Core Syllabus for Dr. Tomie's
Learning Processes (830:311:01) course Fall 2020
https://sites.rutgers.edu/arthur-tomie/lp-core-syllabus-fall-2020/

To My Students:

This Core Syllabus contains information relevant to all of my Learning Processes (830:311) courses. Detailed information pertaining to specific Learning Processes courses, including textbooks, office hours, reading assignments, and exam schedules, are described in the Course Syllabus for Learning Processes provided each semester. The purpose of this Core Syllabus is to inform students of the general goals of my Learning Processes course, which may vary in specific content from semester to semester.

Dr. Tomie

Learning Goals: The goals of this course are to address the following:

$ Why do scientists study the behavior of laboratory animals in controlled experimental settings?

$ What in the way of evidence is required to conclude that learning has taken place?

    What is the difference between an instrumental conditioned response and a Pavlovian conditioned response?

$ What is the value of developing animal learning models of psychopathological conditions in humans?

$ Why do scientists use mathematical (arithmetic and algebraic) formulas to model changes in behavior that are due to learning?

Overview of the Course: The title of this course is Learning Processes. This course will introduce you to the scientific study of learning, which is the analysis of how behavior changes as a function of experience. Two recurring themes will be emphasized during the semester. We will consider the topic of drug addiction and ask if the changes in the behavior of the drug addict are due to learning. Also, in this course, we will use quantitative techniques to track the changes in behavior observed during simple learning experiments. We will evaluate several computational learning models to assess their ability to accurately predict the changes in behavior that we have observed in our learning experiments. For lecture content, I use

PowerPoint slides and video materials uploaded through Kaltura (screen capture) and Zoom (video conferencing).

Diversity: I view the diversity that students bring to this class as a resource, strength, and asset. In group situations, including chat and online discussions, students enrich the course by sharing their perspectives, particularly on intrinsically emotion-laden topics such as drug addiction and clinical depression, which we will cover this semester. All students should always be respectful of the views of others. This is, after all, a course of learning, including how to adjust your behavior to maximize the processing of engaging and meaningful interactions with others, who may be coming from a somewhat different point of view.

Attendance: This is an Asynchronous Remote Learning course, meaning that there are no class meetings. I will record and then post my lecture online at approximately 3 PM on each Tuesday and on each Thursday. The recorded videos are for you to download and view at your convenience, but I recommend that you do so before the next scheduled lecture, so as not to fall behind. If you have a question about material covered in lecture, my preferred model of contact is via e-mail (tomie@psych.rutgers.edu). Or, you can arrange to see me, preferably via ZOOM, during my regularly scheduled office hours (Wednesdays, 1:00 – 2:00 PM), or if you cannot make my office hours, then by arranging an appointment with me at another time.

Grading: Your course grades will be based strictly on your exam performance. During the semester, there will be 4 exams, each 80 min long, all given Online. Exam #1 and #2 and #3 will be posted at Sakai (Tests and Quizzes) at 3 PM on the day of the scheduled exam and will be available for 24 hours. The final exam will be scheduled by the University. Each of the 4 exams will consist of 30 multiple choice questions. All exams will be administered, timed, and graded through Sakai. All 4 exams will be open book, open notes, and none of the exams will be cumulative. In determining your final course grade:

If your point total (sum of all exam scores) is 108 (or higher), then your average score is at least $108/120 = 90\%$, which is an "A".

If your point total is 102-107, then your average score is 85%-89%, which is a "B+".

If your point total is 96-101, then your average score is 80% - 84%, which is a "B".

If your point total is 90- 95, then your average score is 75%-79%, which is a "C+".

If your point total is 84- 89, then your average score is 70% - 74%, which is a "C".

If your point total is 72- 83, then your average score is 60% - 69%, which is a "D".

If your point total is 71 or lower, then your average score is 59% or lower, which is an "F".

Absence from an Exam: If you miss an exam, meaning you do not submit your exam within 24 hours of the time the exam is first made available to you, then you must contact me immediately via e-mail (tomie@psych.rutgers.edu).

Academic Integrity:

Academic Integrity Violations include: cheating, fabrication, denying others access to information or material, and facilitating violations of academic integrity. You are expected to abide by the code of conduct pertaining to academic integrity. I will not allow cheating on examinations, and I take special precautions to reduce the opportunity for cheating, while increasing the likelihood of successful prosecution of offenders. I will vigorously enforce the University's regulations on academic integrity. The University's regulations are appropriately strict, and if you plan to cheat, you should first read the regulations and potential consequences:

   http://academicintegrity.rutgers.edu/integrity.shtml