



## Learning (Psyc 375) Section 2 (TR 2:00-3:15pm) fall 2022 Syllabus

**Professor:** Dr. Jody Lewis  
**Office:** SCI D233  
**In person availability:** Office hours Tues 3:15-4 pm T/Th or by appointment  
**Online availability:** M-F 9am – 5pm (when not in class)  
**Ways to contact me:** my office, after class, e-mail, Canvas message, Zoom  
**e-mail address:** Jody.Lewis@uwsp.edu

### The goals of this course are to:

1. understand and practice identifying the principles of learning
2. help you to develop the skills needed to study behavior as a science
3. illustrate how studying animal behavior can benefit the understanding of human behavior
4. recognize how the knowledge obtained in the lab can be applied to understanding, and controlling behavior outside the laboratory

### Teaching philosophy and classroom expectations:

- I do not make judgments about a student's character based on their grades/performance in my classes.
- I do care very much about my teaching, how I run a classroom, and will do anything I can to help you get the best possible grade in this course.
- My goal in life is NOT to give busy work, torture students, and make their lives miserable –really, I have better things to do with my time.
- I consider all students adults, which means that I believe that students are able to make decisions for themselves, have a life outside the classroom, and if students need help, they will come to me (I do not chase students around and I don't monitor their attendance closely).
- I think students learn more and get more out of a class when they read the book and participate in class.
- I expect that students will ask questions in class if they need me to repeat something, clarify what I said, and/or are curious about something
- Learning should be fun and relaxing, but difficult. Very few of us have sponge-like brains, so if you want to learn something you have to work hard.

### Class Materials

**Text:** Powell, Symbaluk, and MacDonald (20017) Introduction to Learning and Behavior 5<sup>th</sup> Edition. You may read the assigned reading in the book before or after lecture. I would highly suggest both.

**Internet Sources:** Course material will be provided through Canvas. This will include the syllabus, lecture outlines, select slides, assignments, outside reading assignments, and anything else I come across that may be interesting and/or useful for class.

**Course requirements**

**Exams:** There will be three exams over material covered in lecture, the textbook, assigned readings and projects. I will provide make-up exams with a legitimate, documented excuse and if you contact me within 24 hours of the scheduled exam.

**Assignments:**

*Application assignments:* In order to help students understand how learning can be used in practice, students will be assigned 8 short application assignments over the course of the semester. For each application assignment, you will type a short essay (5 pts each) to a posed question related to the material. There is no word minimum or maximum for these assignments. They should be as long as it takes to answer the question. Assignment lengths tend to vary between 1/4 - 3/4 of a page (single spaced).

*Research assignments:* In order to have exposure to how research is conducted in learning, students will be expected to read 3 research articles over the course of the semester and answer a series of questions about each article. In order to reduce workload and increase performance, students will collaborate with other students on these assignments.

*Ungraded practice sheets.* There will also be ungraded practice sheets offered throughout the semester. The purpose of these worksheets is to help you practice the concepts before you are quizzed over the material. These worksheets are not meant to be busy work and are not meant to be optional. They are created to help you practice for the quizzes. I have found that students do significantly better on quizzes when they do all of the practice sheets that I provide. Answers are provided for every practice sheet. I highly recommend that you complete the practice sheet before you check your answers. Just looking at the answers is not as useful as a study aid.

**Late work policies:**

- Late assignments will lose 10% of the possible points per day that the assignment is late. Canvas will automatically deduct this in the gradebook.
- Blank or incorrect documents uploaded to Canvas assignments will be considered missing and/or is subject to standard late penalties. Whenever you upload a document to Canvas, check to make sure it is the document you intended to upload.
- If you have extenuating circumstances during the semester which make it difficult for you to complete the work on time (e.g. health issues, family emergencies, deployment, etc.) please contact me right away so we can come up with a plan of action for you so you can finish the semester successfully. Do not wait until several weeks or months after an assignment is due to contact me.

**Extra credit and redo's:** I do not allow students to redo assignments or retake quizzes and I do not offer extra credit assignments. If you are struggling with material, please ask me for help before the assignment is due.

**Grading:** Your grade is based on the number of points earned in the class.

**Point distribution:**

Exams (80 pts x 3)	240pts	71%
Research assign (20pts x 3)	60pts	18%
Application assign (5pts x 8)	40pts	12%
<b>Total</b>	<b>340pts</b>	<b>100%</b>

<b>Letter grade cutoffs:</b>	
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	<60%

### Additional course information

**Attendance:** Attendance is expected in this class. For an online class, attendance means logging into Canvas on a regular basis and completing assignments on time. If you have extenuating circumstances during the semester which make it difficult for you to complete the work on time (e.g. health issues, family emergencies, deployment, etc.) please contact me right away so we can come up with a plan of action for you so you can finish the semester successfully. Do not wait until several weeks or months after an assignment is due to contact me.

**Academic honesty:** I do not tolerate violations of academic honesty such as cheating, plagiarism, and copying/buying papers off the internet. You are responsible for understanding and abiding by the university academic standards. Instances of academic dishonesty may result in the failure of the course. Please see Chapter 14, *Student Academic Standards and Disciplinary Procedures* of the *UWSP Community Rights and Responsibilities*. This can be found at <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>. And the Academic Misconduct Webpage can be found at <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

**Disability accommodation:** Please contact me and Disability Services during the first two weeks of the semester if you are in need of any additional accommodations at 346-3365 or <http://www.uwp.edu/disability>

**Religious accommodation:** Religious beliefs will be accommodated according to UWS 22.03 as long as you notify me within the first three weeks of the beginning of class of the specific dates on which you will request relief.

**Tutoring-Learning Center:** The center provides assistance such as group and individual tutoring, help with computer skills, and help with writing papers. They are located in 018 LRC (346-3568). They can also be found at <http://www.uwsp.edu/tlc/>

**Withdrawal policy:** If you decide you no longer want to take the course you must follow the university procedures for officially dropping the course. If you stop attending and do not officially drop the course you will receive an F in the course. See the Registration and Records webpage for information about when the last day is to drop a course (click on Registration Dates and Information). <http://www.uwsp.edu/reg-rec/>

**Legal actions I am required to report:** According to federal and state laws, and university guidelines I am required to report acts of criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

**Equality, fairness, and respect:** I do everything in my power to treat everyone equally, fairly, and with respect regardless of their race, ethnic group, socioeconomic status, gender, sexual preference, sexual identity, religion, age, weight, political ideology and opinions, profession, and anything else under the sun.

**Lecture copyright.** Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**Tentative Schedule**

<b>Dates</b>	<b>Topics and associated readings</b>	<b>Class assign</b>	<b>Due date to Canvas</b>
<b>Classical conditioning</b>			
<b>Sept 6, 8</b>	Introductions and syllabus Definitions and history (Ch. 1 p.14-34)		
<b>Sept 13, 15</b>	Res methods and behavior basics (Ch. 2 p. 51-58, 67-72), Reflexes (Ch. 3 p. 94-98) Non-associative learning (Ch. 3 p. 98-101)	AA #1 on Sept 15	due Sept 20 to Canvas dropbox by 2pm
<b>Sept 20, 22</b>	Classical conditioning basics (Ch. 3 p. 107-117) Research in classical conditioning	RA #1 on Sept 22	due Sept 27 by 3:15pm (hardcopy in class or electronic copy to canvas)
<b>Sept 27, 29</b>	Classical Conditioning phenomena (Ch. 4 p. 133-139) Temporal conditioning (Ch. 3 p. 119-122)	AA #2 on Sept 29	due Oct 4 to Canvas dropbox by 2pm
<b>Oct 4, 6</b>	CC applications (Ch. 5 p. 169-175, 179-183, 191-197, 200-202)		<b>Exam 1 Oct 6</b> <b>In classroom D230</b>
<b>Operant conditioning</b>			
<b>Oct 11, 13</b>	Operant conditioning basics (Ch. 6 p. 210-223) Operant Contingencies of reinf (Ch. 6 p. 225-232) Operant conditioning basics (Ch. 6 p. 233-239, 242-245)	AA #3 on Oct 13	due Oct 18 to Canvas dropbox by 2pm
<b>Oct 18, 20</b>	Research in operant conditioning	RA #2 on Oct 20	due Oct 20 by 3:15pm (hardcopy in class or electronic copy to canvas)
<b>Oct 25, 27</b>	Operant Conditioning basics (Ch. 8 p. 294-297, 300-304) Schedules of reinforcement (Ch. 7 p. 255-264)	AA #4 on Oct 27	due Nov 1 to Canvas dropbox by 2pm
<b>Nov 1, 3</b>	More schedules of reinf (Ch. 7 p. 266-272, 273-277) Theories of reinforcement (Ch. 7 p. 277-284)	AA #5 on Nov 3	due Nov 8 to Canvas dropbox by 2pm
<b>Nov 8, 10</b>	Theories of reinforcement		<b>Exam 2 Nov 10</b> <b>In classroom D230</b>
<b>Complex conditioning</b>			
<b>Nov 15, 17</b>	Stimulus Control (Ch. 8 p. 306-313, 317-323)	AA #6 on Nov 17	due Nov 22 to Canvas dropbox by 2pm
<b>Nov 22 (no class 24<sup>th</sup>)</b>	Punishment (Ch. 9 p. 335-337, 347-356, 359-362) Thanksgiving break	AA #7 on Nov 22	due Nov 29 to Canvas dropbox by 2pm
<b>Nov 29, Dec 1</b>	Classical/Operant interactions Biological constraints on learning Ch. 12 p. 454-466)	AA #8 on Dec 1	due Dec 6 to Canvas dropbox by 2pm
<b>Dec 6, 8</b>	Social and observational Learning (Ch. 11 p. 417-418, 420-426, 431-434)	RA #3 on Dec 8	due Dec 8 by 3:15pm (hardcopy in class or electronic copy to canvas)
<b>Dec 13, 16</b>	Complex learning Final exam: Fri, Dec 16 2:45-4:45		<b>Exam 3 Dec 16</b> <b>In classroom D230</b>