereas Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval; and is
already prohibited by California Civil Code 980 a(1), and

Whereas It is desirable to allow flexibility to faculty as to when and how consent is given for recording classes or publicly sharing course material; therefore be it

Resolved That the following items be included in the list of greensheet items recommended for consideration in the Appendix of University Policy F06-2.

“Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.

Laptops

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

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 a distraction prior to entering the classroom. DO NOT SEND TEXT MESSAGES DURING CLASS. You may be asked to leave if you are caught sending text messages. Make sure your phone is put away during class (place it in your pocket, purse, or bookbag). You may not use any electronic device during exams.

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. If you will be more than 15 minutes late, consider staying home.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignments before class starts.
Check the course Piazza site regularly

I will make important course announcements, answer questions, and post readings on the Piazza site. If I become ill, I will inform you as soon as I can via Piazza. You should check the site before each 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

Method of instruction

This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course may use films, web-based content, and in-class activities to supplement lectures. Power Point lecture material for each chapter will be made available online; I will attempt to post lecture notes prior to class. However, sometimes I may be unable to do so. Please remember that I post these notes as courtesy, and I appreciate your patience if notes are not up before class time.

Be advised that due to time constraints not all text material will be covered in lecture. This does not mean that such material is not important, nor does it mean that such material will not appear on exams. You are responsible for all text and lecture material. Students are encouraged to ask questions during class or via the course web site.

Exams

You will have four exams. Exams will comprise multiple-choice and short answer questions. Please bring a Scantron form (882-E) and pencils to each exam.

Final Exam

The Final Exam will consist of the 4th unit exam. It will not be cumulative.

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. Choose a behavior that you would like to change that you don’t mind sharing with your fellow classmates and instructor. For your privacy protection, do not choose very personal or illegal behaviors. Avoid providing “too much information” regarding private behaviors. More information on this project will be provided throughout the semester.
Reflection Paper

You will complete one Reflection Paper, which will require you to find a peer-reviewed empirical research article, summarize its contents, and critically evaluate it (e.g., critique the paper in terms of methods, findings, conclusions). The paper should cover any of the following broad topics: (1) Behavior modification in general (e.g., applied behavior analysis, cognitive-behavioral therapy, drug abuse treatment), (2) Classroom management or academic behavior (e.g., behavior of special needs students, academic skills training), (3) Child behavior management or training (e.g., ADHD, language training, speech pathology, autism), and (4) Organizational behavior or another topic of your choice (e.g., incentive systems in business; health, sport, or fitness; coaching; motor learning/behavior; choice; self control; behavioral community interventions; gambling; pro-environmental behaviors; behavioral gerontology). All articles must involve the use of one or more behavioral concepts listed in the textbook (e.g., reinforcement, punishment, stimulus control, motivation, self control, single-case designs, choice, observational learning, classical conditioning) and must have been published after 2002. Papers should be between 3-5 pages in length (double-spaced, 1" margins, 12-pt Arial, Times, or Times New Roman fonts). Papers must be submitted to Turnitin.com for credit. Be sure to find articles that are interesting to you and that fit your current academic/career goals.

The paper should be structured as follows: (a) Summary of topic and article, including topic background, purpose of the study, goals of the study, participants, methods, and results; (b) critical evaluation of the strengths and limitations of the study/article; (c) a brief description about why you chose to write about this particular article and how it fits your personal, career, or academic goals/interests; (d) how you might apply the knowledge you have gained from the article to your life, career, etc.


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 6-9 hrs/week outside of class reading, studying, and preparing for class. You must be present to receive credit for in-class assignments, unless you make other arrangements with the instructor. Assignments will be given on an irregular basis (on a “variable-time schedule”), 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 on the course web site.

**Late work**

All assignments must be submitted by the scheduled due date. Late assignments will immediately lose 25% of total points for each class period after this date. Assignments more than one class period late will not be accepted. PLEASE DO NOT EMAIL LATE ASSIGNMENTS UNLESS DIRECTED TO DO SO.

**Make-up Exams**

A make-up exam will only be given if you contact me prior to missing the exam in question and/or you have a documented excuse. A cumulative make-up exam will replace one missing exam score (items will be chosen at random from previous exams). This exam will occur immediately following the Final Exam, so you should be prepared to take both.

**Assessment of student learning outcomes**

The learning objectives will be assessed via homework, the project, the paper, 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</td>
<td>TBA</td>
<td>TBA</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Project</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>4</td>
<td>15</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>Paper</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>10%</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</th>
<th>Percent</th>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
<th>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>
Department of Psychology Writing Policy

The quality of your writing is graded in this class. You will lose points if I cannot understand what you are trying to say. If you are not comfortable writing, you should seek additional assistance (see below). Whenever referencing something you have read, you are expected to provide a complete, APA-style reference. It is assumed that you know, understand, and can properly apply APA-style. If not, it is your responsibility to familiarize yourself with this style guide. Never reference a web site or web source, ever. If you find a good article referred to on the web, get it, read it, and use that original source.

Important!! The Department of Psychology has adopted the policy that designated written assignments will be returned ungraded for substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content. Papers returned will suffer a minimum penalty of 10% on the final grade on rewritten work. The revised paper must be returned within a maximum of seven calendar days and submitted with a copy of the original work. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.

Unless otherwise noted, all written assignments must be typed, double-spaced, with 1" margins, and use a standard font (i.e., Arial, Times New Roman, or Helvetica) of size 12. Your name, the semester of the course, and the course name must appear in the upper right corner. Multiple pages must be sequentially numbered and stabled in the upper left corner. Assignments will not be accepted and will be considered “late” until they are consistent with the above policy.

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 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. At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work;
2. And, representing another’s artistic/scholarly works such as musical
compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

The following URL will take you to the SJSU library’s plagiarism tutorial. If you have not yet completed this, it is worth your while to do so. http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm.

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. Susan Snycerski, Dr. Megumi Hosoda, and the SJSU Center for Faculty Development's Accessible Syllabus Template. I have been granted permission by the authors to use these materials in whole or in part. I thank them for the use of their materials.

**Senate Policy S12-3 on student work expectations**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester

2. A credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and a minimum of six hours of out-of-class student work each week.
Psyc 155 Human Learning, Fall 2012 Tentative Course Schedule

Please note that this schedule is subject to change.

Table 3 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-23</td>
<td>Introduction to Psyc 155</td>
</tr>
<tr>
<td>2</td>
<td>8-28</td>
<td>Introduction to Learning, history of Behavior Analysis: Ch. 1</td>
</tr>
<tr>
<td></td>
<td>8-30</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9-04</td>
<td>Research Methods: Ch. 2</td>
</tr>
<tr>
<td></td>
<td>9-06</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9-11</td>
<td>Operant Conditioning: Ch. 6</td>
</tr>
<tr>
<td></td>
<td>9-13</td>
<td>*Project: Part 1 Due (Proposal), 9-13¹</td>
</tr>
<tr>
<td>5</td>
<td>9-18</td>
<td>Motivating Operations (course material)</td>
</tr>
<tr>
<td></td>
<td>9-20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9-25</td>
<td>*Exam 1 (Ch. 1-2 &amp; 6; MO materials)</td>
</tr>
<tr>
<td></td>
<td>9-27</td>
<td>Schedules and Theories of Reinforcement: Ch. 7</td>
</tr>
<tr>
<td>7</td>
<td>10-02</td>
<td>Schedules and Theories of Reinforcement: Ch. 7</td>
</tr>
<tr>
<td></td>
<td>10-04</td>
<td>Extinction and Stimulus Control: Ch. 8</td>
</tr>
<tr>
<td></td>
<td>10-09</td>
<td>*Project: Part 2 Due (Baseline Data), 10-04</td>
</tr>
<tr>
<td></td>
<td>10-11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10-16</td>
<td>Extinction and Stimulus Control: Ch. 8</td>
</tr>
<tr>
<td></td>
<td>10-18</td>
<td>Escape, Avoidance, and Punishment: Ch. 9</td>
</tr>
<tr>
<td>9</td>
<td>10-23</td>
<td>*Project: Part 3 Due (Intervention Data), 10-18</td>
</tr>
<tr>
<td></td>
<td>10-25</td>
<td>Escape, Avoidance, and Punishment: Ch. 9</td>
</tr>
<tr>
<td>10</td>
<td>10-30</td>
<td>*Exam 2 (Ch. 7-9)</td>
</tr>
<tr>
<td></td>
<td>11-01</td>
<td>Choice, Matching, and Self-Control: Ch. 10</td>
</tr>
<tr>
<td>11</td>
<td>11-06</td>
<td>Choice, Matching, and Self-Control: Ch. 10</td>
</tr>
<tr>
<td></td>
<td>11-08</td>
<td>Behavioral Economics (Notes)</td>
</tr>
<tr>
<td>12</td>
<td>11-13</td>
<td>Behavioral Economics (Notes)</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>*Reflection Paper due (11-06)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Project: Part 4 Due (Progress Report), 11-08</td>
</tr>
<tr>
<td>13</td>
<td>11-20</td>
<td>Verbal Behavior and Rule-governed Behavior: Ch. 12, Notes</td>
</tr>
<tr>
<td></td>
<td>11-22</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11-27</td>
<td>*Exam 3 (Ch. 10, 12; Behavioral Economics &amp; VB material)</td>
</tr>
<tr>
<td></td>
<td>11-29</td>
<td>Thanksgiving Holiday: NO CLASS</td>
</tr>
<tr>
<td>15</td>
<td>12-04</td>
<td>Elicited Behaviors and Classical Conditioning: Ch. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classical Conditioning, continued: Ch. 4</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Applications of Classical Conditioning: Ch. 5</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments, Exams</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>12-06</td>
<td><strong>Project: Part 5 Due (Poster Presentation), 12-08</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>12-18</td>
<td><strong>Exam 4 (Ch. 3-5)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DMH 355, 12:15-2:30 p.m.</td>
</tr>
</tbody>
</table>

Additional readings for the project that will not appear on exams:

Read Malott and Harrison, Ch. 1-7 for more information on developing and conducting your project.

http://www.dickmalott.com/students/undergradprogram/psy4600/selfmanage/