



PSY 341.001 Learning and Motivation

Henderson Hall 206 - MW 2:00pm to 3:15pm

COURSE SYLLABUS: Spring 2014

Instructor: Jason McCain

Office Location: Henderson Hall 230

Office Hours: MW 12pm to 2pm and by appointment

Office Phone: 903-886-5000

Office Fax: 903-886-5001

University Email Address: Jason.McCain@tamuc.edu

COURSE INFORMATION

Course Description

This course covers the principles and theories of learning, behavior, and motivation in human and non-human species. Covered topics will include: classical conditioning, operant conditioning, reinforcement schedules, avoidance, punishment, comparative cognition, and observational learning.

Textbook

Klein, S. B. (2012). *Learning: Principles and applications* (6th ed.). Thousand Oaks, CA: SAGE. ISBN: 978-1-4129-8734-9

The textbook is available in the campus bookstore or online from various vendors (e.g. amazon.com, chegg.com, etc.). You are responsible for completing the assigned chapter readings indicated on the syllabus before coming to class. Therefore, you will need the textbook for this course. Please contact me via the email address above if you have any trouble obtaining a copy due to availability.

Student Learning Outcomes: Goals and Assessment

Learning Goals

1. Students will be able to identify and define various theories of learning and motivation.
2. Students will learn how to apply the knowledge acquired in the course to their daily lives.
3. Students will learn to recognize the use of various methods of learning in both humans and non-humans.
4. Students will learn and use appropriate APA style formatting, grammar, and spelling in academic writing.

Learning Assessment

1. To demonstrate the ability to identify and define various theories of learning and motivation, students will be required to respond to questions regarding these topics on exams *throughout* the semester. The instructor will evaluate these responses for accuracy and completeness.
2. To demonstrate the ability to apply the knowledge acquired in the course to their daily lives, students will identify and summarize recent media articles that present examples of learning and motivation. The instructor will evaluate these summaries for content appropriateness and thoroughness.
3. The ability to recognize learning and motivation phenomena in media will be demonstrated by completing two media assessment tasks in which the media information presented is evaluated for these factors by the student. The instructor will evaluate this task for correctness, appropriateness, and thoroughness.
4. Students will demonstrate the ability to use appropriate APA style formatting, grammar, and spelling in academic writing in the media article and research summaries assignments. The instructor will evaluate these summaries for proper APA style, grammar, and spelling.

COURSE REQUIREMENTS

My goal throughout this course is to give you the opportunity to learn about, appreciate, and recognize the various methods in which we learn and are motivated. Each course requirement listed below is designed to evaluate your progress in meeting the outcomes listed in the previous section.

1. Attendance

Students are encouraged to attend all class periods. Class attendance will be verified through the use of daily quizzes that will be given at the beginning of each class session. Quizzes will begin at the start of each class day and will last no longer than five (5) minutes. Therefore, it is in your best interests to attend and be punctual to class as often as possible. If for some reason you will not be able to attend a class period, please contact a classmate who is attending to receive a copy of any notes they may take for that class. The quizzes cannot be taken at a later date and are not eligible for retakes. Please note that in regard to missed attendance there are specific policies regarding missed test dates and changes to the class schedule outlined below.

2. Exams

There will be a total of 5 exams throughout the semester, with each test covering roughly the three prior chapters of material or three prior weeks of class. In order to evaluate your retention of the information presented in this course, each exam is cumulative. Exams will cover anything discussed in class, including class policies, syllabus contents, and information contained in the attendance quizzes. Take note, however, that the majority of the questions for each exam will encompass the areas discussed since the previous test.

No electronic devices will be allowed to be visible during a test day. Any cell phones or other electronic devices that are visible will result in that student's exam being forfeit (it will be entered as a grade of 0).

At the conclusion of the semester the lower of the first four test grades will be dropped, meaning that the final exam will not be dropped. In total your exams will account for 80% of your final grade. See the grading policy below for details.

3. Media Portfolio

Throughout the semester you will create a media portfolio consisting of three (3) writing assignments. These assignments should follow APA guidelines for academic papers, which will be discussed in class during the second week of the semester. These three assignments will be constructed as follows:

1. In order to evaluate your ability to apply the knowledge acquired in the course to your daily life you will locate one article published in an online newspaper (e.g. nytimes.com), news commentary website (e.g. huffingtonpost.com), or television news agency website (e.g. cbsnews.com) that relates to learning in some way (e.g. classical conditioning, operant conditioning, etc.). You will then summarize this article and describe which aspect of learning is demonstrated in a one page response paper, to be turned in on the date listed in the syllabus (**Paper 1**).
2. In order to evaluate your ability to recognize instances of various methods of learning in both humans and non-humans in various forms of media, you will locate a media source (e.g. blogs, Facebook postings, viral videos, etc.) that, in your opinion, demonstrates the use of one of or shows aspects of these learning types. You will then write a one page response paper defending your opinion. There will be two (2) assignments of this type due on the dates listed on the class schedule (**Papers 2 & 3**). These topics will be discussed in class at least 2 weeks prior to the assignment due date.

Each paper in the portfolio will count equally for the total media portfolio grade, which will count for 15% of your total final grade. See the grading policy below for details.

Each assignment in the media portfolio must be handed in in-person at the beginning of class on the assigned due date. Late assignments or assignments that do not meet the above guidelines will not be accepted and will be recorded with a score of 0.

GRADING & EVALUATION

		<i>Points</i>	<i>%</i>
Evaluation:			
	Exams (4 worth 100 points each)	= 400	80
	Media Portfolio	= 75	15
	Attendance Quizzes	<u>25</u>	<u>5</u>
	Total	500	100

Each paper in the media portfolio will be worth one third of your total media portfolio grade.

Grading:	A = 450-500 points
	B = 400-449 points
	C = 350-399 points
	D = 300-349 points
	F = Less than 300 points

TECHNOLOGY REQUIREMENTS

You will need access to a computer that has access to the internet and to word processing software such as Microsoft Word in order to complete your media portfolios. If you do not personally have this technology available to you, the library on campus will provide assistance to you.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

The course website on eCollege is provided to you as a means of contacting me or your classmates via email. This syllabus is also available in electronic format by clicking on the Syllabus link in the navigation pane on the left side of the course home page.

COMMUNICATION AND SUPPORT

The best method to reach me is by email. I will respond to all emails within 24 hours during the weekdays and within 48 hours on the weekends. While email communications do not have to be formal letters, proper email etiquette should be observed, including:

- Write in complete, properly formatted sentences.
- Indicate which class you are in, including the course and section number (e.g. PSY 341.001).
- Include your full name as it is displayed on the class roster.
- Be respectful and courteous at all times.

If you would like to speak to me in person, my office hours are Monday and Wednesday from 12pm to 2pm and by appointment. You may set up an appointment with me via email or by speaking to me immediately after class.

As listed in the student objectives above, my goal is to help you succeed in understanding the impact that psychology has on our daily lives. I encourage you to contact me if you have any questions or concerns.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Conduct & Honesty.

The Student Handbook (Policies and Procedures, Code of Student Conduct) University states that “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Violation of this code will lead to an initiation of the disciplinary procedures described in the Student Handbook. Proper student conduct also includes maintaining a standard of academic honesty. In essence, **cheating** and **plagiarism** of all forms will not be tolerated. Plagiarism means that you cannot use the words and ideas of another person without giving

that person credit. When using the exact words of someone else they should be placed in quotation marks with a proper (APA) citation to follow. When using the ideas of another person, their work should be cited appropriately immediately following or immediately prior to this use. Cheating has several definitions, but can be simply defined as “to act dishonestly or unfairly in order to gain or provide an advantage.” If you have questions or concerns about what constitutes cheating or plagiarism, please see me. **Students who are identified as having engaged in cheating or plagiarism will earn an F in the course.**

Cell Phones/Laptops/Other Electronic Devices.

Cell phones must be turned off or placed on silent during class. If you have a situation in which you may need to receive a call during class time, please see me before class begins. In the rare circumstance when this occurs, you should not answer the call while in the classroom. Please be respectful of the other students around you at all times by quietly leaving the room and answering the call in the hallway or somewhere that will not disturb this or any other class. Students using cell phones without permission during class will be asked to leave the classroom.

If you want to bring a laptop, tablet, or other computing device to class to take notes, I expect that you use it for that purpose. Any other use of these devices will result in the student being asked to leave the classroom. Any student asked to leave the classroom for ANY reason will be considered absent for that day, regardless of attendance quiz participation.

Missed Tests and Changes to the Syllabus Schedule

As stated in the attendance section of this syllabus, your lowest grade on the first four exams will be dropped before your final grade is calculated. As such, I will give **NO** make-up exams due to absences. If there is an extremely unusual circumstance that may cause you to miss more than one exam, you should contact me at the earliest possible time to discuss the situation. However, please note that if you miss more than one exam I recommend that you drop the course.

The course schedule is at all times tentative, as there will possibly be circumstances throughout the semester that will necessitate its modification (e.g. bad weather days). It is the student's responsibility to be aware of changes to the schedule, which will always be announced in class. For this reason it is again important that you attend class regularly.

ADA STATEMENT

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

TENTATIVE COURSE OUTLINE / CALENDAR

As this schedule is tentative, it is the student's responsibility to be aware of changes announced in class.

	Date	Topics	Reading
Week 1	1/13/14	<i>Syllabus, Academic Honesty</i> , Introduction to Learning, Quiz 1	Ch. 1
		Introduction to Learning, Traditional Learning Theories, Quiz 2	Ch. 1,2
Week 2	1/20/14	HOLIDAY	
		<i>APA formatting</i> , The Modification of Instinctive Behavior, Quiz 3 & 4	Ch. 3
Week 3	1/27/14	The Modification of Instinctive Behavior, Quiz 5	Ch. 3
		Test #1 - Chapters 1-3	
Week 4	2/3/14	<i>Portfolio Guidelines</i> , Principles & Applications of Classical Conditioning, Quiz 6	Ch. 4
		Principles & Applications of Classical Conditioning, Theories of Classical Conditioning, Quiz 7	Ch. 4,5
Week 5	2/10/14	Theories of Classical Conditioning, Quiz 8	Ch. 5
		Principles and Applications of Appetitive Conditioning, Portfolio Paper 1 Due, Quiz 9	Ch. 6
Week 6	2/17/14	Principles and Applications of Appetitive Conditioning, Quiz 10	Ch. 6
		Test #2 - Chapters 1-6	
Week 7	2/24/14	Principles and Applications of Aversive Conditioning, Quiz 11	Ch. 7
		Principles and Applications of Aversive Conditioning, Theories of Appetitive and Aversive Conditioning, Quiz 12	Ch. 7,8
Week 8	3/3/14	Theories of Appetitive and Aversive Conditioning, Quiz 13	Ch. 8
		Test #3 - Chapters 1-8	
Week 9	3/10/14	SPRING BREAK	
		SPRING BREAK	
Week 10	3/17/14	Biological Influences on Learning, Quiz 14	Ch. 9
		Biological Influences on Learning, Stimulus Control of Behavior, Portfolio Paper 2 Due, Quiz 15	Ch. 9,10
Week 11	3/24/14	Stimulus Control of Behavior, Quiz 16	Ch. 10
		Cognitive Control of Behavior, Quiz 17	Ch. 11
Week 12	3/31/14	Cognitive Control of Behavior, Quiz 18	Ch. 11
		Test #4 - Chapters 1-11	
Week 13	4/7/14	Complex Learning Tasks, Quiz 19	Ch. 12
		Complex Learning Tasks, Quiz 20	Ch. 12
Week 14	4/14/14	The Storage of Our Experiences, Quiz 21	Ch. 13
		The Storage of Our Experiences, Quiz 22	Ch. 13
Week 15	4/21/14	Memory Retrieval and Forgetting, Quiz 23	Ch. 14
		Memory Retrieval and Forgetting, Portfolio Paper 3 Due, Quiz 24	Ch. 14
Week 16	4/28/14	Final comments, Quiz 25	
		Test #5 - Cumulative Final: Chapters 1-14	