San José State University  
Psychology Department  
Human Learning, Section 01, Psyc 155  
Spring 2017

Course and Contact Information

Instructor: Susan Snycerski, Ph.D.
Office Location: DMH 311
Telephone: (408) 924-5662 (I only answer during office hours if I am not with a student; please do not leave voicemail. Instead, use the Piazza link on Canvas to contact me.)
Email: susan.snycerski@sjsu.edu
Office Hours: Wednesdays 2:00-3:00 p.m.
Class Days/Time: Section 1: Mondays & Wednesdays 10:30-11:45 a.m.
Classroom: DMH 353 and website http://sjsu.instructure.com
Prerequisites: Psych 1/General Psychology

Course Format

All course materials (excluding the textbook) such as the syllabus, readings, notes, assignment instructions, quizzes, excreta can be found on our Canvas website http://sjsu.instructure.com. This website should be checked prior to attending every class. If there is a need for me to cancel class, I will post a notice on the Canvas “Piazza” link.

All class-related questions regarding assignments, exams, or other course content must be posted to the “Piazza” link on Canvas. That is, I will not answer content questions that are emailed to me. This policy will ensure that all students have access to content-related answers that I provide. Before posting a question, be sure to read through the posts to make sure your question is not redundant and has not already been answered. You may email the instructor through the Piazza private link on the Canvas website when you have personal, private questions, such as questions regarding your grade, the need and reason to miss a class, or cases of documented excuses from class.

Logging Into Canvas

Canvas Login URL: https://sjsu.instructure.com. You must first set up a SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ The Username for Canvas then is your 9 digit SID and your password is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

• Further Assistance with Canvas - Students should go first to http://guides.instructure.com/m/4212 with
problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).

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.

Warning: This class discusses drug use as related to classical and operant conditioning and physiological responses in great detail. Those with previous or existing drug problems should be aware of this and consider whether or not exposure to these discussions may serve as triggers for cravings for drug use and possible relapse. If so, you may wish to consider dropping the course. Your instructor is not responsible for any adverse reactions to the course material.

Course Learning Outcomes (CLO)
Knowledge base of basic and complex learning processes (CLO 1), research methods used in studying learning processes (CLO 2), critical thinking skills as applied to evaluating research and relevant theories (CLO 3), applications of learning processes in individuals, small groups, and communities (CLO 4), and ethical considerations of human and nonhuman animals in behavioral research (CLO 5) comprise the overall course learning outcomes.

Specifically, upon successful completion of this course, students will be able to:
1. Recognize the historical influences in the field that led to contemporary theories of learning
2. Demonstrate knowledge of research methods used to investigate learning processes in human and nonhuman animals.
3. Explain behavioral procedures and assays used for studying learning processes in human and nonhuman animals.
4. Understand and appreciate the ethical use of animals in behavioral research
5. Demonstrate knowledge of and provide examples of the basic and complex processes involved in classical conditioning
6. Demonstrate knowledge of and provide examples of the basic and complex processes involved in operant conditioning
7. Demonstrate knowledge of and provide examples of the basic and complex processes involved in observational (social) learning
8. Demonstrate knowledge of and provide examples of practical applications of learning and memory concepts to human and nonhuman behaviors.

These outcomes will be assessed via in-class quizzes and activities, exams, short writing assignments, and the semester-long Self-Management Project (SMP). Feedback regarding quizzes, exams, and in-activities will given in class; feedback on writing assignments and the SMP will provided on the Canvas website in written format.

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.

- **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.

- **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.

- **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

- **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Required Texts/Readings**

**Textbook**

Text can be purchased at the Spartan Bookstore or online.

**Other Readings**

Additional course reading material will be posted on our course management website, Canvas [http://sjsu.instructure.com](http://sjsu.instructure.com)

**Other technology requirements / equipment / material**

Students will need reliable access to a computer and to the internet. Writing assignments will require access to the SJSU/King Library PsychInfo databases. More information will be provided in class. Four 882E scantrons are also required.

**Library Liaison**
Audriana Poo
Email: Adrianna.poo@sjsu.edu

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu senate/docs/S12-3.pdf).

1. **Classes**: This class covers a very large amount of material; therefore, attending lecture is crucial for your success in this class. There is too much information discussed in class that cannot be found
in text and in the slides for you to do well in this course without you attending regularly. If you want to do well in this course, you should attend every class. If you miss a class, you are responsible for getting the information from that class. Classroom participation is expected and may be graded via unannounced in-class quizzes, assignments, or other activities. In-class activities are only for those students present; that is, there are no make-up opportunities for specific in-class activities except in cases of documented emergencies (see below). However, there will be one opportunity on the day of the final exam to take a cumulative make-up quiz. This will occur after the final, which is a normal unit exam. The length will be comparable to the assignments given in class throughout the semester. All students can take this quiz after the final to replace a missed activity or a low score on an activity.

Exams: You will have four exams. Exams may 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. There will be no bathroom breaks during exams so please prepare yourself to sit comfortably for the duration of the exam. All hats with bills must be removed or turned backward during the exam. Only a pencil and eraser are allowed on desktops during exams.

Students who arrive after the first person has finished the exam and left the classroom will lose their opportunity to take that exam, thus earning a zero grade for that exam. Please be sure to be on time for all exams!

No make up exams will be given. There are no exceptions unless in cases of documented emergencies or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class. Inform me as soon as you can of the incident.

Cheating on exams or other assignments will result in a failing grade (F) 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. Plagiarism on written work will also result in a failing grade for the course. This policy is strictly enforced.

2. Extra-credit: There may be extra credit offered during the semester; notices will be announced in class.

3. Quizzes and/or assignments: There will be quizzes and/or assignments, all of which may consist of online, in-class, take-home, or group assignments, as time allows and at the discretion of the instructor. If you do not complete a quiz or assignment, you will receive a zero for that missed work. No make-up quizzes or assignments will be given (unless in cases described above). Students arriving late to class, once a quiz in in progress, lose the opportunity to take that quiz. Online quizzes and assignments that occur via the Canvas website have strict deadlines. Once the deadline has passed, the opportunity to take or submit a quiz or assignment expires. No exceptions will be made for this policy. Therefore, it is imperative that you allow yourself enough time to complete the assignment or quiz and upload it by the deadline. More details will be provided in class.

4. Late Work: All assignments/quizzes must be turned in at the beginning of class or uploaded/submitted to the Canvas website by the scheduled due date and time. There will be no exceptions to this policy (unless in cases of documented emergencies or a Dean’s excuse), and
this policy will be strictly enforced. DO NOT EMAIL ASSIGNMENTS. You will not receive credit for emailed assignments. Please note that the “due date” on Canvas is final; there is an “available until” date that is only for my record keeping. Therefore, just because an assignment may say “available until” that is NOT the date to follow, and any work submitted after the due date will not be accepted; the “due date” is final.

5. Self-management Project

You will design and conduct a semester-long self-management research project. This project will require you to identify one or more target behaviors of your own that you would like to change (e.g., increase or decrease the occurrence of a particular behavior such as flossing, eating fruits and/or vegetables, making lunch instead of buying, exercising, walking your dog, etc.) using the principles of behavior discussed in class. Choose a behavior that you would like to change that you do not 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.” More information on this project will be provided throughout the semester. All self-management information is posted on Canvas.

NOTE: Students wishing to exercise, change their diet (e.g., taking supplements), or engage in any other health behavior change should consult their doctor prior to doing so.

Plagiarism online tutorials. Students may wish to complete the online Plagiarism tutorial for a refresher on plagiarism before submitting papers.

http://library.sjsu.edu/online-tutorials/online-tutorials

6. Classroom behavior: Students are expected to respect their instructor and fellow classmates. Professional, courteous behavior and tolerance of different opinions are necessary for maintaining a comfortable classroom environment. Students should arrive on time; arriving late is distracting so please plan to be in your seat at the beginning of class. Students should raise their hands when asking or answering questions (i.e., please do not just shout an answer).

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinion’s 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 Student Conduct and Ethical Development. In short, let’s all be kind to one another.

Method of instruction
This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course will use films, web-based content, guest lectures (when available), and in-class activities to supplement lectures. Powerpoint lecture material for each chapter is 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 a 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.

Final Examination or Evaluation

The final exam will take place on Friday, December 16 from 12:15-2:30 p.m.

Grading Information (Required)

Your grade will be determined by the total number of points you earn throughout the semester.

Grading

4 Exams @ 200 points each = 800

Quizzes (online, in-class, announced or unannounced), assignments, and/or activities. Point values, due dates, and descriptions of requirements for assignments and/or quizzes will be provided in class. = 80

Self-management project = 120

Total points available = 1000

Grading scale:

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<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Points earned</th>
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<th>Letter Grade</th>
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- Any disputes over an awarded grade must be accompanied by the original graded assignment.

Students should verify grades for each assignment on the Canvas website. There is a one-week period after each assignment grade is posted for students to notify the instructor if they think there is an error in the posted grade. Grade challenges may result in a higher grade, lower grade, or no grade change based on the evaluation of the instructor.

Rubrics for the Self-Management Project can be found on our Canvas website along with detailed instructions.
Classroom Protocol

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Laptops and Tablets

Laptops/notebook/tablets are the only electronic devices allowed for note taking (i.e., no cell phones) and students using these devices will sit in the first two rows on the left and right of the classroom only. No exceptions. Laptops/tablets should be charged prior to class. In-class laptops or tablets are restricted to course-related activities (i.e., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®, surfing, etc.) distract both the instructor and students and will not be tolerated. Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session. Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

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 distraction prior to the start of class. Phones should not appear on the desktop; rather, they should be stored during class sessions in pockets, book bags, purses, and the like. DO NOT TEXT DURING LECTURE. It is rude and distracting to the instructor and fellow classmates. If I see you using a phone during class I will ask you to leave class for the remainder of the session. I expect your full attention for the duration of each 75-minute class session.

In addition, research shows that Websurfing/texting during class may lower your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab
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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Psyc 155 / Human Learning Section 1, Spring 2017

Course Schedule

This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class. You are responsible for checking the class website before each class. If, for any reason, your instructor must cancel class a message will be posted on the course website under the “Piazza” link. Therefore, it is extremely important to check the website before each class.

Note that the textbook chapters and other assigned readings should be read by the date listed. There will be unannounced quizzes on the reading material.

Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>1-30</td>
<td>Introduction to the course</td>
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<td>2-1</td>
<td>High Impact Educational Practices and</td>
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<td>Malott and Harrison (2010). Both on</td>
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<td>the Modules link under Self-Management</td>
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<td>Project, title: Self-Management</td>
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<td>Introduction. Chapters 2 and 10</td>
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<td>required. Appendix in our textbook</td>
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<td>2</td>
<td>2-6</td>
<td>Chapter 1: Introduction to Learning,</td>
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<td>2-8</td>
<td>History of Behavior Analysis</td>
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<td>3</td>
<td>2-13</td>
<td>Chapter 2: Research Methods</td>
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<td>4</td>
<td>2-20</td>
<td>Basic Research with Humans: Snycerski,</td>
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<td>5</td>
<td>2-27-3-1</td>
<td>Exam 1 Chapters 1, 2, Current Dimensions of Applied Behavior Analysis, Basic Research with Humans, and any additional materials presented in class. Chapter 6: Operant Conditioning</td>
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<td>6</td>
<td>3-6-3-8</td>
<td>Operant Conditioning continued</td>
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<td>8</td>
<td>3-20-3-22</td>
<td>Chapter 7: Schedules of Reinforcement Chapter 8: Extinction and Stimulus Control</td>
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<td>9</td>
<td>3-27-3-29</td>
<td>Spring break (no classes)</td>
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<td>10</td>
<td>4-3-4-5</td>
<td>Chapter 8: Extinction and Stimulus Control Exam 2 Chapter 6, 7, 8, readings on Motivating Operations, and any additional materials presented in class</td>
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<td>11</td>
<td>4-10-4-12</td>
<td>Chapter 9: Escape, Avoidance, and Punishment</td>
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<td>12</td>
<td>4-17-4-19</td>
<td>Negative Punishment: Poling, Austin, Snyerski, &amp; Laraway (2002) Modules link under Unit 3 Chapter 10: Choice, Matching, and Self-Control</td>
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<td>13</td>
<td>4-24-4-26</td>
<td>Chapter 11: Observational Behavior and Rule-governed behavior</td>
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<td>14</td>
<td>5-1-5-3</td>
<td>Exam 3 Chapters 9, 10, 11, Negative Punishment chapter, and any additional materials presented in class. Chapter 3: Elicited Behaviors and Classical Conditioning</td>
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<td>15</td>
<td>5-8-5-10</td>
<td>Chapter 5: Applications of Classical Conditioning</td>
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<td>16</td>
<td>5-15</td>
<td>Poster Presentation</td>
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<td>Final Exam</td>
<td>Friday 5-19 Exam 4 Chapters 3 &amp; 5 and any additional materials presented in class. DMH 353 9:45 a.m. -12:00 p.m.</td>
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Self-Management Project (SMP) due dates (due by 9:00 p.m. on Canvas)
Part 1: Proposal due February 17
Part 2: Baseline due March 3
Part 3: Intervention due March 24
Part 4: Progress Report/Recycle and Final Graphs/Narrative due April 21
Part 5: Poster presentation due May 8 (in class poster presentation)

This syllabus is partially based on materials by Dr. Robert J. Pellegrini, Dr. Sean Laraway, Dr. Ronald Rogers, Dr. Glenn Callaghan, Dr. Greg Feist, and Dr. Mark Van