

The College of Education and Behavioral Sciences
School of Behavioral Sciences
Houston Baptist University

Course Syllabus

PSYC 5330 Psychology of Learning
Fall 2014

COURSE DESCRIPTION

A course stressing the contributions of major learning theories to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process as well as to goal attainments.

Course Correlation to Pedagogy and Professional Responsibilities

This course supports the Texas State Board of Examiners of Professional Counselors' academic requirements for licensure regarding "counseling methods or techniques: counseling individuals" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (5) (A) by providing a solid foundation in the behavioral principles necessary for the implementation of sound cognitive behavioral and behavioral therapies.

Similarly, this course supports the NASP standard for School Psychologists 2.7, which states that "School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students."

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken at any time during graduate studies. It is required for a M.A.P. or M.A.C.

DATE AND TIME OF CLASS MEETINGS:

Tuesday and Thursday evenings 5 – 6:15 p.m.

ROOM NUMBER

Hinton 206

INSTRUCTOR INFORMATION

Name/Title: Ruth Cutting

Email: rcutting@hbu.edu

Office Phone: If you are unable to contact me via HBU email, please phone Psychology department secretary to leave a message.

Office Location:

Office Hours: By appointment -- contact via email. I will be on campus 1 hour before class and available for meetings during that time.

LEARNING RESOURCES

Course Text(s):

Terry, W. Scott, Learning and Memory, 4th edition, 2009. ISBN-13: 978-0205658626 ISBN-10: 0205658628

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In accordance with HBU's purpose – including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community and career preparation – this course endeavors to:

- Provide a supportive atmosphere for students from all backgrounds
- Foster intellectual and social interaction during the learning process
- Encourage academic excellence, freedom, and objectivity
- Promote the development of critical and creative thinking

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the COEBS, this course will provide the foundational knowledge for understanding human behavior patterns and behavior change. It also sets the stage for counselors and LSSPs to implement effective cognitive-behavioral therapy.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing an undergraduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student's degree program by enhancing his/her basic understanding of

the scientific and systematic study of behavior and mental processes.

This course includes the core content for understanding human behavior, behavior modification, cognitive learning, and the theoretical foundations of cognitive-behavioral therapy. It encourages critical thinking in applied case work.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course includes the core content for understanding human behavior, behavior modification, cognitive learning, and the theoretical foundations of cognitive-behavioral therapy. It encourages critical thinking in applied case work.

COURSE LEARNING OBJECTIVES

The purpose of this course is to provide a foundation of knowledge regarding various learning theories as they relate to human behavior.

Upon completion of this course, students should be able to:

1. Describe and explain major theories of learning.
2. Apply learning theories to observed behaviors and explain these behaviors using the terminology of the theories as well as terminology for the layman.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

Classical Conditioning
Operant Conditioning
Theories of Memory
Social Learning

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations

ASSESSMENT OF LEARNING

Classroom participation	15%
Participation in discussing during class as well as small group work (Meets learning objectives 1 & 2)	
Group Presentation	15%
Five minute presentation to the class on an observation of learning (Meets learning objectives 1 & 2)	
Writing Assignments	40%
Case studies for specific theories or concepts; see grading rubric below (Meets learning objectives 1 & 2)	
Learning Portfolio	30%
3 assignments, see end of syllabus for descriptions (Meets learning objectives 1 & 2)	

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**F**

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

Writing Assignments

Course grade will be based on understanding of theories as demonstrated through the analysis and application of the theory in question to behaviors described in case studies. Demonstration of this understanding will be through both written and oral methods.

Writing assignments will be graded in terms of points. The student's points for all assignments will be totaled and that will be divided by the total number of points for the semester. That percentage will be converted to the letter grade as shown above.

Writing assignments must follow APA format: Times New Roman font, 12 pt, double spaced, 1" margins. Your last name and the page number must be in the upper right hand corner. All papers must be a minimum of 2000 words. No cover sheet is required.

Three case studies will be provided for assignments 1-4. The student will choose the case study that they wish to write about. The case study will be provided one week before it is due. The printed assignment is due at the beginning of class. It is the final exam for this course and is due at the time of the final exam.

For each assignment, the learning objectives are the same:

1. Identify a behavior that has been acquired through the use of a particular theory.
2. Analyze that particular behavior, describing in detail how that behavior was learned using the theory
3. Describe ways in which behavior can be changed using the theory
4. Describe how the environment contributes to learning
5. Describe how the learner participates in the learning

Assignment 1: Classical Conditioning Case Study

Grading rubric:

Who is the learner?

Is this truly classical conditioning? If so, explain why. If not, why not?

Identify the UCS, UCR, CS, CR and indicate what requirements they meet or why they are that particular component

Discuss the various components of a learning theory that we have reviewed and identify how and where they exist in the case you've chosen – or if they don't exist: Receptive, Expectant, Retrieve, Stimulus, Encoding, Performing, Feedback, Ability to Retrieve, Generalizing

Assignment 2: Operant Conditioning Case Study

Grading rubric:

Who is the learner?

Is this truly operant conditioning? If so, explain why. If not, why not?

Identify the punishments, reinforcements, positives, and negatives and indicate what requirements they meet or why they are that particular component

Discuss the various components of a learning theory that we have reviewed and identify how and where they exist in the case you've chosen – or if they don't exist -- Receptive, Expectant, Retrieve, Stimulus, Encoding, Performing, Feedback, Ability to Retrieve, Generalizing

Assignment 3: Social Learning Case Study

Grading rubric:

Who is the learner?

What is the behavior being learned?

What is the involvement of the environment in the learning? What is the involvement of existing behaviors in the learning? How does the idea of reciprocity fit into this learning situation?

Discuss the various components of a learning theory that we have reviewed and identify how and where they exist in the case you've chosen – or if they don't exist -- Receptive, Expectant, Retrieve, Stimulus, Encoding, Performing, Feedback, Ability to Retrieve, Generalizing

Assignment 4: Memory Case Study

Grading rubric:

Who is the learner?

What is the behavior being learned?

Describe the involvement of each of the following: attention, short term memory, working memory, long term memory, specific memorization tools or techniques that might have been employed

Discuss the various components of a learning theory that we have reviewed and identify how and where they exist in the case you've chosen – or if they don't exist -- Receptive, Expectant, Retrieve, Stimulus, Encoding, Performing, Feedback, Ability to Retrieve, Generalizing

Assignment 5: Learning Portfolio

Grading rubric:

For document 1, the grading rubric will be the same as for Assignment 1 above.

For document 2, the grading rubric will be the same as that used for the theory that is chosen.

For document 3, the grading rubric will be the same as for Assignment 4 above.

Group Presentations: Students will work in groups of 3 to complete a "learning observation". Over the course of the semester the group will agree on and analyze a learning situation that they

have observed that is not related to attendance or participation in courses at Houston Baptist University. Using a PowerPoint presentation of no more than 5 slides, they will present to the class an analysis of the learning situation according to the theory of their choice.

Learning Portfolio:

The three documents of the Developmental Portfolio must follow American Psychological Association (APA) Format formatting requirements. All papers should be typed and double-spaced. Each paper should have 1 inch margins and be printed in Times New Roman using 12pt. font. These papers are to be your own observations and should require no citations.

Students are encouraged to submit their paper topics to the instructor for comment before fully developing the idea. Students are also encouraged to submit drafts of their paper prior to final deadline for comment.

Document 1: Classical Conditioning

For this assignment, tell me about a situation that you have experienced or observed where learning has occurred through classical conditioning. In no less than 2000 words, describe the components of the learning and how it qualifies to be classical conditioning. In addition, you may also discuss other methods of learning that may contribute to the situation.

Document 2: Self -Analysis

A reflection paper is a PERSONAL application of the theories of reward and punishment to YOUR life experience. This paper should be solely based on your experience and does not deal with the experiences or behaviors of others. In no less than 2000 words, discuss how you have learned your personal ethic of reward and punishment.

Document 3: Memory

For this assignment, the student needs to interview two individuals in regard to how they learn – what memory techniques do they use, what techniques do they know, how do they memorize, etc. In no less than 2000 words, students should compare and contrast the two learners and their use of memory.

CLASS POLICIES

Absence and Tardy Policies

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 7 absences occur, the course grade will be “F” no matter what test and paper scores might be.

Academic Accommodations

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

Late Work

Late work will be penalized. You should not miss any deadlines to turn in assignments. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking exams or turning in assignments late, and/or schedule the

makeup for a later date. Missing an exam or assignment without giving prior notice will result in a zero for that assignment, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a single grace letter penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. No work will be accepted after the last day of class. Please contact me via email as soon as possible if you feel that an assignment deadline cannot be met.

Missed Tests

This course will not use traditional true/false or multiple choice exams, but rather will employ the case study method. Per the information above, the writing assignments are due to the instructor at the beginning of class on the designated date. Should you be unable to meet that deadline, please inform me as soon as possible via my HBU email address so that accommodations can be made.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Ruth Cutting

July 1, 2014

PSYC 5330 Psychology of Learning – Fall 2014

TENTATIVE SCHEDULE

8/26	Syllabus & Expectations
8/28	What is Learning? Conditions of learning
9/2	Classical Conditioning, including Habituation & Functional Learning
9/4	
9/9	
9/11	

9/16		
9/18	Operant Conditioning	<u>Classical Conditioning paper due</u>
9/23		
9/25		
9/30		
10/2	Memory	
10/7		
10/9		
10/14		<u>Operant Conditioning paper due</u>
10/16		
10/21	Social Learning/Motivation/Persistence	<u>Memory paper due</u>
10/23		
10/28		
10/30	Vygotsky	
11/4		<u>Social Learning & Vygotsky paper due</u>
11/6	Presentations	
11/11	Presentations	
11/13	Presentations	
11/18	Presentations	
11/20	Presentations	
11/25	Presentations	
11/27	Thanksgiving – No class	
12/2	Open Class	
12/4	Final papers due	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

