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PSYX 270.50: Fundamental Psychology of Learning - Online

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Psyx 270: Fundamentals of the Psychology of Learning

Fall 2014

Instructor Information

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[Psychology Department Website](#)

Course Objectives

There are three primary goals of this course: 1) familiarize students with current knowledge and theory regarding learning processes, both elementary and complex, 2) expose students to the types of research methods used in investigating learning phenomena, and 3) provide a laboratory based computer simulation of classic learning processes.

The major topics to be covered include habituation, sensitization, Pavlovian conditioning, instrumental & operant learning, vicarious learning, stimulus control, schedules of reinforcement, limits of learning, and basic animal cognition.

The course emphasizes current theoretical and experimental investigations of learning processes as well as some exposure to current theories in animal cognition. While much of the research presented is based on non-human animals, this is not to suggest the application of these processes will not extend to humans. In fact, many of the basic learning processes extend throughout the animal kingdom, with differences being due to the interaction of the animal's evolutionary history, nervous system architecture, and ecology.

Required Text

Introduction to Learning & Behavior (4th ed) – Powell, Honey, & Symbaluk

Sniffy the Virtual Rat Pro, Version 3.0. Alloway, Wilson, Graham

Course Assignments & Grading Criteria

Assignments for this class include quizzes, labs, and discussions.

Quizzes

The week 1 quiz is comprised of 5 multiple-choice (1 point each) and 5 essay questions (5 points each) and is worth 30 points total. For the remainder of the weeks, the weekly quiz is comprised of 20 multiple-choice and 10 True/False items (1 point each) and is worth a total of 30 points. This assignment tests your knowledge of the reading material for the current week. You are only allowed one attempt for each quiz so please read the assigned readings before attempting to complete the quizzes.

Lab Assignments

Lab assignments are supplements to the required readings, quizzes, and discussions in class. They are described in full detail under “Labs” and are available for review before the week that they are due. There are four lab assignments across the semester, and they are worth 40 points each.

Discussions

Doing well on the Discussion Board assignment requires consistent and detailed participation each week and is the participation and essay portion of the course. Grades are based on (1) attendance and (2) quality of your posts and do not include any posts made in the “Q & A” or “Welcome” Discussions. Full credit requires high quality and maximum frequency posts. The two charts below explain how your discussion posts are graded.

<u>ATTENDANCE GRADING (30 points possible)</u>		
Students must post (respond) a <u>minimum of three separate days per week</u> . You can post more than three days, and post more than three times, but at a minimum, you must post on three separate days.	3 days	30 points
	2 days	20 points
	1 day	10 points
	0 days	0 points

Once the number of days is calculated, students are then graded based on their contributions to the discussion. The following points are deducted, not added, from the points earned above, to yield a final weekly “attendance” score. (Students cannot earn negative points. The lowest possible score is zero.)

Students must generate a discussion question for peers to answer in the weekly discussion forum.	Each day late	2 pts lost
Each weekly discussion question post is due by Monday		
Students must post (respond) to a <u>minimum of three of their peers</u> . You can post to more than three, but at a minimum, you must reply to three of your peers. This promotes student engagement with each other.	3 peers	0 pts lost
	2 peers	3 pts lost
	1 peer	6 pts lost
	0 peers	9 pts lost

Once I have calculated your final weekly “attendance” score, then I grade the quality of your posts, as explained below. Again, the following points are deducted, not added, from the final weekly “attendance” score, to yield a final weekly “Discussion” score. (Students cannot earn negative points. The lowest score is a zero.)

<u>QUALITY GRADING</u>		
Students must make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings for the week. Below are additional details of how I grade the quality of your posts.	Superior	0 pts lost
	Above Average	4 pts lost
	Average	8 pts lost
	Below Average	12 pts lost
	Unacceptable	16 pts lost

Superior:

Your contributions demonstrate a complete mastery of the materials assigned. Your responses might integrate multiple views and/or show strong analysis and reflection on topics and other student's posts. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them, apply them to real life scenarios and handle conceptual ideas. It is highly unlikely that you could get full credit in less than two paragraphs.

Above Average:

Your responses build on the ideas of other participants and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.

Average:

You have meaningful interaction with other participants' postings. Posts that state, "I agree" or "I disagree" and include a detailed explanation of what is disagreed or agreed upon and why, or introduce a perspective or concept that adds to the discussion. However, you may have rambling, lengthy posts with no clear point, your writing has a lack of clarity and comprehension, or there are considerable typos and grammatical errors.

Below Average:

You answer questions asked by me or other students but do not expand upon your response or you answer questions based only on your opinion, rather than on research or proper evidence. Your posts are unusually short (one paragraph or less) and you fail to demonstrate a clear working knowledge of the material covered for the week.

Unacceptable:

You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points. Comments such as "I agree" or other one-sentence responses will result in zero points. Copying and pasting from a website without providing your own substantial insight is also an unacceptable post- even if you have properly cited your sources. This assignment is an assessment of your understanding of the information covered in this class. Copying and pasting from websites does not demonstrate a working knowledge of the material.

Special Note:

I check very carefully for plagiarism in the discussion posts. If you have plagiarized, you will get a zero for the entire assignment. If you plagiarize a second time, you will fail the course. If you engage in flaming behavior in the posts, you will get a zero for the entire assignment.

Course Grading:

Your final grade for the course will consist of scores on weekly quizzes, discussion posts, and lab exercises. Your final grade is the percentage of the total points earned divided by total possible points. There is no course curve in this class.

The following chart breaks down the points for each assignment type.

Quizzes (10 each, at 30 pts ea)	300 points possible
Discussion Posts (10 each, at 30 pts ea)	300 points possible
Lab Exercises (4 each, at 40 points each)	160 points possible
Total Points	760 points possible

The following chart shows the Grade scale for the Final Course grade.

Final Course Grade	# Points	Percentage
A	681 – 760	89.5% - 100%
B	605 – 680	79.5% – 89%
C	529 – 604	69.5% – 79%
D	453 – 528	59.5% – 69%
F	0 – 452	< 59.5%

Tentative Schedule

Units	Readings	Quizzes & Discussions	Lab Assignments
Week 1 (8/25 – 8/29) How to be an Online Student	Netiquette Guidelines Questionnaire-Online Learning Study Habits Questionnaire Time Management Calendar	EC Discussion	
Week 2 (8/30 – 9/5) Introduction & Research Methods	Learning and Behavior, Chapter 1 Learning and Behavior, Chapter 2 Sniffy Lab manual, Chapter 3	Week 2 Discussion/ Quiz	

Week 3 (9/6 – 9/19) Elicited Behaviors and Classical Conditioning & Classical Conditioning – Basic Phenomena	Learning & Behavior, Chapter 3 Learning and Behavior, Chapter 4	Week 3 Discussion/Quiz	
Week 4 (9/13 - 9/19) Classical Conditioning – Underlying Processes	Learning & Behavior, Chapter 5 Sniffy Lab Manual, Chapters 9 & 10	Week 4 Discussion/Quiz	
Week 5 (9/20 - 9/26) Operant Conditioning - Introduction	Learning & Behavior, Chapter 6	Week 5 Discussion/Quiz	Lab #1 due
Week 6 (9/27 – 10/3) Schedules and Theories of Reinforcement & Extinction and Stimulus Contro	Learning and Behavior, Chapter 7 & 8 Sniffy Lab manual, Chapters 11 & 12	Week 6 Discussion/Quiz	Lab #2 due
Week 7 (10/4 -10/10) Escape, Avoidance, and Punishment	Learning and Behavior, Chapter 9	Week 7 Discussion/Quiz	Lab #3 due
Week 8 (10/11 - 10/17) Choice, Matching, and Self-control	Learning and Behavior, Chapter 10 Sniffy Lab manual, Chapter 13	Week 8 Discussion/Quiz	
Week 9 (10/18- 10/24) Biological Dispositions in Learning	Learning and Behavior, Chapter 12	Week 9 Discussion/Quiz	Lab #4 due
Week 10 (10/25 - 10/31) Comparative Cognition	Learning and Behavior, Chapter 13	Week 10 Discussion/Quiz	
Week 11 (11/1 - 11/7) Observational Learning	Learning and Behavior, Chapter 9	Week 11 Discussion/Quiz	

Week 12 (11/8 - 11/14) Memory and Forgetting	Learning and Behavior, Chapter 11	Week 12 Discussion/Quiz	
Week 13 (11/15 - 11/21) The Limits of Learning	Learning and Behavior, Chapter 12	Week 13 Discussion/Quiz	
Week 14 (11/22 – 11/28)	THANKSGIVING—NO CLASS		
Week 15 (11/29 – 12/1) Reflections	1 page reflections		
Week 16 Finals Week	Lab Due Tuesday		Lab #5 due

Course Policies

Announcements

Students are responsible for all announcements made in class. These may include changes in policy, due dates, or assignment requirements. Announcements are posted in the announcements section of the course or are directly emailed to the students.

Technology Policies

Please contact UM Online if you experience technical difficulties. Though I would love to be able to help, I am not qualified to do so. Critical Note: I do not allow technical issues or not having the proper software as reasons for late or incomplete work. To ensure your own protection, please keep technical support contact information available offline and please do not wait until the last minute to complete your work each week! To access technical support (and save their contact information offline) please click on the "Tech Support" link to the left of the page.

Technical Alternatives

Also, keep in mind your technical alternatives if you have computer difficulties. If you live near the University, campus computers are an option. Otherwise, consider the public library, an internet café, a computer at work, or a friend or family member's computer. Have a plan of action in mind so that you can complete the required work each week if an issue arises.

Assignment Due Dates, Late Work, and Make-up Work

Assignments are due every week on Friday by 11:55 pm MST. Please be sure to start your assignments early enough to complete them by the time the week closes.

As a rule, I do not accept late work or allow make up work, except for one “freebie”. No reason is required to take advantage of this opportunity, and it is the student’s responsibility to contact the instructor to make this happen. Students have 24 hours to make up the work from the time I send the make-up assignment email, and students are not permitted to use the “freebie” at any time during finals week. Aside from this one freebie, no extra points will be given and no extra credit will be assigned.

Students cannot, under any circumstance, make up the discussion posts assignment. Due to the interactive nature of this assignment, students must be engaged in this process throughout the week each week in order to receive credit.

To make up multiple missed assignments it is mandatory that you (1) notify your Instructor before the time of the assignment and (2) provide proper documentation verifying the reason for your absence. Examples of proper documentation include a medical note or a death or family emergency. Remember, prior notification and documentation is mandatory! You can provide documentation by (a) scanning and emailing the documents, (2) mailing the documents, or (3) bringing them by my office during office hours. I do not allow students to make up work until I have received the proper documents. I do not allow make up work during the week of final exams.

Grades of Incomplete

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Plagiarism

The Student Conduct Code discusses plagiarism. However, it is a serious offense worth re-mentioning. This course requires students to adhere to APA format when citing, paraphrasing, or referencing sources. If you have plagiarized, either intentionally or accidentally, you will receive a zero on the entire assignment. If you plagiarize a second time, you will fail the course.

Netiquette

Students must engage in proper “netiquette”. Netiquette, or “network etiquette” is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette will result in earning a zero for each assignment where an incident has occurred.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability

Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Dropping/Adding/Changing grade option

Please refer to the [Registrar's website for Add/Drop/Change options](#)