

Basic Course Information

Semester:	Spring 2017	Instructor Name:	Robert Wyatt
Course Title & #:	PSY 202: Learning & Behavior	Email:	Robert.wyatt@live.com
CRN #:	21158	Webpage (optional):	www.imperial.edu
Classroom:	402	Office #:	Part-Time Instructor Offices
Class Dates:	02/16/17 to 06/08/17	Office Hours:	By Appointments
Class Days:	Thursdays	Office Phone #:	760-554-6083
Class Times:	6:30pm to 9:40pm	Emergency Contact:	See Above.
Units:	3.0		

Course Description

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)

This course introduces learners to the principles of learning and behavior by surveying relevant theoretical and empirical approaches within psychology. The overall emphasis is on the theoretical foundations of psychology as they relate to human learning and behavior. The following topics will be reviewed: historical perspectives of early learning theories, prevailing theories of human development, classical and operant conditioning, effects stimuli have on learning and behavior, social learning, motivation, cognitive developmental theory in the context of learning stages and processes, memory and human information processing models, and problem-solving methods. Understanding these human processes is an integral part of psychology and other domains of human behavior, such as marketing, sports, health, education and relationships. Learning theories are an outgrowth from philosophies of thought. The philosophical approaches of rationalism and empiricism, and the works of Plato and Descarte form the underpinnings of learning theory. However, developments in psychology added an interest in objectivity and scientific research to demarcate the psychological approach to learning.

Student Learning Outcomes

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

- Identify major historical timelines and perspectives associated with learning theory.
- Explain foundational concepts associated with learning theory.
- Integrate common principles of learning theory into larger domains of psychology.
- Align major theorists with specific contributions to psychology of learning and behavior.
- Analyze and describe empirical research as it relates to effectiveness of learning and behavior management techniques.
- Identify the utilization of psychology of learning and behavior in domains outside the field of psychology.

Course Objectives

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

1. Discuss the development of psychology as a science.
2. Identify the major learning theories.
3. Discuss the difference between sensation and perception, giving one illustration of each.
4. Define consciousness and describe how sleep, psychoactive substances and other stimuli affect consciousness.
5. Identify and describe the major theories of human development and discuss how growth and development affect behavior.

Textbooks & Other Resources or Links

Chance, Paul. *Learning and Behavior*. 2014. 7th Edition. Cengage Advantage Books.

(1) Composition Book

Course Requirements and Instructional Methods

Students are expected to read all assigned chapters as noted in syllabus. Although, we may or may not cover all of the material shown and the dates are approximations, students will however be required to know all the material assigned in reading and other material given in class.

BE PREPARED FOR UNANNOUNCED QUIZZES. These will generally occur *if I notice an overall decline in class participation and attendance*. 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. If you are late to class or absent, you will not be allowed to take the quizzes or exams. 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 without prior approval.

Mid-Term and Final Exam will cover chapters and course material throughout the semester. Students will need to inform me prior to Exam dates with ample time for requested accommodations. The Midterm and Final exams are entirely multiple-choice. 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. Students will be required to submit a 1-2 pages thought paper (not including a reference page) comparing and contrasting a psychological perspective or phenomenon that was covered in the lesson and featured in news article, television show, movie, song etc. Personal situations or concerns can be addressed in the thought papers, but cannot be the majority of your paper.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Assignment	Points Total
Journal Entries/Attendance	150
Thought Papers	100
Test 1	50
Mid-Term	75
Group Presentation	100
Final Exam	100
Total Points for Assignments	575
Extra Credit Assignments	50

****Your grade percentage will be up-to-date on blackboard throughout the semester. This way, you know exactly where you stand.****

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.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- 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 by the instructor.
- 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.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **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 plagiarizing 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 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 Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Week/Date	Class Discussion	Homework
Week 1: Feb. 16	Classroom Introduction & Info.	Ch.1: Learning to Change
Week 2: Feb. 23	Ch. 1: Learning to Change	Ch. 2: Study of Learning & Behavior
Week 3: March 2	Ch. 2: Study of Learning & Behavior	Ch. 3: Pavlovian Conditioning
Week 4: March 9	Ch. 3: Pavlovian Conditioning	Ch. 4: Pavlovian Applications
Week 5: March 16	Ch. 4: Pavlovian Applications	Ch. 5: Operant Learning: Reinforcement
Week 6: March 23	Ch. 5: Operant Learning: Reinforcement	Study for Test #1 and Thought Paper #1
Week 7: March 30	Test #1 and Thought Paper #1 Due	Ch. 6: Reinforcement: Beyond Habit
Week 8: April 06	Ch. 6: Reinforcement: Beyond Habit	Ch. 7: Schedules of Reinforcement
Week 9: April 13	Ch. 7: Schedules of Reinforcement	Ch. 8: Operant Learning: Punishment
Week 10: April 20	No Class: Spring Break	Ch. 9: Operant Applications
Week 11: April 27	Ch. 8 & 9: Punishment & Operant Apps.	Ch. 10: Observational Learning
Week 12: May 04	Ch. 10: Observational Learning	Mid-Term and Thought Paper #2 due
Week 13: May 11	Mid-Term and Thought Paper #2 due	Ch. 11: Generalization, Discrimination, & Stimulus Control

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Week 14: April 20	Ch. 11: Generalization, Discrimination, & Stimulus Control	Chapter 12 & 13: Forgetting & Limits of Learning. Thought Paper # 3 Due
Week 15: April 27	Chapter 12 & 13: Forgetting & Limits of Learning. Thought Paper #3 Due	Prepare for Group Presentations and Finish Group Paper
Week 16: May 04	Group Presentations and Paper Due	Study for Final Exam
Week 17: June 08	Final Exam	Have a good summer break

*****Tentative, subject to change without prior notice*****