

**Section 5781**

**Room:** D111    **Time:** 9:30 a.m. – 10:45    **Days:** Monday, Wednesday

**Text:** Learning and Behavior, Paul Chance 6<sup>th</sup> edition.

**Instructor:** Steve Weinert

**Office:** F510

**Contact:** steve.weinert@gcccd.edu or 619-660-4552

**Office Hours:** Check Web for Office hours (<http://www.cuyamaca.edu/steve.weinert>)

**Course Description:** 3 hours lecture. Examine and explore the basic principles and research of human and animal learning. Prerequisite: Introduction to Psychology

**Course Objectives:** Students will become familiar with behavioral Psychology and the applications of learning the world around them

**Grading:** Your grade will be based on the total percentage out of approximately 400 points that are earned throughout the class.

90% and above you receive an A

80% to 89% you receive a B

70% to 79% you receive a C

60% to 69% you receive a D

Below 60% you fail the class.

All points in the class are weighted equally. You will earn points in class for activities, and through exam scores. The exams will consist of multiple choice and short answers questions. You cannot drop exams. Any missed points during the semester can be made up during the final exam by answering essays.

**Attendance:** For successful completion of the course you must attend class. Attendance and participation in activities is required to receive an A in the class. If you are going to miss class for some reason make sure you e-mail the instructor to make sure that any missed assignments can be completed.

**Behavior Guidelines and Conduct:** I like an interactive classroom, and encourage student interaction. Please be respectful to all of the people in the class around you. Everybody has opinions and that is great. If someone's opinion does not mesh with yours then through education we can understand each other. Through conflict there is no resolution, just a victor. If there is some important reason to have your phone on, please put it on vibrate, or flash light, so as not to disrupt those around you. If you must answer it make sure that we can all here what you are saying...

**Students with Special needs:** Students with disabilities who may need academic accommodations should notify the instructor immediately (and no later than the second week of class).

Here is a breakdown of the days of the class and the topics that are going to be covered. Due to the speed of this course, please make sure to read the Chapters PRIOR to coming to class that day.

Date	Topic
Monday, January 26, 2009	Intro to course
Wednesday, January 28, 2009	Evolution & Learning
Monday, February 02, 2009	The study of Learning & Behavior
<b>Wednesday, February 04, 2009</b>	
Monday, February 09, 2009	First Vocabulary Game
Wednesday, February 11, 2009	Classical Conditioning
<b>Monday, February 16, 2009</b>	
Wednesday, February 18, 2009	Classical Conditioning
Monday, February 23, 2009	Pavlovian Applications
Wednesday, February 25, 2009	Pavlovian Applications
Monday, March 02, 2009	EXAM 1
Wednesday, March 04, 2009	Skinner
Monday, March 09, 2009	Reinforcement
Wednesday, March 11, 2009	Reinforcement
Monday, March 16, 2009	Punishment
Wednesday, March 18, 2009	
Monday, March 23, 2009	Dog!
Wednesday, March 25, 2009	Operant applications
Monday, March 30, 2009	Operant applications
Wednesday, April 01, 2009	EXAM 2
<b>Monday, April 06, 2009</b>	
<b>Wednesday, April 08, 2009</b>	
Monday, April 13, 2009	Observational Learning
Wednesday, April 15, 2009	Observational Learning
Monday, April 20, 2009	Generalization
Wednesday, April 22, 2009	Discrimination
Monday, April 27, 2009	
Wednesday, April 29, 2009	EXAM 3
Monday, May 04, 2009	Schedules
Wednesday, May 06, 2009	Forgetting
Monday, May 11, 2009	Forgetting
Wednesday, May 13, 2009	Constraints of Learning
Monday, May 18, 2009	
Wednesday, May 20, 2009	Exam 4
<b>Monday, May 25, 2009</b>	
<b>Wednesday, May 27, 2009</b>	
<b>Monday, June 01, 2009</b>	

At the end of the semester you will be able to:

- 1) Compare and provide examples orally or in writing of reflex, fixed action patterns and inherited behavioral traits
- 2) Identify habituation, sensitization, releaser and a sign stimulus from research articles
- 3) Describe and define research methods in behavioral psychology presented in class and compare and apply their use in research
- 4) Define and contrast in writing different classical conditioning paradigms presented in class and text
- 5) Identify and describe the variables that affect the rate and strength of classical conditioning
- 6) Identify examples of contingency and contiguity in classical conditioning and operant conditioning procedures
- 7) Compare and contrast stimulus substitution theory and conditioned compensatory conditioned response theory
- 8) Apply the principles of classical conditioning to aversion therapy
- 9) Describe, compare and give examples of operant procedures including positive and negative reinforcement and punishment presented in class
- 10) Analyze real life situations and identify operant procedures in effect
- 11) Produce methods of shaping behavior using chaining and successive approximation
- 12) Define and contrast procedures and results of vicarious learning as presented in class and text
- 13) Identify and predict graphical patterns of behavior based on simple and complex schedules of reinforcement
- 14) Compare characteristics of generalization and discrimination processes
- 15) Describe the procedures presented in class that are used to study the behavior of memory
- 16) Describe and recognize examples of the biological limits of learning as presented in class