

**CRISWELL
COLLEGE**



**On-Campus Course Syllabus
PSY 302
Psychology of Learning
Spring 2025**

Class Information

Day and Time: Monday/Wednesday 3:15pm to 4:30pm

Room Number: E325

Contact Information

Instructor Name: Laura Landreth

Instructor Email: llandreth@criswell.edu

Instructor Phone: 214-906-1445

Instructor Office Hours: By appointment only.

Course Description and Prerequisites

A cognitive, behavioral, and theoretical approach to exploring fundamental aspects of learning. Psychological theories and principles of learning are identified, described, synthesized, and applied in a vast array of settings.

Course Objectives

By the end of the course, you should be able to:

- Explain the historical influences on the scientific study of learning and behaviorism.
- Describe general principles of learning and memory as they relate to human and non-human adaptations.
- Describe the role of biology on learning and memory.
- Identify the principles of learning and memory in everyday life.
- Understand and be able to correctly use the jargon of learning and behavior modification.
- Apply the principles of learning and behavior in a field experiment and reflect upon this experience utilizing the jargon of learning and behavior modification.

Required Textbooks

Powell, R., Honey, P., & Symbaluk, D., (2023). Introduction to Learning and Behavior (6th Ed.), Cengage Learning, 978-0357658475

Recommended Reading

Chew, Stephen. <https://www.samford.edu/departments/academic-success-center/how-to-study>

Course Requirements and Assignments

1. Twenty percent (20%) of the student's semester grade will depend upon the completion of Four (4) Class Quizzes. The Quizzes consist of multiple-choice and short-answer questions, and are based on materials covered in the textbook or lecture notes. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
2. Thirty percent (30%) of the student's grade will depend upon the completion of an Agent of Behavior Modification Paper. This paper is based on an active learning experience. Rather than simply reading and retaining the theories and principles of conditioning, I want you to put them to the test. After the operant conditioning unit, I ask you to engage with a subject (a friend, family member, coworker) and write about your experiences. This is as much a creative writing assignment as it is an application of the psychological principles of operant conditioning. For this paper, you will use reinforcement or punishment to increase or decrease, respectively, a particular behavior in your subject. You will utilize principles to make it happen. You **MUST** do this project on a person, NOT a pet/animal subject. After a period of reinforcement or punishment, you will observe if your behavior modification was successful. You should choose a behavior that has the potential for change in approximately three weeks. **You must also choose behaviors that are not harmful or degrading; behavior modification must be in a prosocial direction!**

You will write a brief report of 3-4 pages that describes: 1) Why you chose the TARGET person and the particular behavior; 2) Your planned change strategies and specific tactics, including your schedules of reinforcement/punishment; 3) Your actual timeline and procedure; 4) Objective assessment/evaluation of your efficacy, how well did it work; and finally, 5) What you learned from this experience.

3. Thirty percent (30%) of the student's grade will depend upon the completion of a Movie Analysis Paper. Student will select one movie to analyze: Good Will Hunting, A Beautiful Mind, or Mean Girls. There are significant learning principles portrayed throughout each film. In this 2-page paper, you will analyze the content of the film with this lens. You should incorporate information from the course, and include at **least three concepts**, such as classical conditioning, operant conditioning, observational learning, biological factors, etc.
4. Ten percent (10%) of the student's grade will depend on completion of reading assignments. Student is 100% responsible for completing the reading on time (by their due dates).
5. Ten percent (10%) of the student's grade will depend on In-Class Participation.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate

discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/20	Martin Luther King Jr. Day. Campus Closed.
	1/22	Course Introduction, Syllabus review
2	1/27	Introduction to Learning (A History & Schools of Behaviorism), Chapter 1
	1/29	Research Methods in Learning, Chapter 2
3	2/3	Research Methods in Learning
	2/5	Classical Conditioning, Chapter 3
4	2/10	Classical Conditioning, Chapter 4
	2/12	Classical Conditioning,
5	2/17	Classical Conditioning, Chapter 5
	2/19	QUIZ 1
6	2/24	Operant Conditioning, Chapter 6
	2/26	Operant Contingencies
7	3/3	Schedules of Reinforcement, Chapter 7
	3/5	Theories of Reinforcement
8	3/10	QUIZ 2
	3/12	Extinction, Chapter 8
9	3/17 – 3/21	Spring Break
10	3/24	Stimulus Control
	3/26	Escape and Avoidance, Chapter 9
11	3/31	Punishment
	4/2	Choice and Matching, Chapter 10
12	4/7	Agent of Behavior Modification Paper DUE Presentations
	4/9	Agent of Behavior Modification Paper Presentations
13	4/14	Self-Control
	4/16	QUIZ 3
14	4/21	Observational Learning, Chapter 11
	4/23	Rule-Governed Behavior
15	4/28	Preparedness; Operant-Respondent Interactions, Chapter 12
	4/30	Adjunctive Behavior; Activity Anorexia
16	5/5	Comparative Cognition: Clever Hans, Chapter 13
	5/7	Comparative Cognition: Use of Tools/Language
17	5/12	Movie Analysis Paper DUE and Class Discussions
	5/14	Final Quiz 4