

# Imperial Valley College Course Syllabus

## Learning - PSY 202



### Basic Course Information

|   |                       |                  |  |
|---|-----------------------|------------------|--|
| Semester  | Fall 2015             | Instructor Name  | Mark A. Duva, Ph.D.  |
| Course Title/<br>Catalog #  | Learning<br>PSY 202   | Instructor Email | <a href="mailto:mark.duva@imperial.edu">mark.duva@imperial.edu</a><br>Off-campus<br><a href="mailto:mark.a.duva@live.com">mark.a.duva@live.com</a> |
| Units   | 3 units               |                  |  |
| CRN #   | 10621                 | Webpage          | <a href="https://imperial.blackboard.com/">https://imperial.blackboard.com/</a>  |
| Class Dates   | Aug 17 - Dec 11, 2015 | Office Hours     | MW 4:00 - 4:30 pm<br>TTH 2:30 - 3:30 pm<br>F 10:15 - 11:15 am  |
| Room  | 200 - 205             | Office           | 1700 - 1714  |
| Class Days/Times  | MW 2:00pm- 3:25 PM    | Office Phone #   | (760) 355-6335   |
| Alternate office contact for other emergencies<br>Elvia M. Camillo, Staff Secretary II<br>Behavioral & Social Science Department (760) 355-6144 |                       |                  |  |

### Course Description

This course will explore the role of learning in the adaptation of humans and other animals to their changing environment. Research methodology, Pavlovian and operant theories, applications and implications, and higher cognitive processes will be examined. (CSU, UC)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Explain and apply, using examples, the learning theory of Classical Conditioning (Pavlovian Conditioning) (ILO1); (ILO2); (ILO3)
2. Explain and apply, using examples, the learning theory of Operant Conditioning (ILO1); (ILO2); (ILO3)
3. Explain and apply, using examples, the theory of Vicarious (Observational) Learning (ILO1); (ILO2); (ILO3)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Define learning, implications and limitations of the definition, and research leading to the definition
2. Explain classical conditioning history, theories, procedures, limits, applications, and implications
3. Explain operant conditioning history, theories, procedures, limits, applications, and implications
4. Describe theories, procedures, limits, applications, and implications of vicarious learning in humans and other animals
5. Describe the partial reinforcement phenomenon with its theories, limits, and implications
6. Define "thinking" including its relationship to learning, cognitive processes, and memory

### Textbooks & Other Resources or Links

Chance, Paul (2009). Learning and behavior (6th/e). Wadsworth/Cengage Learning: Belmont, CA ISBN: 978-1-111-83100-4

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### Course Requirements and Instructional Methods

This syllabus serves as a guide to the class and the required readings. You are expected to read the assigned chapters prior to class for that week. Exam and quiz questions will come from material covered in class and in the textbook. There will be several weekly quizzes, (many) chapter review outlines (1) midterm exam, and one (1) final exam. Quizzes will be administered in class or as take-home assignments, will be typically announced in advance. **HOWEVER BE PREPARED FOR UNANNOUNCED QUIZES.** It is important to come to class to know when a quiz might occur. Quizzes may include any or all of the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer/essay. I also require that you create a review outline/summary of each of the chapters on the syllabus. Ideally, these review outlines should be completed prior to covering the material in class. I will talk about due dates for these assignments as we move forward. The Midterm and Final exams are entirely multiple choice, and you must take both. If you are late to class, you will not be allowed to take the quizzes or exams. Some chapters listed may not be covered in class, but you are still responsible for the material, unless otherwise specified. No makeups for exams or quizzes will be given without prior notification and/or documentation of an emergency. No work will be accepted over email. If you find that you are having difficulty with the course, you can seek additional assistance (see below). In addition, if you need special accommodations while taking exams or quizzes let me know in advance.

### Course Grading Based on Course Objectives

An approximate grade/point breakdown is shown below. Grades will be determined by the this point system and final course grades will be based on a curve.

| <u>Graded Coursework</u> |                   | <u>Grade Breakdown</u> |
|--------------------------|-------------------|------------------------|
| Quizzes                  | 150 Points        | A = 90%                |
| Chapter reviews          | 150 Points        | B = 80%                |
| Midterm                  | 50 Points         | C = 70%                |
| <u>Final Exam</u>        | <u>100 Points</u> | D = 60%                |
| Total                    | 400 Points        | F = 59% or less        |

(Example:  $400 \times 90\% = 360$  points for the "A")  
(Example:  $400 \times 80\% = 320$  points for the "B" and so on)

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. Consider: specifics for your class/program
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to 'cite a source' correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Help (if applicable)

- **Blackboard** support center:  
<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see

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<http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

|               | <u>TOPICS</u>                           | <u>READINGS</u> |
|---------------|---|-----------------|
| 08/17 Week 1  | Introduction: Learning to Change        | Ch. 1           |
| 08/24 Week 2  | Introduction: Learning to Change        | Ch. 1           |
| 08/31 Week 3  | The Study of Learning and Behavior      | Ch. 2           |
| 09/07 Week 4  | The Study of Learning and Behavior      | Ch. 2           |
| 09/14 Week 5  | Pavlovian Conditioning                  | Ch. 3           |
| 09/21 Week 6  | Pavlovian Conditioning                  | Ch. 3           |
| 09/28 Week 7  | Pavlovian Applications                  | Ch. 4           |
| 10/05 Week 8  | MIDTERM EXAM                            |                 |
| 10/12 Week 9  | Operant Learning: Reinforcement         | Ch. 5           |
| 10/19 Week 10 | Operant Learning: Reinforcement         | Ch. 5           |
| 10/26 Week 11 | Reinforcement: Beyond Habit             | Ch. 6           |
| 11/02 Week 12 | Schedules of Reinforcement              | Ch. 7           |
| 11/09 Week 13 | Operant Learning: Reinforcement         | Ch. 8           |
| 11/16 Week 14 | Operant Applications                    | Ch. 9           |
| 11/23 Week 15 | Observational Learning                  | Ch. 10          |
| 11/30 Week 16 | Forgetting                              | Ch. 12          |
| 12/07 Week 17 | Review and FINAL EXAM Last day of Class | Comprehensive   |



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| <b>CHAPTER 3</b>  | Pavlovian Conditioning                               | 56  |
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| <b>CHAPTER 5</b>  | Operant Learning: Reinforcement                      | 126 |
| <b>CHAPTER 6</b>  | Reinforcement: Beyond Habit                          | 168 |
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| <b>CHAPTER 8</b>  | Operant Learning: Punishment                         | 230 |
| <b>CHAPTER 9</b>  | Operant Applications                                 | 254 |
| <b>CHAPTER 10</b> | Observational Learning                               | 279 |
| <b>CHAPTER 11</b> | Generalization, Discrimination, and Stimulus Control | 313 |
| <b>CHAPTER 12</b> | Forgetting   | 345 |
| <b>CHAPTER 13</b> | The Limits of Learning                               | 376 |

