Course Description

Introduction to the branch of psychology that addresses how people and animals learn, and how their behaviors are changed as a result of this learning.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss the history and basic concepts in learning, including early experiments on memory and learning, behavioral and cognitive approaches, the use of animals in research, physiological research, and habituation.
2. Analyze the basic principles of classical and operant conditioning, including their use in behavior therapy.
3. Distinguish between the major theories and research in operant conditioning and stimulus control, including application to issues in everyday life.
4. Discuss memory, problem-solving, language and reasoning in animals.
5. Describe social learning theory in relation to real-world issues and behavior therapy.
6. Apply the theories and variables affecting motor skill acquisition and performance.
7. Apply theory and research on self-control and choice situations.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the Unit I, IV and VIII study guides to aid students in their course of study.
4. Discussion Boards: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
5. Unit Assessments: This course contains five Unit Assessments, one to be completed at the end of Units I, II, IV, V, and VII. Assessments are composed of multiple-choice questions and written response questions.
6. Unit Assignments: Students are required to submit for grading Unit Assignments in Units III, IV, V, VI, VII, and VIII. Specific information and instructions regarding these assignments are provided below.
7. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. Student Break Room: This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit III PowerPoint Presentation

You will create a 15-20 slide PowerPoint presentation on operant conditioning. The presentation must include the following:

- Background information on the theory of operant conditioning;
- The relationship of positive and negative reinforcement in operant conditioning;
- Your view of the most effective type of reinforcement and why; and
- A scenario in which you would use operant conditioning, and a reinforcement schedule for the selected behavior.

You are required to follow the APA guidelines and use at least three references including your textbook.

Unit IV Case Study

Take the case of Little Johnny from the lecture. Provide a functional analysis of this case. Include all the current reinforcers and punishers at work, his behavioral problems at home and at school, and your treatment plan for using operant conditioning, and any form of behavioral therapy to some of the target behaviors. Be specific about the operant conditioning plan and behavioral goals. Support your choices with citations and references.

This Assignment should be at least one to three pages formatted using APA style. Use your own words, and include citations for sources (if needed) as needed to avoid plagiarism.

Unit V Case Study

Create a plan to assist in the insomnia case of John from the lecture. Support your points with concepts and citations from your readings or other scholarly sources.

This Assignment should be at least one to three pages formatted using APA style. Use your own words, and include citations for sources (if needed) as needed to avoid plagiarism.

Unit VI PowerPoint Presentation

The student will create a 15-20 slide PowerPoint presentation covering the social learning theory. The presentation must:

- Discuss the social learning theory;
- Identify its chief theorist;
- Explain the BoBo Doll experiment;
- Identify which theory of imitation is best and why;
- Discuss interactions between operant conditioning and observational learning; and
- Discuss modeling in behavior therapy.

You are required to follow the APA guidelines and use at least three references including your textbook.
Unit VII Article Critique

Find a scholarly article related to the concepts or applications of the principles from this course. An article that is an actual research study is much easier to review and critique than a summary article or commentary. Summarize this article in your own words, and discuss why you chose it and how it is related to this course, including any relevant concepts, principles, and theories from this course. Critique this article from a scientific point of view, including any issues in research methodology, as well as, but not limited to, the selection and inclusion of participants, use of measures, research design, and generalizability of the results. In addition, comment on potential suggestions for improvements or future research in this area using your critical thinking skills.

This Assignment should be at least one to three pages formatted using APA style. Use your own words, and include citations for sources (if needed) as needed to avoid plagiarism.

Unit VIII Case Study

Address the cases of both Carl and Sally from the unit lecture for this assignment. For each case, discuss any theories that apply to the cases and choices that Carl or Sally is making in the case scenarios. You may also compare and contrast the theories and how they affect the choices they are making. Be sure and indicate the choice that Carl makes at the car dealership, and the techniques that Sally needs to employ to make different food choices to meet her goals. Support your points with appropriate theory, research, and references, and cite and reference in APA style.

This Assignment should be at least one to three pages formatted using APA style. Use your own words, and include citations for sources (if needed) as needed to avoid plagiarism.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Board (8 @ 1.5%) = 12%
Unit Assessments (5 @ 8%) = 40%
Unit Assignments (6 @ 8%) = 48%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>History, Background, Basic Concepts, Innate Behavior Patterns, and Habituation</th>
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<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 1: History, Background, and Basic Concepts</td>
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<tr>
<td></td>
<td>Chapter 2: Innate Behavior Patterns and Habituation</td>
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<tr>
<td></td>
<td>Suggested Reading: See Study Guide</td>
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<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<tr>
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<td>Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>Assessment by Tuesday, 11:59 p.m. (Central Time)</td>
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<th>Basic Principles, Theories, and Research of Classical Conditioning</th>
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<td>Review:</td>
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<td>Read:</td>
<td>Chapter 3: Basic Principles of Classical Conditioning</td>
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<td>Chapter 4: Theories and Research on Classical Conditioning</td>
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<tr>
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Notes/Goals:

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<th>Basic Principles, Reinforcement Schedules, Experimental Analysis, and Applications of Operant Conditioning</th>
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<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 5: Basic Principles of Operant Conditioning</td>
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<tr>
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<td>Chapter 6: Reinforcement Schedules: Experimental Analyses and Applications</td>
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</tr>
</tbody>
</table>

Notes/Goals:
# Unit IV
**Avoidance, Punishment, Theories, and Research on Operant Conditioning**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 7: Avoidance and Punishment
- [ ] Chapter 8: Theories and Research on Operant Conditioning
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Case Study by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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# Unit V
**Stimulus Control, Concept Learning, and Comparative Cognition**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 9: Stimulus Control and Concept Learning
- [ ] Chapter 10: Comparative Cognition

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Case Study by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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# Unit VI
**Learning by Observation**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 11: Learning by Observation

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)

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<td><strong>Read:</strong></td>
<td>- <em>Chapter 12: Learning Motor Skills</em></td>
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</table>
| **Discuss:** | - *Discussion Board Response:* Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- *Discussion Board Comment:* Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | - Assessment by Tuesday, 11:59 p.m. (Central Time)  
- Article Critique by Tuesday, 11:59 p.m. (Central Time) |
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<td>- Unit Study Guide</td>
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</table>
| **Read:** | - *Chapter 13: Choice*  
- *Suggested Reading:* See Study Guide |
| **Discuss:** | - *Discussion Board Response:* Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- *Discussion Board Comment:* Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | - Case Study by Tuesday, 11:59 p.m. (Central Time) |
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