Class meetings: Tuesday, Thursday 6:00pm – 9:15pm
Credits: 3

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Office Hours: By appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
A college student, a dog, and a rat walk into a classroom...despite all their differences, they all learn the same ways. Learning is a critical aspect of our day-to-day lives. It is necessary for adaption and survival by enabling our experiences to alter our behavior. This course will cover basic theories and methods in the field of learning, including the roles of conditioning, imitation, and memory.

Textbooks & Readings (Required)
2. One class meeting will require reading primary research articles. Those articles will be available on Canvas.

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. I will occasionally post optional readings or discussions on Canvas.
Course Objectives

1. The student will gain fundamental knowledge and understanding of learning theory pertaining to both psychological research and real life.
2. The student will apply course materials to various learning and teaching experiences.
3. The student will develop skills to critically observe and study learning acquisition and recall.

Course Assignments
It is expected that 6-8 hours per week will be spent on out-of-class assignments. Specifically, time will be spent completing the assigned readings, writing a report for the in-class lab, and studying for exams. These items are described in detail below.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>30</td>
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<td>Exam 2</td>
<td>30</td>
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<tr>
<td>Exam 3</td>
<td>30</td>
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<tr>
<td>Lab Report</td>
<td>10</td>
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Required Readings Before each lecture, students will be assigned relevant readings from the required textbook or articles posted on Canvas.

Exams Three non-cumulative exams will be given. Exams will include various question types—multiple choice, matching, fill in the blank, and short answer response questions. Each exam will count towards 30% of the final grade.

Lab report Students will be guided through an in-class virtual experiment on reinforcement schedules. After the experiment, students will be assigned to write a brief lab report that should include the following sections:
   1. Introduction. A summary of the learning displayed in the lab. Material from the textbook will be nearly sufficient to write this. A minimum of 1 empirical research article should also be selected.
   3. Results. Summarize the results of your experiment. Graphs and/or tables should be included.
   4. Discussion. Discuss how your results fit in with the existing information on the operant conditioning.

Grading
The undergraduate grading system for Summer Session is as follows:
A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.
Deadlines and Late Work
Assignments are due at the beginning of the class period on the specified dates. Late assignments will receive a 10% penalty for being initially late, and for every 24 hours after. Missed exams must be arranged with the instructor before the date of the exam. Once the exam has been given at the scheduled class time, no make-up exams will be given.

Course Schedule
*NOTE: the current assigned readings are based on the 1st edition of the textbook, as the 2nd will be released Spring 2016. Readings will be updated at the start of the semester if the new edition results in any changes.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Tu 6/28</td>
<td>Introduction to Learning and Behavior</td>
<td>Ch 1</td>
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<tr>
<td>Th 6/30</td>
<td>Learning and Adaptation</td>
<td>Ch 2</td>
</tr>
<tr>
<td>Tu 7/5</td>
<td>Classical Conditioning</td>
<td>Ch 3</td>
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<tr>
<td>Th 7/7</td>
<td>Models of Conditioning &amp; Attention</td>
<td>Ch 4</td>
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<tr>
<td>Tu 7/12</td>
<td>EXAM 1</td>
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<td>Th 7/14</td>
<td>Memory</td>
<td>Ch 5</td>
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<td>Tu 7/19</td>
<td>Associative &amp; Reinforcement Learning</td>
<td>Ch 6, 7</td>
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<td>Th 7/21</td>
<td>In-Class Virtual Lab</td>
<td>Articles on Canvas</td>
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<td>Tu 7/26</td>
<td>EXAM 2</td>
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<td>Th 7/28</td>
<td>Generalization &amp; Discrimination</td>
<td>Ch 8</td>
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<td>Tu 8/2</td>
<td>Motivational Learning</td>
<td>Ch 9, 10</td>
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<tr>
<td>Th 8/4</td>
<td>EXAM 3; Lab Report</td>
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Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to arrive on time to all class sessions and stay for the entire class period. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.
Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.