

# **Syllabus – Fall 2023 – PSYC 3325 – Learning and Conditioning**

## **MWF 11:00am – 11:50am**

### **STE 127**

#### **Instructor Information: Kristie Allen, M.A.**

Hello! My name is Kristie Allen. I serve as a lecturer for the Department of Psychology and Counseling. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. This course provides an introduction to the psychology of learning and is concerned with the conditions, principles, and theories behind learning and motivation. Students will learn about research methods, theories, and findings associated with traditional and contemporary learning research. A variety of learning theories, highlighting behavioristic approaches (such as Pavlovian and operant conditioning) will be emphasized. Additional topics to be explored include complex phenomena such as self-control, social-cognitive processes related to learning and motivation, and how learning physically changes the brain's structure and function through neuroplasticity. Students will apply their theoretical learning by critically analyzing everyday learning problems (e.g., 'how should I study', 'how can I improve', etc.) in light of existing empirical research.

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e- mail me directly at [kallen@uttyler.edu](mailto:kallen@uttyler.edu) or call me at (903) 566-6177.

Each Wednesday, I will be available from 12:30pm-2:30pm in my Office (HPR 214) or via ZOOM for Office Hours.

You can use this link to access our meeting room: <https://uttyler.zoom.us/j/88192731125?pwd=TDI5QXBQa1RSYmV5TUZSNng2MzY4Zz09>

Meeting ID: 881 9273 1125

Passcode: 195181

I am committed to facilitating a learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. I expect you all to demonstrate that same level of respect to one another. Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

#### **Personal Applications & Impact**

It is impossible to study Psychology without thinking about our own lived experiences – that would take all the fun out of it! However, some topics we study may not be relevant to your own experiences, and your own experiences may not be consistent with the material presented. This does not mean that the research I present is inaccurate or that your experiences are “wrong”. No psychological study will account for every person’s experiences. In addition, some of the material in this class may provoke strong feelings about your past experiences or current life. It is a specific goal of this course to make sure you become good consumers of psychological information and sometimes that will mean challenging your own prior beliefs, values, and experiences.

### **Course Catalog Description:**

A survey of historical and contemporary associative and cognitive learning theories, and related conditioning principles, as applied to human and nonhuman animals. Laboratory exercises and demonstrations illustrating learning and conditioning in animals and humans

### **Student Learning Outcomes:**

- Be able to analyze behaviors from the perspective of each school of behaviorism.
- List the major historical figures in the history of the psychology of learning and describe their contributions.
- Distinguish among different forms of learning.
- Describe the classical conditioning paradigm and the procedures for acquisition and extinction.
- Explain how the principles of Pavlovian conditioning can be applied in clinical and other settings.
- Describe operant conditioning procedures and the effects of various schedules of reinforcement.
- Discuss the effects on behavior of positive reinforcement, negative reinforcement, positive and negative punishment.
- Explain how the principles of operant conditioning can be applied to practical settings.
- Define generalization and discrimination and describe the major paradigms and phenomena associated with these processes.
- Explain the major biological constraints on the generality of the laws of learning.
- Critically analyze learning strategies based on scientific research on learning.

### **Textbook:**

Baughman, K. (2018). *The Psychology of Learning: Everyday Life Applications (1<sup>st</sup> Edition)*.

ISBN - 9781634874229

AND

Brown, P. C., Roediger, H. L., III., McDaniel, M. A., & Marshall, Q. (2014). *Make it stick: the science of successful learning*. Holland, OH, Dreamscape Media, LLC.

ISBN - 9781629239743

### Evaluation and Grading:

|  |  |     |
|--|--|-----|
| Quizzes  | There will be for quizzes completed via Canvas. Each quiz will have 25 questions worth 1 point each  | 100 |
| Exams  | There will be 2 exams completed via Canvas. Each exam will have 50 questions worth 2 points each   | 100 |
| Attendance   | You will all start the class with 20 points for attendance on Canvas. You are allowed to miss 4 classes with no penalty. Once you surpass 5 classes, I will begin taking off 5 points per absence.                             | 20  |
| In-Class Activities  | There will be 5 in-class activities, each worth 20 points. These are noted on the course outline so you can make sure you are present and plan ahead. Like your attendance points, if you miss class you will miss the points. | 100 |
| Conditioning Assignment  | See Canvas for Instructions  | 80  |
| Total Points   |  | 400 |
| <i>Extra Credit: I will give extra credit questions on each exam and quiz. You will also have the opportunity to complete a "Psychology of Learning/Conditioning in the News" Assignment for 30 extra credit points.</i> |  |     |

360-400 points: A

320-359 points: B

280-319 points: C

240-279 points: D

<239 points: F

### **Course Flow – What Can You Expect?**

The first 10 minutes of class will be considered an interactive study hall. Because reading is SO important for your success in this course, my expectation is that you will have read before class. However, I want to give you some time to reread and freshen up on the material so you can be active and engaged listeners who have things to contribute to our discussion. This also gives you a little bit of time to get to class and get situated and for me to take attendance.

Minutes 10 through 45 will usually be composed of a lecture (unless noted on the syllabus) and we will leave the last 5 minutes for reflection, burning questions, and any housekeeping items we need to discuss.

### **Attendance**

A 2010 meta-analysis of the relationship between class attendance in college and college grades found that class attendance is a better predictor of college grades than any other known predictor of academic performance (Crede et al., 2010). Much of our learning will happen while working with peers and through our group discussions. These are learning experiences that are almost impossible to make up individually. I will take attendance using Mentimeter each class meeting. You are allowed 5 absences over the course of the semester. There is no need to e-mail me or let me know you will be missing. You will all start out with 20 points (5% of overall grade) in the Canvas gradebook. Once you surpass 4 absences, I will start deducting 5 points for each absence

Important Note – Because I clearly define which days we will be completing in-class activities, I firmly advise against missing any of those days as I will not provide you the opportunity to makeup that work.

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research, 80*(2), 272-295.

### Quizzes and Exams:

- Quizzes/Exams will open Wednesdays after class at 12:30pm and will remain open until 11:59pm on Friday evening.
- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- Each quiz is a mixture of 25 questions, true/false and multiple choice. Each exam will be 50 questions, true/false and multiple choice.
- The quizzes are timed at 60 minutes, exams will be timed at 120 minutes.
- Please study as if this was an in-person quiz!
- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs

### Course Schedule:

| Week 1    |             |   |
|-----------|-------------|---|
| Monday    | August 21   | Syllabus Day  |
| Wednesday | August 23   | Instincts vs. Learned Behavior, Baldwin Effect<br>Chapter 1: What is Learning?                              |
| Friday    | August 25   | Chapter 2: How Do We Study Learning?  |
| Week 2    |             |   |
| Monday    | August 28   | Chapter 3: How Do We Learn?   |
| Wednesday | August 30   | Chapter 3 (Continued)<br>The Biggest Myth in Education Video (Veritasium)<br>Introduce Conditioning Project |
| Friday    | September 1 | Quiz Day # 1 – No In-Person Class   |

|           |              |   |
|-----------|--------------|---|
| Week 3    |              |   |
| Monday    | September 4  | LABOR DAY   |
| Wednesday | September 6  | Chapter 4: Classical Conditioning                                 |
| Friday    | September 8  | Chapter 4 (Continued)   |
| Week 4    |              |   |
| Monday    | September 11 | Chapter 5: Classical Conditioning Theories                        |
| Wednesday | September 13 | Chapter 5 (Continued) - Storyboarding for Conditioning Project    |
| Friday    | September 15 | Chapter 6: Operant Conditioning                                   |
| Week 5    |              |   |
| Monday    | September 18 | Chapter 7: Schedules of Reinforcement<br><b>IN CLASS ACTIVITY</b> |
| Wednesday | September 20 | Chapter 8: Additional Schedules                                   |
| Friday    | September 22 | Quiz Day # 2 – No In-Person Class                                 |
| Week 6    |              |   |
| Monday    | September 25 | Chapter 9: Learning About Our World                               |
| Wednesday | September 27 | Chapter 9 (Continued) - Storyboarding for Conditioning Project    |
| Friday    | September 29 | Motivation and Emotion<br><b>VIDEO + IN-CLASS ACTIVITY</b>        |
| Week 7    |              |   |
| Monday    | October 2    | Chapter 10: Forced Choices  |
| Wednesday | October 4    | Exam 1 Review – Attendance Optional                               |
| Friday    | October 6    | Exam 1 – No In-Person Class                                       |
| Week 8    |              |   |
| Monday    | October 9    | Chapter 11: Self-Control  |

|           |             |  |
|-----------|-------------|--|
| Wednesday | October 11  | Chapter 12: Influence of Others  |
| Friday    | October 13  | Chapter 12 (Continued)   |
| Week 9    |             |  |
| Monday    | October 16  | Chapter 13: Following Rules  |
| Wednesday | October 18  | Chapter 14: How Animals Learn<br><b>IN-CLASS ACTIVITY</b>  |
| Friday    | October 20  | Make It Stick – Chapter 1: Learning is Misunderstood   |
| Week 10   |             |  |
| Monday    | October 23  | Make It Stick – Chapter 2: To Learn, Retrieve  |
| Wednesday | October 25  | Make It Stick – Chapter 3: Mix Up Your Practice  |
| Friday    | October 27  | Dunlosky et al. (2013)<br><b>IN-CLASS ACTIVITY</b>   |
| Week 11   |             |  |
| Monday    | October 30  | Make It Stick – Chapter 4: Embrace Difficulties  |
| Wednesday | November 1  | Make It Stick – Chapter 4 (Continued)  |
| Friday    | November 3  | Quiz Day # 3 – No In-Person Class  |
| Week 12   |             |  |
| Monday    | November 6  | Make It Stick – Chapter 5: Avoid Illusions of Knowing  |
| Wednesday | November 8  | Make It Stick – Chapter 5 (Continued)<br>Dr. Lara Boyd TED Talk<br>Conditioning Project Videos Due |
| Friday    | November 10 | The Nuts and Bolts of Better Brains: Harnessing the Power of Neuroplasticity (WSF)                 |

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|--|-------------|---|
| Week 13  |             |   |
| Monday   | November 13 | Make It Stick – Chapter 6: Get Beyond Learning Styles |
| Wednesday  | November 15 | Roediger et al. (2011)<br><b>IN-CLASS ACTIVITY</b>    |
| Friday   | November 17 | Quiz Day # 4 – No In-Person Class                     |
| Week 14 - Thanksgiving Break – November 20 – November 24 |             |   |
| Week 15  |             |   |
| Monday   | November 27 | Make It Stick – Chapter 7: Increase Your Abilities    |
| Wednesday  | November 29 | Make It Stick – Chapter 8: MAKE IT STICK!             |
| Friday   | December 1  | Final Exam Review – Attendance Optional               |
| Final Exam Week December 4 – December 8                  |             |   |

### Extra Credit Opportunity:

Please visit the [Extra Credit Module](#) for information on your extra credit options.

### Academic Dishonesty:

Canvas has tools that shows when/if a student has plagiarized information. It will generate a report once you submit your work and any information matching other sources will be highlighted in a document. I am sure you know that this would be considered to violate our Academic Dishonesty Policy and you will be turned into the Student Affairs office for review. Your work must be original and in your own words. I cannot stress enough; make sure ALL of your work is ORIGINAL. If you aren't sure if the work you are about to submit abides by the academic dishonesty policy of the university) don't submit it. You know if the work you are submitting is completely original. Make sure that you always include in-text citations as well as a Works Cited page in APA format with all of your work. For assistance with APA formatting, you may visit the writing center on campus and find this site to be helpful:

<https://owl.english.purdue.edu/owl/resource/560/01/>.



## **University Policies**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Student Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-> (Links to an external site.)

[carry/index.php](http://www.uttyler.edu/about/campus-carry/index.php)

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free). (Links to an external site.)

### **Grade Replacement/Forgiveness and Census Date Policies**

**Fall 2023 Census Date – September 1**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the

Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. (Links to an external site.) Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W, grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, (Links to an external site.)the SAR office located in the University Center #3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- "Cheating, includes, but is not limited to:
  - copying from another student's test paper;
  - using during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes,. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- "Plagiarism, includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for
- "Collusion, includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic
- All written work that is submitted will be subject to review by plagiarism

## **CEP Vision and Mission and Program Standards**

### **Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.