COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Educational Psychology

COURSE: EDP 7350 The Learning Process

COURSE CREDIT: 2-3 Semester Hours

TERM/YEAR: Fall 2016

COURSE LOCATION: 179 Education

TIME: 4:30 p.m. – 6:20 p.m., Wednesday

INSTRUCTOR: Barry S. Markman, Ph.D.

OFFICE: 333 Education

OFFICE HOURS: 1:00 p.m. - 4:20 p.m., Monday and Wednesday

OFFICE PHONE: (313) 577-1806

E-MAIL: b.markman@wayne.edu

COURSE DESCRIPTION:

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

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

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

COURSE OBJECTIVES (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
- Conditioned Response
- Higher Order Conditioning
- Operational Definition
- Positive Reinforcer
- Positive Reinforcement
- Stimulus Generalization
- Operant
- Escape Learning
- Acquisition
- Spontaneous Recovery
- Response Contingency
- Secondary Reinforcement
- Positive Discriminative Stimulus
- Token Economy
- Shaping
- Intermittent Reinforcement
- Fixed Interval
- Variable Interval
- Baseline
- Chaining
- Discipline
- Time out
- Threshold Method
- Incomparable Stimuli
- Law of Effect

- Unconditioned Stimulus
- Unconditioned Response
- Negative Reinforcer
- Discriminative Learning
- Respondent
- Avoidance Learning
- Extinction
- Stimulus Contingency
- Premack Principle
- Conditioned Reinforcement
- Negative Discriminative Stimulus
- Back-up Reinforcers
- Successive Approximations
- Partial Reinforcement
- Fixed Ratio
- Variable Ratio
- Stimulus Control
- Praise
- Satiation
- Contiguity Learning
- Trial and Error

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

- Imitation
- Vicarious Reinforcement
- Motor Reproduction Process
- Motivational Process
- Modeling Effect
- Disinhibitory Effect
Inhibitory Effect  Disinhibition
Inhibition  Reciprocal determinism
Eliciting Effect

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 an 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:

Cognitive Maps  Latent Learning
Knowledge Base  Cognitive Strategy
Metacognition  Sensory Memory
Short-Term Memory  Long-Term Memory
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.
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<thead>
<tr>
<th>DATE(S)</th>
<th>CHAPTER(S)</th>
<th>TOPIC(S)</th>
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<tbody>
<tr>
<td>8/31/16</td>
<td>1</td>
<td>Introduction to Learning and Learning Theory</td>
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<tr>
<td>9/7/16</td>
<td>2</td>
<td>Classical Conditioning: How a Man and His Dogs Spit Their Way to the Nobel Prize</td>
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<td>Fears You Have Learned</td>
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<td>Bekterev Remembered</td>
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<td>9/14/16</td>
<td>3,4</td>
<td>Behaviorism, Instrumental Conditioning, Operant Conditioning, Watson, Thorndike, Skinner And M&amp;Ms</td>
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<td>9/21/16</td>
<td>4</td>
<td>Operant Conditioning Continued: If You Have Only One M&amp;M for a Reinforcer, is it an M?</td>
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<tr>
<td>9/28/16</td>
<td>4, 5 pp150-151</td>
<td>Applications of Operant Conditioning in the Schools, Culturally, in the Workplace, the Home, the Hospital and in Buffalo</td>
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<td>10/5/16</td>
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<td>Social Learning Theory: Where Imitation is Not Only a Form of Flattery, But a Form of Learning</td>
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<td>Social Learning Across Cultures</td>
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<td>Behavior Management</td>
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<td>10/12/16</td>
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<td>Social Learning Theory continued</td>
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<td>10/19/16</td>
<td>EXAM I: 1-4, part of 5 &amp; 11</td>
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<td>10/26/16</td>
<td>9</td>
<td>Cognition, Memory, Forgetting and Something Else</td>
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<td>11/2/16</td>
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<td>Memory Continued</td>
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<tr>
<td>11/9/16</td>
<td>7 p191-206</td>
<td>Cognitive Learning Theory: Bruner</td>
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<td>Discovery Learning And Concept Formation</td>
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<tr>
<td>11/16/16</td>
<td>7 p 206-</td>
<td>Piaget and Vygotsky</td>
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<td>11/23/16</td>
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<td>Thanksgiving Break</td>
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<td>11/30/16</td>
<td>10,12</td>
<td>Motivation</td>
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<td>12/7/16</td>
<td>EXAM II 7,9, 10 &amp; 12</td>
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TEXT: *Theories of Human Learning* by Guy Lefrancois 6th ed. Wadsworth

GRADING: 2 CREDITS
Midterm 50%
Final 50%

There may be as many as 3 unannounced quizzes in the class. Each of these quizzes will count 3% of your test grade.

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<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>90%</td>
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<tr>
<td>88%</td>
<td>A-</td>
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<td>85%</td>
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<td>Below 70%</td>
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The requirements for the paper and the rubric will be explained on the first day of class.

SUGGESTED READINGS: *The Journal of Applied Behavioral Analysis*

1. Attendance is recommended but not required. You should be aware that I lecture on material not covered in the book, so coming to class may be a very good idea.
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. Make-up examinations are not among my favorite things and will only be given for illnesses accompanied by a doctor's note; deaths, also supported by documentation and or other catastrophes. An exam conflicting with your vacation is **not** a sufficient excuse for missing an exam.
5. You may not drop or add credits in the class *e.g.* (increasing from 2 to 3 credits) after the 2nd week of class. You may drop the class according to University rules.
6. **Please turn off your cell phones and pagers** unless you are a doctor on call or must be reached for some medical emergency. **Do not send or receive text messages, and do not do Instant Messaging or Skyping during class.**
7. Please do not bring your children to class
8. **The University’s new withdrawal deadline is Sunday, November 13, 2016.**
Academic Dishonesty
No form of academic dishonesty will be tolerated. See the student code of conduct: http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf. 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, you should read the 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.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.]

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 provisions 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. They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Student Disability Services
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). 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.

Withdrawal Deadline
Withdrawal Policy: Students who withdraw from a course after the end of the 4th 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 withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the end of the November 13, 2016.

Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class. The appropriate remedy for a poor grade is normally to repeat the course. If questions exist about exceptions for course withdrawal after the deadline, please consult with the Office of the Registrar prior to advising a student to seek an exception.