01:830:311:01 LEARNING PROCESSES

Index: 08813

| Tuesday | 1:40 PM - 3:00 PM | BUS | PH-111 |
| Thursday | 1:40 PM - 3:00 PM | BUS | PH-111 |

	Course Instructor	Course TA
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Office Hours	By appointment.	
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General notes

Welcome to LEARNING PROCESSES. This course is a survey of the processes that underlie the acquisition, storage, and expression of learning in animals -•- including humans. Below outlines guidelines and expectations. Major themes to be investigated in this class include elicited behavior, habituation, sensitization, foundations and mechanisms of classical conditioning, foundations and motivational mechanisms of operant conditioning, schedules of reinforcement, choice behavior, stimulus control of behavior, extinction, avoidance, punishment, and memory.

Questions

I encourage you to ask questions during class. If something is unclear, or if you have a question related to the material being discussed, please ask your question then. Chances are that some of your classmates would also like some additional discussion of the topic.

University email accounts and CANVAS announcements should be checked at least daily by the student because this will be the primary means for sending information to the class or contacting individual students. Failure to monitor your email effectively is not an excuse for not having course information or for not following up on course issues in a timely manner. You are responsible for any announcements, etc., sent to the class via email.

Please send all email correspondence through your Rutgers email. I will try to answer your email within 3 business days. Having said that, PLEASE use a Subject that gives me some idea what you are writing about. If you ask a question whose answer is on the course web page or Syllabus, the reply is likely to say that. If you ask a question about your standing in the course, please include your name and which course and section you are enrolled in. Please reread the section on "Questions" above. I realize that there are times when you are reviewing notes after class and/or before an exam when you will discover that you have a question. But it is in everyone's best interest for you to ask your questions in class, rather than after the fact.

Required Textbook

The Principles of Learning and Behavior, 7th Edition with MindTap access
Michael Domjan
Print Edition ISBN: 9781285088563
MindTap for The Principles of Learning and Behavior 6 Months
ISBN-10: 1337275212 ISBN-13: 9781337275217

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Course Link URL: https://www.cengage.com/dashboard/#/course-confirmation/MTPP4B9NH1FN/initial-course-confirmation
Course Link Instructions: Print instructions
Course Key: MTPP-4B9N-H1FN

Registration
1. Connect to https://www.cengage.com/dashboard/#/course-confirmation/MTPP4B9NH1FN/initial-course-confirmation
2. Follow the prompts to register your MindTap course.
3. Payment After registering for your course, you will need to pay for access using one of the options below:
    Online: You can pay online using a credit or debit card, or PayPal.

    Free Trial: If you are unable to pay at the start of the semester you may choose to access MindTap until 11:59 PM on 02/03/2020 during your free trial. After the free trial ends you will be required to pay for access. Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay for access.

Already registered an access code? Bought MindTap at your bookstore or online?

Now use the course link from your instructor to register for the class:
https://www.cengage.com/dashboard/#/course-confirmation/MTPP4B9NH1FN/initial-course-confirmation

System Check To check whether your computer meets the requirements for using MindTap, go to
http://ng.cengage.com/static/browsercheck/index.html

Please Note: the System Check is also accessible in the drop down box next to your name located in the upper right corner of your MindTap page

Policy on attendance   Students are expected to attend class lectures and final presentations. Failure to attend the final presentation series will negatively affect your grade. In the case of a medical emergency or other extreme circumstances, it is the student's responsibility to **contact another student**, determine what material / announcements they missed, and take appropriate action to catch up, as necessary. It is not the instructor's responsibility to provide make-up materials to the student. Classes are held according to the schedule below as long as the University is open. If the weather appears to be threatening, you can check the Campus Operating Status (http://newbrunswick.rutgers.edu/status).

Religious observances   Rutgers University's policy on accommodations for religious observances or holidays is available at the following site: https://scheduling.rutgers.edu/scheduling/religious-holiday-policy

Accommodations for students with disabilities   In compliance with the Rutgers University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with the RU Office of Disability Services to verify their eligibility for appropriate accommodations and provide me with appropriate documentation.
https://ods.rutgers.edu/
http://health.rutgers.edu/

Inclusivity Statement   We understand that our members represent a rich variety of backgrounds and perspectives. The Psychology Department is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Rutgers U. community

Academic Integrity

The policies found in the Rutgers Academic Integrity Policy-(http://academicintegrity.rutgers.edu/) - apply to this course.

Cheating and Plagiarism (Excerpted from the spring 2010 syllabus for Andy Egan's 01:730: 252 Eating Right: The Ethics of Food Choices and Food Policies.)

Short version:
Don't cheat. Don't plagiarize.
Longer version:
Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated.   It is also unfair, since it gives you an undeserved advantage   over your fellow students who are graded on the basis of their own work.   In this class we will take cheating very seriously.   All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at http://academicintegrity.rutgers.edu/ . I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must

be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

• Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

• Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.

• Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

• Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. All information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too! Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from your TA.

Policy on collaboration   As discussed below, some of the work for the class will be done in groups; in general, cooperation is encouraged. The exception to this rule are the Midterms, which should reflect each student's knowledge and understanding of the course materials.

Exams And Other Assessments
Evaluations are based on your performance on the three exams in the course. Each exam is worth 100 points. The format will be multiple choice questions. A gentle reminder: **The points you earn determine the grade you receive.**

Grading Procedures:

Grades will be based on:
(a) Participation (which requires attendance!)	[10% or 100 points]
(b) Exam Question Submissions	[10% or 100 points]
(c) Mid-terms I., II., & III.	[60% or 600 points]
(d) Group presentation	[20% or 200 points]
TOTAL:	100% or 1000 points

Grade Conversion:
Your instructor may use one of the following scales of numerical equivalents to letter grades:
90% or above	A
85- 89%	B+
80- 84%	B
75- 79%	C+
70- 74%	C
60-69%	D
Below 60%	F

<u>Exam Questions Submission (100 points)</u>

For each of the exams, you will be required to submit three multiple-choice questions on the material which is on the exam (see schedule for submission date). You will submit these questions via a google document (link will be provide in class). **You must check to see that your questions are unique from those already submitted by other class members.**

<u>Examinations (600 points)</u>

Dates of these exams are listed on the class calendar. Final exam schedules are listed here: https://finalexams.rutgers.edu/

Exam format
All exams will have the same format and include some or all of the following activities:
- Multiple choice questions
- True/false
- Fill in the blank
- Short answer

Midterms will be *non-cumulative*. Exam questions will cover material reviewed during class, online and assigned readings. You are responsible for all material in the chapters assigned unless otherwise indicated. Make up exam policy: You need to provide both (1) advance notice of your absence to me (via email) AND (2) acceptable documentation for the absence (e.g., an excuse from a doctor, a death notice, obituary, or funeral notice, a police report, etc.). Unless both of these criteria are met, you will not be permitted to take a makeup. **Make---up exams will be in essay format**.

<u>Group Assignments & Presentation (200 points)</u>
Throughout the course, you will be working in Teams (of approx. 4-5 members) to prepare to present (in 15-20 min.) a real-world example of a learning process and/or rule to the class in the final weeks of our class meetings. Details to follow.

<u>Extra Credit</u>

<u>MindTap Questions</u>
There will be voluntary questions on the MindTap online platform associated with this course. You can accumulate up to 60 points (5 points / chapter) which can be applied to your final total accumulated points out of 1000pts (as described in **Grading Procedures**). You can accumulate up 60 extra points (out of 1000), i.e., 6% of your grade, by participating in this extra credit opportunity.

Please note: These   questions are voluntary and will constitute the "extra credit" contribution to your final grade.   This is a newer platform whose interface might be adjusted as the semester progresses.

<u>Hot off the Press</u>
There will be one opportunity for extra credit each week, called "<u>Hot off the Press</u>" in Learning Processes. Each instance of participation in this extra credit activity will be for a total of 5 extra points added to your final total accumulated points out of 1000pts (as described in **Grading Procedures**). You can accumulate up 60 extra points (out of 1000), i.e., 6% of your grade, by participating in this extra credit opportunity.

<u>Changing Grades</u>

     Students sometimes ask professors to change final grades, usually based on the need to achieve a certain grade in order to, for example, get into the business school, retain a scholarship, or avoid academic probation. Although I wish all of you the best of success in your studies, you hopefully can understand how changing one student's grade is unfair to the other students in the class. Therefore, requests for test score or grade changes will not be entertained. However, I have built in a mechanism to earn extra credit. Your final grade will be based solely on your scores on the course exams and extra credit, as described above.

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Schedule of Assignments and Exams

(All dates are approximate and changes will be announced in class)

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Tuesday	1/21/20	1. Background and Rationale for the Study of Learning.
Thursday	1/23/20	Defining Circuits for Reward Learning in the Basal Ganglia.
		Patricia Janak.
		12.00 Noon – 1.00 PM
		Room 120, Proteomics Bldg., 174 Frelinghuysen Rd, Busch Campus, Piscataway, NJ
Tuesday	1/28/20	1. Background and Rationale for the Study of Learning.
Thursday	1/30/20	2. Elicited Behavior, Habituation, and Sensitization.
Tuesday	2/4/20	2. Elicited Behavior, Habituation, and Sensitization.
Thursday	2/6/20	3. Classical Conditioning: Foundations.
Tuesday	2/11/20	3. Classical Conditioning: Foundations.
Thursday	2/13/20	4. Classical Conditioning: Mechanisms.
Tuesday	2/18/20	4. Classical Conditioning: Mechanisms.
Thursday	2/20/20	**Midterm1**
Tuesday	2/25/20	5. Instrumental Conditioning: Foundations.
Thursday	2/27/20	5. Instrumental Conditioning: Foundations.
Tuesday	3/3/20	6. Schedules of Reinforcement and Choice Behavior.
Thursday	3/5/20	6. Schedules of Reinforcement and Choice Behavior.
Tuesday	3/10/20	7. Instrumental Conditioning: Motivational Mechanisms.
Thursday	3/12/20	7. Instrumental Conditioning: Motivational Mechanisms.
Tuesday	3/17/20	Spring Recess—University Offices Open—No Classes
Thursday	3/19/20	Spring Recess—University Offices Open—No Classes
Tuesday	3/24/20	**Midterm 2**
Thursday	3/26/20	8. Stimulus Control of Behavior.
Tuesday	3/31/20	8. Stimulus Control of Behavior.
Thursday	4/2/20	9. Extinction of Conditioned Behavior.
Tuesday	4/7/20	9. Extinction of Conditioned Behavior.
Thursday	4/9/20	10. Aversive Control: Avoidance and Punishment.
Tuesday	4/14/20	10. Aversive Control: Avoidance and Punishment.
Thursday	4/16/20	11. Comparative Cognition I: Memory Mechanisms.
Tuesday	4/21/20	12. Comparative Cognition II: Special Topics.
Thursday	4/23/20	**Midterm 3**
Tuesday	4/28/20	Class Presentation
Thursday	4/30/20	Class Presentation
Monday	5/4/20	Class Presentation
Friday	5/8/20	No Final Exam. Class Presentation Overflow. No Final Exam.