LEARNING

Course Description: This course is PSY 341, in the Spring of 2024

Text: There is no required Text to buy, but you will need to secure resources for the various assignments (see below).

The Basics: Keep in mind that a syllabus sometimes shifts a little as the course unfolds – at some point we may get behind (or maybe ahead). I say that by way of noting the importance of class attendance, as you will be held responsible for any change in plans announced in class. The other basic admonition every syllabus must include is that cheating (broadly defined) is not allowed. In this class **that absolutely does include the use of AI technology** to write part or all of your assignments. Or, as the university likes me to say: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)." If you have any questions about what constitutes cheating please see me. Also, note that "The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel." Last… Be advised that only qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, even license holders may not carry a concealed handgun in restricted locations.

Course Format: Most days I will lecture, but there will be 3 days where you will need to make a short contribution (~3 minutes) and also 1 day at the end of the term where you will do a more substantive presentation (~15 minutes).

Assignments: There are no Tests. But as just noted, all students need to make 4 presentations and associated with that complete 4 written assignments. For the first 3, just a page or three should be ample. Think of the final presentation as a report over a more substantive research paper (so ~10 pages, but I am not a "word counter").

Grades: Grades will be based on your 4 assignments and attendance as follows…

- Assignments 1-3 (the shorter ones) will each be worth 16%. This will include your class presentation (6%) and your written work (10%).
- Assignment 4 (the longer, final, one) will be worth 32%. This will include your class presentation (16%) and your written work (16%).
- The remaining 20% of your grade will be based on attendance. Each unexcused absence will cost you ~2%.
- If folks want to participate in the SONA system, I am delighted to give you (at least) 1% for each study you take part in.

The Instructor: Dr. Tracy B. Henley, as drawn by a student from many years ago. That student (Marshall Ramsey), by the way, went on to be a finalist for the Pulitzer Prize.

Office Hours: You are welcome to drop by and speak with me at any time that I am in my office – which should be most of every MWF (middle of the day). Beyond that, you can see me before/after class to schedule a meeting. Or, you can always reach me at: tracy.henley@tamuc.edu

Schedule of Events	
1/10/W	**Review of Syllabus**
1/12/F	**The Big Picture – Overview of Assignment 1**
1/15/M	**NO CLASS**
1/17/W	**Nature and Nurture**
1/19/F	**DISCUSSION OF ASSIGNMENT 1 – What is Learning?**
1/22/M	**Summary of Learning in relation to Cognition and Development**
1/24/W	**History – Learning as Association from Aristotle to the Mills**
1/26/F	**History – Learning as Association: Spencer and Bain**
1/29/M	**Ivan Pavlov**
1/31/W	**Pavlov Continued**
2/2/F	**John Watson**
2/5/M	**Watson Continued**
2/7/W	**Learning and Advertising**
2/9/F	**Other elements of Classical Conditioning**
2/12/M	**William James**
2/14/W	**Functionalism**
2/16/F	**E.L. Thorndike**
2/19/M	**Thorndike Continued**
2/21/W	**Edwin Guthrie**
2/23/F	**John Garcia – Overview of Assignment 2**
2/26/M	**Clark Hull**
2/28/W	**Hull Continued**
3/1/F	**B.F. Skinner**
3/4/M	**Skinner Continued**
3/6/W	**DISCUSSION OF ASSIGNMENT 2 – Skinner and Operant Conditioning**
3/8/F	**Gestalt Contributions**
SPRING BREAK	

3/18/M	**Learning in Primates**
3/20/W	**JJ Gibson – Overview of Assignment 3**
3/22/F	**E.C. Tolman**
3/25/M	**Imitative Learning in early Hominids and Beyond**
3/27/W	**Social Learning**
3/29/F	**DISCUSSION OF ASSIGNMENT 3 – Other Contributors**
4/1/M	**Other Contributors Continued**
4/3/W	**Other Matters and Issues**
4/5/F	**Language Learning**
4/8/M	**The Physiology of Learning**
4/10/W	**Learning Disabilities – Overview of Assignment 4 (Final)**
4/12/F	**Machine Learning Overview**
4/15/M	**Neural Networks**
4/17/W	**Large Data Models**
4/19/F	**Cognition and Instruction**
4/22/M	**Student Lectures – Assignment 4**
4/24/W	**Student Lectures – Assignment 4**
4/26/F	**Student Lectures – Assignment 4**
4/29/M	**Student Lectures – Assignment 4**
Final	**Student Lectures – Assignment 4**