

Principles of Learning

PSYC 304; Section 001

Spring, 2000

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Office Hours: Mon 2:00 – 2:30 p.m.
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...and by appointment

Text: Domjan, M. (1998) The principles of learning and behavior. (4th ed.) Pacific Grove: Brooks/Cole
Additional reading materials will be distributed throughout the semester during class.

Course Objectives: This course is designed to be an overview of learning principles that guide animal behavior, particularly that of humans. Students will be expected to think critically about recent research findings and theoretical perspectives in the area. Emphasis will be placed on the application of learning principles to everyday life.

Grading: Final grades will be based on a 400 point scale: 280 points will be available in the lecture section of the course, while the remaining 120 points will be earned through participation in lab activities. You must be enrolled in the laboratory section to receive credit for the class.

Lecture section grading:

- 1) There will be two exams and a final exam, each worth 80 points. Exams will include material covered in class as well as material from the assigned readings. The format will be true/false, multiple-choice, and short answer. The final exam will be cumulative, but heavy emphasis will be placed on the most current material.
- 2) Students will be required to write two 20 point thought papers. The papers should be 2-3 pages, double-spaced and typed. These papers will require an understanding and application of learning principles. Paper topics and grading guidelines are discussed on pages 3 and 4 of the syllabus.

Note: NO makeup exams will be provided without a legitimate, documented excuse (e.g., grave illness requiring medical attention, court date). Students who know that they will miss an exam must notify the instructor at least 24 hours prior to the scheduled exam. Make-up exams will consist of essay questions. All papers are due at the start of the class on the scheduled date. Late work will be penalized two points for each day beyond the deadline.

Expectations: Class participation and discussion are essential for a complete educational experience. Students should be prepared to discuss topical issues related to textbook and readings. Oral defense of ideas is as important a skill as written presentation.

Extra Credit: Extra credit opportunities will be given throughout the semester during class lecture.

Honor System: The Honor Code of George Mason University will be strictly enforced in this course. It is a student's responsibility to be familiar with the Honor Code and to abide by it at all times.

Special Needs: If any students have special needs, please see instructor.

Learning Paper Requirements: 40 points

2 required, worth 20 points each

For this assignment, you will be required to write two 2-3 page papers, double-spaced and typed. Please use normal sized font and margins. The papers must be a minimum of two pages in length to receive full credit.

Papers will be graded based on the following: thoughtfulness, organization, support for main ideas, creativity and spelling/grammar. Late papers will be penalized two points for each day beyond the deadline. A paper submitted after the start of class on the assigned date will be considered one day late. Late papers should be placed in my mailbox (Sleigh) in King Hall or submitted during class time. Please do not e-mail papers or slide them under my office door.

The following criteria are intended to give you a framework around which to write your papers. Please use your creativity to turn these criteria into thoughtful, coherent papers. Make clear, logical arguments to support your opinions. The main requirement here is to think about how principles of learning apply to your own experiences. There are no wrong answers, only poorly written papers. Please feel free to contact me if any additional clarification or assistance is needed.

PAPER #1: Due February 7

- Think about three major lessons that you have learned in your lifetime. *These life lessons may include skills (such as learning to play an instrument), personal values (such as the importance of education), or guiding philosophies (such as adherence to religious beliefs). The key is that these lessons must have value to you and your life.*
- How did you learn about these lessons? What were the emotions, thoughts, and persons involved in the lesson?
- Why were these particular lessons powerful to you? Was it the method of learning or the lesson itself? Why are some methods of learning more powerful than others? In other words, did the emotions and/or persons involved influence how powerful the lesson was for your life?

The point of the paper is to think about different methods of learning and why they are effective or ineffective. The more time you spend choosing your particular lessons, the more meaningful this paper will be to you as we discuss individual learning styles over the course of the class. You do not have to know anything about the principles of learning to write this particular paper. Base your answer on your personal experience. As the class continues, we will explore how your answers match (or don't match) research findings.

WebCT INFORMATION

This course is connected to WebCT, an internet based, course management tool. Although no formal grading in the course is connected with the use of WebCT, students are strongly encouraged to take advantage of this opportunity. WebCT offers a way to access course information and to interact with both the instructor and fellow students. In addition, helpful hints, online practice quizzes, or extra credit opportunities may be posted through WebCT over the course of the semester. Look for these features on the bulletin board or as a new icon appearing on the homepage. Students who are not utilizing this system will not have access to these resources.

How to Access WebCT:

The first time you use WebCT, you must enter through the Welcome Page. The Welcome Page for our course can be reached at the following URL: <http://webct.gmu.edu:8900/public/PSYC304001S00/index.html>. From this page, you will be given the option to create an account and then, to log-in. After logging-in, you will be connected to the homepage for our course.

A second option for accessing the homepage is to go to <http://webct.gmu.edu:8900/> and follow the prompts leading you to our Spring, 2000, Principles of Learning (PSYC 304) course. Following this route will cause you to bypass the Welcome Page and will, instead, lead you directly to the homepage. Do not use this option the first time you enter WebCT.

How to Create an Account and Log-in:

The first time you visit the Welcome Page, you should choose the option, CREATE ACCOUNT. At the prompt asking for your user name, type in your first initial and entire last name. For example, my log-in name would be msleigh. You will also need to create a password for yourself to protect access to your personal information, such as your course grades. Choose a password, 4-8 characters in length, that you will be able to remember.

After you have created the account, you can access your account by choosing the LOG-IN option. To log-in, enter your user name and password to be connected to our homepage.

Examples of Course Features Available Through WebCT (Enjoy!):

Course Materials: The syllabus and paper requirements are available from this website. If you have questions about the date of assignments or the assignments themselves, you may check WebCT at any time.

Bulletin Board Discussion: The bulletin board is a tool which allows students and the instructor to post messages to one another, thereby continuing discussion outside of the classroom setting. Although I will periodically monitor the discussions, I will not be the main participant. The primary goal is to allow you to utilize each other as resources. You may use this forum to ask questions, discuss topical issues, share course-related stories, or create study groups. Posted messages may be read and responded to by any student in the course. All postings should be related to PSYC 304 in some manner. If you have individual questions or concerns that can not be appropriately addressed via the bulletin board, please feel free to contact me directly through e-mail.

Current Course Grade: Following the first exam, course grades will be posted on the website. The grade postings will include all grades earned, including updated extra credit points. Students may check their grades at any time (day or night) through the website.

E-mail the Instructor: You may e-mail me directly from this website.