



Psychology 155 - Human Learning
CRN: 43915 Section: 80

Location: Fully Online

Time: Asynchronous

Instructor: Trevor Basil, PhD

Office: via Zoom at [Zoom Link](#)

E-mail: trevor.basil@sjsu.edu

Office hours: Mon/Thurs 10:30-11:30am and by appointment

Prerequisites: PSYC 1

Student Technical support: To use Zoom and Canvas, you will need access to the internet and either a computer or mobile device. If you do not have access to these resources, please reach out to me and I can point you to university resources. An excellent place to start is the [Technology page](#) on SJSU's Learn Anywhere website at: <https://www.sjsu.edu/learnanywhere/equipment/index.php>. It includes resources relating to low-cost or free Wi-Fi, as well as computer loans from the university.

Canvas: Course materials such as the syllabus, assignments, announcements, grades, etc. can be found on the [Canvas learning management system](#) course website at <http://sjsu.instructure.com>.

You are responsible for regularly checking Canvas to learn of any updates. In this virtual classroom setting, it is more important than ever to ensure that you adjust your Canvas notification settings so that you receive all course announcements as soon as they are posted.

For help with using Canvas see [Canvas Student Resources](#) page at:
http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources

Course Description

Theory and research on habituation, classical and operant conditioning, verbal learning, concept learning, and sensory, short-term and long-term memory. Encoding, storage, retrieval and forgetting information.

The goal of this course is to help you build an appreciation for the central role that learning and memory plays in our lives. None of us could have a conversation, ride a bike, sing lyrics to a song, recognize our family, or even have a sense of our own identity if it were not for the ability to learn and to remember the past. As you'll find, the function of memory is never as obvious and astonishing as when it fails us. In this course, we will survey the most influential theories and findings in this important and extensive area of research. Basic research and theory will be discussed, as well as a variety of fascinating topics including training pets, amnesia, the relationship between sleep and memory, false memories, the accuracy of eye-witness memory, and Alzheimer's disease.

From the course catalog: "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."

COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course, students will be able to:

- **Master course content**
 - CLO1: Demonstrate knowledge of major concepts of learning and memory
 - CLO2: Identify processes by which we encode, store, and retrieve information
 - CLO3: Explain research methodologies used in the study of learning and memory, primarily in humans, but also in other animals
- **Demonstrate critical and applied thinking**
 - CLO4: Compare and contrast major theories of learning and memory, and evaluate evidence for and against these theories
 - CLO5: Apply concepts in learning and memory to real-world problems and events
- **Communicate course concepts**
 - CLO6: Communicate how memory failures impact your own life and the factors that contribute to these failures

PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the psychology major requirements, students will be able to:

- **Knowledge Base of Psychology**
 - PLO1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **Research Methods in Psychology**
 - PLO2: Design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- **Critical Thinking Skills in Psychology**
 - PLO3: Use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- **Application of Psychology**
 - PLO4: Apply psychological principles to individual, interpersonal, group, and societal issues.
- **Values in Psychology**

- PLO5: Value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

REQUIRED TEXT

Lieberman, D. A. (2021). Learning and Memory. SECOND EDITION. Cambridge, UK: Cambridge University Press.

Part I: FUNDAMENTALS OF LEARNING

Part II and III: COMPLEX HUMAN LEARNING

COURSE OUTLINE

EXAM DATES

Unit 1 10/6

Unit 2 11/17

DEADLINES FOR POSTER

Draft 11/27

Final 12/15

Presentation – Start 11/27

Week	Dates	Assignment	Important Dates	Questions
1	8/21	Syllabus and Core Assumptions		Ch 1 – 4
2	8/28	Classical Conditioning		Ch 2 – 2
3	9/4	Conditioning Principles/Theories/Apps		Ch 3 – 9
4	9/11	Reinforcement and Applications		Ch 5 – 4
5	9/18	Punishment		Ch 7 – 4
6	9/25	Theories of Reinforcement		Ch 8 - 9
7	10/2	Review and Exam I	Exam on 10/6	
8	10/9	Memory: An Introduction		Ch 9 – 8
9	10/16	Working Memory		Ch 10 – 3
10	10/23	Long-Term Memory	Poster Topic Due 10/27	Ch 11 – 7
11	10/30	Retrieval and Applications		Ch 13 – 14
12	11/6	Neurons to Neural Networks		Ch 14 – 7
13	11/13	Review and Exam II	Exam on 11/17	
14	11/20	No Class – Fall Recess		
15	11/27	Presentations	11/27 by 9am Poster Draft Due	
16	12/4	Presentations		
Final	12/11	Presentations	12/15 Final Poster Due	

How Your Course Grade is Determined

No plus or minus grades will be used.

Your grade in the course will be determined mainly by a comparison between the total number of points you have earned from all sources to the total number required for A, B, C, and D as shown in the rightmost column of the chart on p. 4. If your total equals or exceeds the total required for a particular course grade, you will get at least that grade and possibly a higher grade depending on indicators discussed below.

The required totals represent 90, 80, 70 and 60 per cent of the unadjusted number of points available from the 2 exams (100 on each exam), your weekly questions and responses (100 points), and poster (100 points).

.....
All exams are open-book and open-notes.

For each unit, there will be a review which will take place during the class session prior to an exam.
.....

Grade Chart

Letter Grade	Points	Percentage
A	360+	90% or Greater
B	320 – 359	80% to 89%
C	280 – 319	70% to 79%
D	240 – 279	60% to 69%
F	Less than 240	Less than 60%

REQUIREMENTS AND RECOMMENDATIONS FOR THIS FULLY ONLINE COURSE

Course Website Access and Usage Requirements: It is required that you have access to Canvas to watch lectures and take exams. To participate in class discussions you will need to use Canvas as well.

Technical Competencies: You will need to submit posters via email as a PowerPoint. No other file types are accepted. Links to SharePoint, Google Docs, and other online repositories are not accepted.

Minimum Computer Hardware Requirements: To attend class and to store and view files you need to use a modern laptop computer that is fast and reliable. A cell phone is not sufficient. You can obtain a suitable laptop on loan from [Student Equipment](#). If you use a hotspot for your internet connection, it is recommended that have a second, independent hotspot as a back-up, especially for exams. You can obtain one using the above link.

Contact In Case of Technical Problems: [Student IT HelpDesk](#)

REQUIRED MATERIALS and CLASS FORMAT

1. Required text: Lieberman, D. A.. (2021). Learning and Memory. SECOND EDITION. Cambridge, UK: Cambridge University Press.
2. It is required that you have access to Canvas.
3. Zoom meetings are not recorded.

COURSE OBJECTIVES

There are two major theoretical traditions in the study of learning and memory—behaviorism and cognitivism. This course looks at similarities and differences between behavioral and cognitive approaches to a variety of topics, beginning with classical and operant conditioning, proceeding to verbal learning and concept learning, and ending with coverage of memory and forgetting. A theme that will be developed is that the two approaches are better seen as complementary than as competitive and that one gets a more comprehensive picture of the learning process by considering both approaches than one alone. The course has a methodological emphasis. From the text, lectures, and various in-class activities and demonstrations, students will see how abstract issues are translated into specific experimental procedures, how general conclusions are drawn from specific findings, and how these conclusions are critically evaluated and related to the original issues.

Required Poster Presentation

One poster presentation is required to pass this course. It focuses on Cognitive Psychology. You will choose a peer reviewed research article and present it in poster format.

There will be two deadlines: one for a draft and one for the final presentation. A grade (point value) will be assigned to both versions, but only the one assigned to the final version will count towards the course grade. Therefore, if you turn in the draft but not the final version, you will receive a 0. If you turn in the final version but not the draft, there will be no penalty in terms of points, only the lost opportunity to revise the poster.

It is incredibly important that you practice reading articles completely for deep understanding. For this project, you will choose a current peer reviewed academic journal article, understand it completely, create a PowerPoint poster, and present it to the class. You will also save time for and respond to, student and professor questions regarding the work.

Rubrics and extensive details will be provided as the dates for the poster approach.

Miscellaneous Matters

Incompletes

You may request an Incomplete (I) in the course if you are unable to complete course requirements for reasons beyond your control (typically, serious illness) but this will only be possible with my advance permission.

Unofficial Withdrawal

If you plan to withdraw from the course, you must follow standard university procedures. In cases where a student unofficially withdraws, the following rule will apply: If a student submits any work and receives a grade for it (an exam or paper), and then stops participating, s/he will receive zeros on all remaining items and will be evaluated for a course grade in the usual fashion.

Academic Dishonesty

Don't cheat. A university is a unique kind of community that is dedicated to the pursuit of knowledge and truth. Its mission requires honesty in the way members of the university community carry out their responsibilities. Violations of this principle have serious consequences. Incidents of cheating will be reported to the Dean of Students Office. Penalties for cheating will be tailored to the nature and severity of the offense and they include a wide range of options, such as a 0 on the paper or exam where cheating occurred, or an F in the course.

Policy on Plagiarism: Special Provisions for This Course

1. No quotations or paraphrasing from other sources is permitted at all. All words in the poster must be your own.
2. Regarding citation of ideas: Do not cite sources for basic concepts and empirical generalizations, such as the definitions of the various schedules of reinforcement and the typical effects they produce on patterns of responding, like bar-pressing in rats. This is just common knowledge in the field. However, when you summarize a research article, opinions of the authors should be identified as such and distinguished from your own opinions. If you summarize the literature background provided in the introduction of the article, point out that you are summarizing the author's account of these articles rather than giving your own account.
3. You are welcome to discuss ideas related to posters with other students, and to pass on to others information or feedback you may have received from me during a consultation. Working together with other students only becomes a problem if one student copies verbatim from or paraphrases the work of another student. If two posters are found to have identical lines or an unusual number of identical phrases, both students will be considered equally responsible. Therefore, do not let other students see what you have written because you will be taking a risk of becoming involved in a case of plagiarism.

Make-Up Exams

All students are expected to take exams on the dates indicated on the cover page of this handout. To minimize unjustified absences from exams, the following rules will be applied without exception and regardless of any extenuating circumstances:

One and only one, make-up exam (for Unit 1 or Unit 2) will be permitted if you can document to my satisfaction that you were unable to attend the exam for reasons beyond your control. Typically, such a reason would be that you had a serious illness on the day of the exam. Tending to the needs of other family members, especially in distant locations, is very difficult to justify to my satisfaction (partly because you may have had a choice as to when you departed for that location; for example, it would not be okay to miss the exam so you could get a ride with a friend or get a cheaper airfare). A make-up exam, if allowed, can be done for Unit 1 or 2 (only one of these). No make-ups will be given before the scheduled exam date, only after.

In extreme scenarios, a lengthy paper may be assigned to replace an exam.

The following 2 steps must be taken in order to be considered for a make-up:

STEP 1. You must notify me either before or no later than 24 hours after the exam date and time and state that you could not attend and are requesting a make-up exam. There are no exceptions to this rule, no matter what. This is one way I use to assess the priority you give to meeting course requirements and therefore how much choice you had in missing the exam. You should contact me by email, trevor.basil@sjsu.edu, stating the reason for your absence. It is recommended that you do this as early as possible so you will know if your reason and documentation are okay. You would need to email the documentation to me as an attachment. Typically, the documentation would be a letter from a professional writing on letterhead stationery. Remember, your reason has to be something that was beyond your control. It cannot be a matter of convenience, or saving money, or anything else that simply involves a preference or value judgment on your part.

STEP 2. If your reason and documentation are okay, you will have to take the exam at the earliest possible time based on the reason you gave for missing the exam.

Policies on the Poster

The Poster must be submitted on or before the due dates indicated on the cover page of the syllabus.

NO POSTERS WILL BE ACCEPTED AFTER THE FINAL DAY OF CLASS FOR ANY REASON.

Academic integrity

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage will not be tolerated. This includes obvious forms of academic dishonesty such as copying someone else's homework assignment and cheating on quizzes/midterms/exams. It also applies plagiarizing published works or those of other students.

Additionally, academic dishonesty includes helping other students gain unfair academic advantage, such as posting or distributing quizzes/midterms/exams and answers to homework assignments. Any students who share such materials (e.g., via sites like Course Hero, Uloop, etc.) or who otherwise distribute such materials will be referred to the Student Conduct and Ethical Development office.

If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question, and I will file a report with the Office of Student Conduct & Ethical Development. See the office's website for more information at <http://www.sjsu.edu/studentconduct/policies/>.

Diversity, Equity, and Inclusion

I aim to provide an inclusive learning environment in which diverse backgrounds and perspectives are recognized, respected, and seen as a source of strength. It is my intent to present materials and activities that are respectful of diversity with respect to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions on how I can make this course more equitable and inclusive to all forms of diversity are encouraged and appreciated.

In accordance with SJSU policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity,

religion, sexual orientation, or disability is prohibited in any form. All such policies and regulations apply to the online environment, just as in face-to-face instruction. I encourage students who have a disability or other condition necessitating accommodation to discuss your needs with me as soon as possible.

Student Resources

Now more than ever, I encourage you to take advantage of the following resources. You can find a more exhaustive list in my Online Resources doc.

The [SJSU Learn Anywhere](https://www.sjsu.edu/learnanywhere/) site (<https://www.sjsu.edu/learnanywhere/>) has a number of helpful resources for learning in an online environment, including help with Zoom and Canvas, finding free or affordable internet and computer resources, FAQs, workshops, and more.

The [Academic Counseling Center for Excellence in Social Sciences](http://www.sjsu.edu/access/) (ACCESS) Success Center (<http://www.sjsu.edu/access/>) provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences, including Psychology.

[SJSU Peer Connections](https://peerconnections.sjsu.edu/) (<https://peerconnections.sjsu.edu/>) offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at SJSU.

The [SJSU Writing Center](http://www.sjsu.edu/writingcenter/) (<http://www.sjsu.edu/writingcenter/>) offers a variety of resources to help students become better writers. All of their services are free for SJSU students.

[SJSU Counseling and Psychological Services](http://www.sjsu.edu/counseling/) (<http://www.sjsu.edu/counseling/>) invites all students to contact them for any support needed. To get connected, call (408) 924-5910 or email counseling.services@sjsu.edu.

[SJSU Cares](https://www.sjsu.edu/sjsucares/) (<https://www.sjsu.edu/sjsucares/>) provides resources and services for students facing a financial crisis, including trouble paying for food or housing, trouble paying bills (including medical), and housing and food insecurity.

University Policies

Per [University Policy S16-9](https://www.sjsu.edu/senate/docs/S16-9.pdf) (<https://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g., learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page at: <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>