COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Educational Psychology

COURSE: EDP 7350 The Learning Process

COURSE CREDIT: 2-3

TERM/YEAR: Spring 2015

COURSE LOCATION: 312 State Hall

TIME: 4:30 - 8:10

INSTRUCTOR: Darren Lubbers, Ph.D.

OFFICE HOURS: Arranged

OFFICE PHONE: (313) 577-1614

E-MAIL: ad5767@wayne.edu

COURSE DESCRIPTION:

Substantive issues involved in learning as they relate to school practice and adult learning.

GOAL: The primary goal of the course is to understand how learning theories aid in predicting, changing and facilitating behaviors and performance.

This educational psychology course is designed to teach students a variety of theory and research in psychology as they relate to teaching and learning. We will first review theories in classical conditioning and operant conditioning. We will also review evolutionary psychology, biology and the brain and later in the semester discuss several cognitive and social cognitive theories.

The objectives of the course are for students:
1. to acquire a solid foundation of knowledge based on theory and research in development;
2. to understand the principles of broad approaches to learning and their applications;
3. to gain in-depth understanding of critical factors contributing to individual differences in learning;
4. to understand the principles of operant, classical, and social cognitive learning theories;
5. to understand the basic concepts of theory and research.

Text: Theories of Human Learning
6th Ed. by Guy Lefrancois, Wadsworth
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>5/13/14</td>
<td>1</td>
<td>Human Learning: Science and Theory</td>
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<td></td>
<td>10</td>
<td>Motivation Part 1</td>
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<td></td>
<td></td>
<td>Group Work (5 points)</td>
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<td>Paper Guideline Discussion (3 credit students)</td>
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<tr>
<td>5/20/14</td>
<td>10</td>
<td>Motivation Part 2</td>
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<td>Group work (5 points)</td>
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<tr>
<td>5/27/14</td>
<td>2</td>
<td>Part II. Early Behaviorism: Pavlov, Watson, and Guthrie</td>
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<td>Group Work (5 points)</td>
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<td>6/3/14</td>
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<td>Test 1</td>
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<td>Group Work Extra Credit (5 points)</td>
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<tr>
<td>6/10/14</td>
<td>5</td>
<td>Evolutionary Psychology: Learning, Biology, and the Brain (Behavioral Genetics)</td>
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<td>11</td>
<td>Bandura’s Social Cognitive Theory</td>
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<td>Group work (5 points)</td>
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<tr>
<td>6/17/14</td>
<td>4</td>
<td>Operant Conditioning: Skinner’s Radical Behaviorism</td>
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<td>Presentations (20 points)</td>
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<td>6/24/14</td>
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<td>Take Home Test 2</td>
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<td></td>
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<td>Paper Due (3 credit Students)</td>
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In-Class Groups:
Each group will choose a theoretical model from our *Theories of Human Learning, 6th Ed.* by Guy Lefrancois textbook and create a PowerPoint presentation. The presentation will explain how the theoretical model is applied to a field of professional work that your group chooses to explore. Each in-class group session will be worth 5 points for a total of 20 + (5 extra credit). The PowerPoint presentation can earn each group up to 20 points. Groups can earn (16 low), (18 medium), and (20 high) for the presentation. The Research Project specifics will be explained in detail during class sessions.

Presentation format:
- Ask the Question
- Develop the Hypothesis
- Collect Relevant Observations (based on existing datasets/literature review)
- Test the Hypothesis
- Reach and Share a Conclusion

FINAL GRADES: Your final grade will be calculated out of possible 200 points if you are taking this class for (2) credits and 300 points if you are taking this class for (3) credits.

### Grading: 2 CREDITS

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>80 points</td>
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<tr>
<td>Final</td>
<td>80 points</td>
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<tr>
<td>In class groups</td>
<td>20 points + 5 extra credit</td>
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<tr>
<td>Group PowerPoint</td>
<td>20 points</td>
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200 points total

### Grading: 3 CREDITS

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<tr>
<td>Final</td>
<td>80 points</td>
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<tr>
<td>Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>In class groups</td>
<td>20 points + 5 extra credit</td>
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<tr>
<td>Group PowerPoint</td>
<td>20 points</td>
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300 points total

The following grading scale will be applied:

- A  93+
- A- 90-92
- B+ 87-89
- B  83-86
- B- 80-82
- C+ 77-79
- C  73-76
- C- 70-72
- D+ 67-69
- D  63-66
- D- 60-62
- E  59-
ACADEMIC DISHONESTY:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. You will sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

ATTENDANCE:

Students are expected to attend class and to complete all assignments. At the end of the term, borderline grades will be considered for advancement to the higher grade for students who maintained good attendance and active participation in class. Some materials presented in class will not always be covered in the textbook. Students are responsible for obtaining missed information including handouts, announcements and changes in class schedule.

CLASS POLICIES:

1. Attendance is not taken, but it is to your advantage to attend class as the lecture material and the text do not necessarily overlap.
2. You may not record the lectures.
3. Incomplete grades are given only with a doctor's excuse for not being able to complete the course during the term. You must be passing the course at the time to receive an incomplete.
4. You must have a valid excuse e.g. a letter from your doctor in order to receive a make-up exam.
5. You must be registered for EDP 7350 to attend.
Paper (3 credit students)
(EDP 7350: The Learning Process)

I Paper (10-12 pages)
Read these directions carefully:

(1) First, select a research question. You may choose from one of the research questions below or find a suitable topic that interests you. Remember, your paper must be research based. The following topics may interest you.

What are the family characteristics associated with high achievement?
What factors are associated with academic self-efficacy?
What are the characteristics of school environments that promote positive student outcomes?

2 Once you identify the area, define your question: what are you trying to find in the area that you identified? For example, if you decided to study student confidence, one of more specific questions can be what factors have been found to enhance students’ sense of self-efficacy. Narrowing down your question would actually make this paper much easier to write.

3 Go to the library and find at least five empirical research articles pertinent to your question. In class we will discuss what empirical research articles are. The best way to find articles is to use database such as the PSYCinfo. Enter several keywords that describe your question and search. The computer will list journal articles along with reference and abstracts. Read abstracts to see if the article is really relevant to your question. If you need assistance using these databases, seek out a librarian or me. In the paper, you are welcome to include non-empirical sources if they seem relevant to your argument. However, these are not counted as one of the five articles required.

II PAPER (Due on June 24th)
Based on the articles selected, write a 10-12 page paper. In the Introduction, provide description of your topic and specific research questions. In the Review, build your position and support it by citing your research articles, discussing the methodology, statistics, and general findings. In the Discussion / Conclusion section, discuss answers to your question. Provide a thoughtful and critical commentary on your chosen topic: what is your reaction to the research literature? What should be done differently in the future studies? What might be the implications for educational practices? Finally, based on the findings, what future research questions come to your mind? On your Reference page, provide a list of articles you included in the paper.

Important: Your entire paper must be in APA format.

The final paper must be typed and double-spaced. The proposal must be typed and double-spaced with reasonable margins (e.g., 1 inch on left and right).

General Grading Criteria:
10% Appearance, format (including APA style)
10% Writing/grammar
20% Organization of ideas, transitions, flow
40% Discussion of articles, use of empirical research studies
20% Relevance/usefulness to educators; quality of commentary & summary