COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Educational Psychology

COURSE: EDP 7350 -- The Learning Process

COURSE CREDIT: 2 Semester Hours

TERM/YEAR: Winter 2017

COURSE LOCATION: Oakland Center, Room 0718

TIME: 10:30 a.m. – 12:10 p.m., Saturday

INSTRUCTOR: Lea Yazigi, M.Ed.

OFFICE HOURS: After class Saturday and by appointment (phone or in person)

E-MAIL: lea.yazigi@wayne.edu or eh2382@wayne.edu

COURSE DESCRIPTION

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

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

REQUIRED TEXT

Theories of Human Learning by Guy Lefrancois 6th ed. Wadsworth

ADDITIONAL SUGGESTED READINGS

Various articles from The Journal of Applied Behavior Analysis

COURSE OUTCOMES

Upon completion of the course, the student should be able to:

Behavioral Psychology:
1. Describe and differentiate between the learning theories of:
   Pavlov
   Watson
   Thorndike
   Skinner

2. The student, where appropriate, should be able to give examples of school/work applications of the above theories.

3. The student should be able to define, give an example of and, where appropriate, apply the following terms:

   Conditioned Stimulus  Unconditioned Stimulus
   Conditioned Response  Unconditioned Response
   Higher Order Conditioning
   Operational Definition
   Positive Reinforcer  Negative Reinforcer
   Positive Reinforcement  Negative Reinforcement
   Stimulus Generalization  Discriminative Learning
   Operant  Respondent
   Escape Learning  Avoidance Learning
   Acquisition  Extinction
   Spontaneous Recovery  Stimulus Contingency
   Response Contingency  Premack Principle
   Secondary Reinforcement  Conditioned Reinforcement
   Positive Discriminative Stimulus  Negative Discriminative Stimulus
   Token Economy  Back-up Reinforcers
   Shaping  Successive Approximations
   Intermittent Reinforcement  Partial Reinforcement
   Fixed Interval  Fixed Ratio
   Variable Interval  Variable Ratio
   Baseline  Stimulus Control
   Chaining  Praise
   Discipline  Satiation
   Time out  Contiguity Learning
   Threshold Method  Trial and Error
   Incomparable Stimuli
   Law of Effect

Social Learning Theory:

4. The student should be able to describe and explain the essential components of Bandura's Social Learning Theory.

5. The student should be able to define, give an example of and, where appropriate, apply the following terms:
Modeling
Attentional Process
Retention Process
Social Learning
Symbolic Model
Direct Reinforcement
Inhibitory Effect
Inhibition
Eliciting Effect

Imitation
Vicarious Reinforcement
Motor Reproduction Process
Motivational Process
Modeling Effect
Disinhibitory Effect
Disinhibition
Reciprocal determinism

Classroom Management:

6. The student should be able to describe and explain the essential features of the Classroom Management theories of:

Marland
Kounin
Webster
Oleary and Becker
Lepper and Greene
Michael
White

7. The student should be able to define, give and example of and, where appropriate, apply the following terms:

Classroom Management
Ethics of Control
Rule Setting
Legitimate Praise
Extrinsic Reinforcement
Intrinsic Reinforcement
Innovation and Reflection in Teaching

Cognitive Theory and Learning to Learn:

8. The student should be able to differentiate between and describe the essential features of the following theorists:

Bruner
Ausubel
Gagne
Piaget
Vygotsky
Bloom
9. The student should be able to define, give an example of and, where appropriate, apply the following terms:

<table>
<thead>
<tr>
<th>Cognitive Maps</th>
<th>Latent Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Base</td>
<td>Cognitive Strategy</td>
</tr>
<tr>
<td>Metacognition</td>
<td>Sensory Memory</td>
</tr>
<tr>
<td>Short-Term Memory</td>
<td>Long-Term Memory</td>
</tr>
<tr>
<td>Information Processing</td>
<td>Encoding</td>
</tr>
<tr>
<td>Decoding</td>
<td>Eidetic Imagery</td>
</tr>
<tr>
<td>Retrieval</td>
<td>Fading</td>
</tr>
<tr>
<td>Distortion Theory</td>
<td>Suppression Theory</td>
</tr>
<tr>
<td>Interference Theory</td>
<td>Proactive Interference</td>
</tr>
<tr>
<td>Retroactive Interference</td>
<td>Mnemonics</td>
</tr>
<tr>
<td>Concept Formation</td>
<td>Categories</td>
</tr>
<tr>
<td>Attributes</td>
<td>Perception</td>
</tr>
<tr>
<td>Coding System</td>
<td>Discovery Learning</td>
</tr>
<tr>
<td>Cognitive Structure</td>
<td>Subsumer</td>
</tr>
<tr>
<td>Derivative Subsumption</td>
<td>Correlative Subsumption</td>
</tr>
<tr>
<td>Obliterative Subsumption</td>
<td>Dissociability</td>
</tr>
<tr>
<td>Advanced Organizers</td>
<td>Categories of Learning</td>
</tr>
<tr>
<td>Instructional Objectives</td>
<td>Concept Learning</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Rule Learning</td>
<td>Learning to Learn</td>
</tr>
<tr>
<td>Motor Skills</td>
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</tr>
</tbody>
</table>

10. The student should be able to describe the essential features of Piaget's theory and demonstrate knowledge of the major milestones at each stage of Cognitive Development.

11. The student should be able to describe the essential features of Vygotsky's theory of development.

12. The student should be able to explain the essential features of programs using Individualized Instruction and Computer Assisted Learning.

13. The student should be able to explain the essential features of Arousal Theory and Attribution Theory and to compare and contrast these theories with the Need-Drive theories.

**EXAMINATIONS:**

Multiple methods of assessment of student performance will be used. There will be three exams in this course, each covering approximately one-third of the course material, and including all materials covered in the period before an exam. The exams will be multiple choice with questions drawn from both of the texts and lecture. My outlines during lecture and any other topics that I direct you to read on your own are indication of what will be covered on exams. *The exams require a thorough understanding and application of material rather than out-of-context memorization of “facts.”* Be sure to learn the concepts accordingly. An optional 5-point extra credit essay question will also be
included on each exam and partial credit is possible (each test is worth 100 points; 300 points total). Scantron forms will be provided to you. You need to bring a pencil.

Only under extraordinary circumstances will a make-up exam be administered. It is the student’s responsibility to make arrangements for a make-up exam before the start of the exam. If you know ahead of time that you will miss an exam, you must arrange to take the exam BEFORE the scheduled date. If you will miss the exam because of a serious illness (headaches, mild colds, etc., do not count), have a car accident, or have some other legitimate reason (too busy to study is not a good reason—we all have busy, over-committed lives), then I must receive a phone call prior to class explaining why you will miss the exam. The exam must be made up within 48 hours of resuming normal student activities—please do not ask for an extension. Again, rarely is someone too ill to take an exam, and your preparation for the exam should be ongoing and not left to the last minute.

Students must be on time for exams. I reserve the right to refuse late enterers to the classroom on exam days. This would result in a score of zero for that exam. There is only a rare circumstance in which tardiness to an exam is acceptable.

**ASSESSMENT OF STUDENT PERFORMANCE**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
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</tbody>
</table>

**FINAL GRADES**

Your final grade will be calculated out of the possible 300 points. The following graduate level grading scale will be applied based on the total number of points accumulated by the semester end:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>Fail</td>
<td>69% -</td>
</tr>
</tbody>
</table>

**ATTENDANCE AND PARTICIPATION**

Material from lectures will not always overlap that in the text; both will be covered on exams. While attendance and participation will not be graded, the course and exams are designed with the expectation of regular attendance. At the end of the term, borderline grades (i.e., an 89% would normally receive an B+, despite being “close” to the 90%/A- mark) will be considered for advancement to the higher grade for those students who demonstrate a willingness to really understand the material as conveyed through attendance and participation in class. If you miss a class, you are responsible for getting what you missed (including any announcements or changes in
the class or exam schedule). If you call or e-mail me, I will inform you of any handouts you might have missed or any changes in the schedule, but under no circumstances will I provide a private lecture, nor will I allow anyone to borrow my lecture notes. You may NOT record the lectures either.

COMMUNICATION WITH INSTRUCTOR

I use email regularly. It is your responsibility to make sure that I have your most current email address and that you are receiving the messages. If you are struggling with your course performance, it is your responsibility to solicit ideas for how you can help yourself to improve. I can facilitate study groups or suggest other options. I also use blackboard to post information and materials.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

ACADEMIC DISHONESTY

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation, and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

REFERENCING

When referencing others’ work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s).
Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style as well as the APA style publication manual.

**WRITING SKILLS**

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330) for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**ENROLLMENT/WITHDRAWAL POLICY**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week.
of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

**INCOMPLETE GRADES**

Incomplete grades are given only with a doctor's excuse for not being able to complete the course during the term, and only if the emergency happened near the end of the term when there was minimal work left to complete, the work can be completed without sitting in lectures in a subsequent term, and the student is passing the course at the time of the emergency.

**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 313-202-4216 (video phone). 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.

**RELIGIOUS OBSERVANCE POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>CHAPTER(S)</th>
<th>TOPIC(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/17</td>
<td>SYLLABUS</td>
<td>Introduction to EDP 7350</td>
</tr>
<tr>
<td>1/21/17</td>
<td>1</td>
<td>Human Learning</td>
</tr>
<tr>
<td>1/28/17</td>
<td>2</td>
<td>Early Behaviorism: Pavlov, Watson, and Guthrie</td>
</tr>
<tr>
<td>2/4/17</td>
<td>3</td>
<td>The Effects of Behavior: Thorndike and Hull</td>
</tr>
<tr>
<td>2/11/17</td>
<td>4</td>
<td>Operant Conditioning: Skinner’s Radical Behaviorism</td>
</tr>
<tr>
<td>2/18/17</td>
<td>EXAM I</td>
<td>Exam covers chapters 1 through 4</td>
</tr>
<tr>
<td>2/25/17</td>
<td>5</td>
<td>Evolutionary Psychology: Learning, Biology, and the Brain</td>
</tr>
<tr>
<td>3/4/17</td>
<td>6</td>
<td>Transition to Modern Cognitivism: Hebb, Tolman, and the Gestaltists</td>
</tr>
<tr>
<td>3/11/17</td>
<td>7</td>
<td>The Cognitive Theories: Bruner, Piaget, and Vygotsky</td>
</tr>
<tr>
<td>3/18/17</td>
<td>SPRING BREAK (NO CLASS)</td>
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</tr>
<tr>
<td>3/25/17</td>
<td>EXAM</td>
<td>Exam covers chapters 5 through 7</td>
</tr>
<tr>
<td>4/1/17</td>
<td>9</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>4/8/17</td>
<td>10</td>
<td>Motivation</td>
</tr>
<tr>
<td>4/15/17</td>
<td>11</td>
<td>Social Learning: Bandura’s Social Cognitive theory</td>
</tr>
<tr>
<td>4/22/17</td>
<td>12</td>
<td>Summary, Synthesis, and Integration</td>
</tr>
<tr>
<td>4/29/17</td>
<td>EXAM III</td>
<td>Exam covers chapters 9 through 12</td>
</tr>
</tbody>
</table>