Psychology 3343.001 – Learning & Behavior
Summer II 2017

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Office Hours: 8 - 9:40 a.m. MWF
Class Time: MTWR 10 - 11:55 a.m.
Class Location: CI 102

Course Description
Psychology 3343 reviews the fundamental principles of learning through a consideration of theories and constructs, such as associations, reinforcement, punishment, generalization, discrimination, and modeling. An emphasis is given to simulating classic experiments that illustrate these concepts and theories. The class explores the application of these theories to practical issues in everyday experiences.

Course Materials: Syllabus, lecture slides, articles, assignments, chapter activities, and grades will be made available on Blackboard when appropriate.

Lectures: The course is organized into five major sections with an exam for each. Because we will identify and build major themes throughout the semester, the exams are incremental. This means you cannot abandon what you learned from Exam I when it comes time to take subsequent exams. Each of the four major sections takes 3 lectures. Lectures are supplemented by textbook readings. The pages (pp) cited below identify the portions of the text for which you are responsible. Students are responsible for understanding the concepts presented in Lecture. This includes the supporting and related material (figures, graphs, etc.) presented in the textbook but not specifically mentioned in the lecture.

Student Learning Objectives
The learning objectives for students in this lecture course are to:

- Understand the fundamentals of learning and behavior processes and demonstrate that understanding in the context of examinations.
- Learn the theories of learning and behavior processing and the experiments that helped to form those theories well enough to be able to display that knowledge and familiarity in assignments and examinations.
- Apply their understanding of learning and behavior processes and theories of those processes to novel situations.

Texts

Attendance & Participation
Participation: Activities outside class such as laboratory assignments, online crossword puzzles, and discussion questions are integrated into the course plan (approximately 21). These laboratory assignments and the typed responses to related questions must be submitted through Blackboard at the start of class on the assigned date. In order to keep a record of your participation in these laboratory exercises, a submission grade of plus one (+1) will appear in the grade book when exercises are competed on time and a negative one (-1) will appear when exercises are not completed or completed late. Any negative one submission grade will result in a 2.5% deduction off your participation portion of your course grade. You will also receive an assignment grade based on the responses to the related questions for each lab. The discussion questions, puzzles, and assignment grades will be based on either a 2, 5, or 10-point scale however the percent contribution that any one assignment has to your course grade is indicated below. You may turn in (electronically) assignments up to 24-hours late (including weekends) however, ten percent of the point scale will be deducted off the assignment grade for each 12-hour period the assignment is late. An assignment is late if it is submitted after the start of class (10 am) on the assigned date. Assignment grades along with quiz grades account for 20% of your final course grade.
Any citation provided as part of the assignments must follow the current APA publication manual guidelines.

**Attendance:** Attendance is **MANDITORY.** Attendance is a requirement to have exam performance count to your grade. An unexcused absence will result in a grade of zero for next scheduled intra-semester exam. You must present official notification of an emergency to be excused from class. Work schedule is **NOT** an emergency. Late arriving students must record their arrival **on the day of the lecture** to continue to have their exam performance count towards their overall course grade. Students who miss class lectures are responsible for getting class notes from their classmates and being informed of any announcements made in their absence. You will not be excused from taking an exam or submitting an assignment because you missed the announcement. Be sure to **arrive on time** so as not to disrupt the class.

**Cancellations:** Class will only be cancelled 1) if I send notification through email or 2) if the university closes. If I do not send notification of a cancellation or if the university does not close then class will continue as scheduled. Absences will not be excused on account of bad weather. If an exam occurs on a day of a storm and the university is open then the exam will continue. No make-up exams will be allowed on account of bad weather.

**Grading**
The discussion questions, puzzles, and assignment grades will be based on either a 2, 5, or 10 point scale however the percent contribution that any one assignment has to your course grade is indicated below.
All exam will be graded on a 100 point scale however the percent contribution that any one exam has to your course grade is specified below. The course assignments and exams will be weighted as shown below to determine the course grade. The four intra-semester exams will **not** be cumulative. Intra-semester exams will be given at the beginning of the regular class time and must be taken on the day scheduled. You will have 50 minutes to complete the entire Intra-semester exam. They will consist of multiple choice, true/false, phrase completion and short answer questions. Each Intra-semester exam will emphasize material presented since the prior exam. The lowest scoring Intra-semester exam (**excluding the Final Exam**) will be dropped and the remaining three contribute to the course grade. The scheduled lecture will occur immediately following the exam and attendance will be mandatory for that lecture. The **final exam** will require the application of concepts that were presented during the entire semester plus any new material covered since the fourth exam. A final course worksheet is provided at the end of the syllabus to help organize all the point scale values and calculate the course grade. Course grades categories are 90% or greater = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 59% or less = F.

**Make-up Exams**
Makeup exams will **only** be given if permission from the instructor is obtained 24 hours **before** the exam or if an emergency is documented (e.g., doctor’s note, police accident report, obituary notice). Sending an email does not automatically guarantee permission for a make-up Exam. It is the student’s responsibility to notify the instructor as soon as possible. The make-up Exam **must** be taken within **three days** of the originally scheduled exam. It is the responsibility of the student to make the arrangements within the allotted time. Failure to do so will lead to a missed opportunity to make-up the exam. No more than one make-up exam will be allowed for any student.

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Percent Weights</th>
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<tbody>
<tr>
<td>Mid-Semester Exams</td>
<td>48</td>
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<tr>
<td>Exam (highest)</td>
<td>16</td>
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<tr>
<td>Exam (2nd highest)</td>
<td>16</td>
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</table>
Exam (3rd highest) 16
Exam (lowest) 0

**Final Exam** 22
**Assignments & Puzzles** 20

- #1: Habituation & Sensitization 1.065
- #2: Acquisition & Extinction 1.065
- #3: Inhibitory Conditioning 1.065
- #4: Blocking & Overshadowing 1.065
- #5: Rescorla-Wagner Problems 1.065
- #6: Shaping 1.065
- #7: Partial Reinforcement 1.065
- #8: Punishment 2.13
- #9: Generalization 2.13

- McAdams & Cuvo DQ 0.426
- Kallman et al. DQ 0.426
- Azrin et al DQ 0.426
- Larson & Ayllon DQ 0.426
- Boudin DQ 0.416
- Smith & Gregory DQ 0.416
- Saigh DQ 0.416
- Ch 1-2 Puzzle 1.065
- Ch 3 Puzzle 1.065
- Ch. 4 Puzzle 1.065
- Ch. 5 Puzzle 1.065
- Ch. 6 Puzzle 1.065
- Ch. 7 Puzzle 1.065

**Attendance & Participation** 10

**Total** 100

**Academic Misconduct**
Plagiarism and academic misconduct is inexcusable and can be punished by an F for the assignment, or even an F for the course. You must give credit to anyone and everyone from whom you took ideas or quotations. Remember that the writing assignments are supposed to be your own individual work. If there is a resource or reference you are interested in using but are unsure about how to use it (or how to cite it), please contact me for clarification in advance.

Academic misconduct includes, but is not limited to:
- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the college in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to
first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disability Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tr>
<td>5/30</td>
<td>Philosophical Approaches to Learning</td>
<td>pp. 1-10; Davey 10-22</td>
<td>Habitation &amp; Sensitization</td>
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<tr>
<td>5/31</td>
<td>Habituation &amp; Sensitization</td>
<td>pp. 26-39; 41-46</td>
<td>Ch. 1-2 Crossword Puzzle</td>
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<td>6/1</td>
<td>Basic Principles of Classical Conditioning</td>
<td>pp. 48-66</td>
<td>Acquisition &amp; Extinction</td>
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<td>Inhibitory Conditioning</td>
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<td>Ch. 3 Crossword Puzzle</td>
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<td>6/5</td>
<td>Rescorla-Wagner Model of CC</td>
<td>pp. 75-84</td>
<td>Ch. 4 Crossword Puzzle</td>
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<td>6/6</td>
<td>Taste-Aversion Learning</td>
<td>pp. 86-92;</td>
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<tr>
<td>6/7</td>
<td>Operant &amp; Instrumental Conditioning</td>
<td>pp. 101-109</td>
<td>Rescorla-Wagner Problems</td>
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<tr>
<td>6/8</td>
<td>Instinctive Drift &amp; Autoshaping</td>
<td>pp. 112-125</td>
<td>Shaping Sniffy</td>
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<td>6/12</td>
<td>Reinforcement Schedules</td>
<td>pp. 127-143</td>
<td>Ch. 6 Crossword Puzzle</td>
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<td>6/13</td>
<td>Avoidance</td>
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<td>Partial Reinforcement Schedules</td>
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<td>6/14</td>
<td>Punishment</td>
<td>pp. 164-170</td>
<td>Ch. 7 Crossword Puzzle</td>
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<td>6/15</td>
<td>Reinforcement Theories</td>
<td>pp. 185-193</td>
<td>Punishment</td>
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<td>6/19</td>
<td>Stimulus Control &amp; Generalizations</td>
<td>pp. 201-205</td>
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<td>6/20</td>
<td>Absolute vs. Relational Theories</td>
<td>pp. 205-211; 219-220;</td>
<td>Stimulus Generalization</td>
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<td>6/21</td>
<td>Learning vs. Performance</td>
<td>pp. 177-180</td>
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<td>6/22</td>
<td>Social Learning Theory</td>
<td>pp. 251-266</td>
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<td>6/26</td>
<td>ABC Model: Stimulus Control</td>
<td>pp. 109-112; 143-149; 190-191; 220-223</td>
<td>Discussion Qs</td>
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<td>McAdams &amp; Cuvo</td>
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<td>Kallman, Hersen &amp; O'Toole 1975</td>
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<td>6/27</td>
<td>ABC Model: Acceleration Techniques</td>
<td>pp. 149-150; 170-174; 196-198</td>
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<td>Azrin, Vinas, &amp; Ehle 2007</td>
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<td>Larson &amp; Ayllon, 1990</td>
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<td>6/28</td>
<td>ABC Model: Deceleration Techniques</td>
<td>pp. 68-73; 160-161</td>
<td>Discussion Qs</td>
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<td>Boudin, 1972</td>
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<td>Smith &amp; Gregory 1976</td>
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<td>6/29</td>
<td>Exposure Techniques</td>
<td>pp. 68-73; 160-161</td>
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<td>Saigh 1986</td>
<td>Discussion Qs</td>
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<tr>
<td>6/30</td>
<td>Final Exam</td>
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**THIS IS A TENTATIVE SCHEDULE. THIS MEANS THAT THINGS COULD CHANGE!!!**
Final Grade Worksheet

Final Exam (use point scale value)
Grade you hope to get __________ x 0.22 .................................................................

Mid-term Exams (use point scale values)
Add 3 highest Mid-term Exams __________ x 0.16 ......................................................

Assignments & Puzzles (use point scale values)

Assignments:
#1: Habituation & Sens: _______ Larson & Ayllon DQ† _______
#2: Acquisition & Extinct: _______ Boudin DQ† _______
#3: Inhibitory Cond: _______ Smith & Gregory DQ† _______
#4: Blocking & Overshad: _______ Crossword Puzzles:
#5: Rescorla-Wagner: _______ Ch. 1-2 Puzzle: _______
#6: Shaping Sniffy: _______ Ch. 3 Puzzle: _______
#7: Partial Reinforce: _______ Ch. 4 Puzzle: _______
#8: Punishment*: _______ Ch. 5 Puzzle: _______
#9: Generalization*: _______ Ch. 6 Puzzle: _______
McAdam & Cuvo DQ† _______ Ch. 7 Puzzle: _______
Kallman DQ† _______
Azrin DQ† _______

“Class Participation” Pts. (+1. only) __________
Optional Extra Credit Pts. __________
TOTAL __________ X 0.213 ......................................................................................

Attendance & Participation
How many late/missed Assignments: __________
How many late/missed Crossword Puzzles: __________
How many missed Class Participations: __________
Deductions: __________
10 – (Deductions * 0.25) = ....................... 

Course Grade Percent (add four right most numbers) ..................................................