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 2014

COURSE LOCATION: Online

TIME: The time for the live (Wimba) lectures will be determined. If possible I would like to have a group meeting at the Oakland Center. More info to follow.

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

EMAIL for course materials: EDP7350BSM@gmail.com

COURSE DESCRIPTION:

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

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:
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
   Escape Learning        Avoidance Learning
   Acquisition
   Spontaneous Recovery   Stimulus Contingency
   Response Contingency   Premack Principle
   Secondary Reinforcement Conditioned Reinforcement
   Positive Discriminative Stimulus Negative Discriminative Stimulus
   Token Economy          Back-up Reinforcers
   Shaping
   Intermittent Reinforcement Partial Reinforcement
   Fixed Interval          Fixed Ratio
   Variable Interval       Variable Ratio
   Baseline
   Chaining
   Discipline
   Time out
   Threshold Method
   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 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
9. The student should be able to define, give an example of and, where appropriate, apply the following terms:
   - Cognitive Maps
   - Knowledge Base
   - Metacognition
   - Short-Term Memory
   - Information Processing
   - Decoding
   - Retrieval
   - Distortion Theory
   - Interference Theory
   - Retroactive Interference
   - Concept Formation
   - Attributes
   - Coding System
   - Cognitive Structure
   - Derivative Subsumption
   - Obliterative Subsumption
   - Advanced Organizers
   - Instructional Objectives
   - Intellectual Skills
   - Rule Learning
   - Motor Skills
   - Latent Learning
   - Cognitive Strategy
   - Sensory Memory
   - Long-Term Memory
   - Encoding
   - Eidetic Imagery
   - Fading
   - Suppression Theory
   - Proactive Interference
   - Mnemonics
   - Categories
   - Perception
   - Discovery Learning
   - Subsumer
   - Correlative Subsumption
   - Dissociability
   - Categories of Learning
   - Concept Learning
   - Attitudes
   - Learning to Learn

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.
<table>
<thead>
<tr>
<th>DATE(S) Week of</th>
<th>Chapters/ Unit</th>
<th>TOPIC(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8/14</td>
<td>1 / I</td>
<td>Introduction to Learning and Learning Theory</td>
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<tr>
<td>1/15/14</td>
<td>2 / I</td>
<td>Classical Conditioning: How a Man and His Dogs Spit Their Way to the Nobel Prize Fears You Have Learned Bekterev Remembered</td>
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<tr>
<td>1/22/14</td>
<td>3,4 / II</td>
<td>Behaviorism, Instrumental Conditioning, Operant Conditioning, Watson, Thorndike, Skinner And M&amp;Ms</td>
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<tr>
<td>1/29/14</td>
<td>4 / II</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>2/5/14</td>
<td>4,5 pp 151-152 II</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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<tr>
<td>2/12/14</td>
<td>11 / III</td>
<td>Social Learning Theory: Where Imitation is Not Only a Form of Flattery, But a Form of Learning Social Learning Across Cultures Behavior Management</td>
</tr>
<tr>
<td>2/19/14</td>
<td>9 / IV</td>
<td>Cognition, Memory, Forgetting and Something Else</td>
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<tr>
<td><strong>2/26/14</strong></td>
<td><strong>EXAM I 1-4, 11 &amp; part of 5</strong></td>
<td><strong>The exam will only be available this day from 4:30-9:00PM EST. It must be started no later than 9:00PM</strong></td>
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<tr>
<td>3/5/14</td>
<td>7 pp191-204 V</td>
<td>Cognitive Learning Theory: Bruner Discovery Learning And Concept Formation</td>
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<tr>
<td>3/12/14</td>
<td>SPRING BREAK</td>
<td>Cognitive Theory continued</td>
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<td>3/19/14</td>
<td>V</td>
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<tr>
<td>3/26/14</td>
<td>7 p 207- VI</td>
<td>Piaget and Vygotsky</td>
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<tr>
<td>4/2/14</td>
<td>10 VII</td>
<td>Motivation, Arousal, Drives and Anxiety</td>
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<tr>
<td>4/9/14</td>
<td>12 VII</td>
<td>Synthesis</td>
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<tr>
<td><strong>4/16/14</strong></td>
<td><strong>EXAM II 7, 9, 10 &amp; 12</strong></td>
<td><strong>The exam will only be available this day from 4:30-9:00PM EST. It must be started no later than 9:00PM</strong></td>
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TEXT: Theories of Human Learning by Guy Lefrancois 6th ed. Wadsworth

GRADING:
45% Exam I
45% Exam II
10% participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
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<tr>
<td>A-</td>
<td>88%</td>
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<tr>
<td>B+</td>
<td>85%</td>
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<tr>
<td>B</td>
<td>80%</td>
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<td>B-</td>
<td>78%</td>
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<td>C+</td>
<td>75%</td>
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<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
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SUGGESTED READINGS: The Journal of Applied Behavioral Analysis

Class Policies

1. You may not record the lectures.
2. 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.
3. 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.
4. The last date to withdraw from the course is March 23, 2014
5. Because this is an online course you must frequently check the course Blackboard site and your Wayne email for course related announcements and assignments.

Pre-course Requirements

You MUST successfully complete each of the following tasks, in the order presented, before beginning your coursework. If for any reason you are unable to complete these tasks, e-mail your instructor immediately.

1. Access the course web site at http://blackboard.wayne.edu
2. Read the Announcement posted by the instructor
3. Download the syllabus and read it in its entirety
4. Open the document titled “Netiquette” and read it in its entirety
5. You must also add Wimba software to your computer to access live and archived lectures. Please go to the following site to obtain it: computing.wayne.edu/blackboard/wimba-students.php
6. Do the Wimba tutorials.
7. You must download the Respondus Lock Down Browser available at the following site: http://clearinghouse.wayne.edu/currentsite/downloads.htm
8. Read the Important University Policies and Procedures.
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, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/. The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to 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.

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
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 10th week of classes. **Sunday, March 23, 2014 is the last day to withdraw.**

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.