



PSY 514.0SW Theories of Human Learning

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Professor: Dr. Stephen Reysen

Class Location: Zoom

Class Time: Wed. 4:30-7:10PM

Office Location: Binnion 213

Office Hours: Tuesdays 8AM-1PM (Zoom) or by appointment

Phone: 903-886-5940

Email Address: Stephen.Reysen@tamuc.edu (*email is the best way to reach me*)

Course Description

In this course we will cover the fundamental theories and research conducted related to learning and motivation within psychology. We will cover both classic and modern psychological research. There is no textbook for this class. Instead we will read journal articles and book chapters each week. The purpose of the readings is to give you an understanding of (1) early research in learning and motivation, (2) modern research in learning and motivation, and (3) how research is conducted. Due to the breadth of the research that has been conducted in these areas within psychology it is impossible to cover every theoretical contribution. Therefore, I have selected what I believe to be key writings in the field.

COURSE REQUIREMENTS

Grading:

Grades will be based on reaction papers (1/4 page each) and a final research proposal paper. Reaction papers are due by class time for that week (feel free to work ahead). The final research proposal is a serious proposal of research. This paper should not exceed 15 pages (double spaced, times new roman 12-point font, .rtf or .doc or .docx format). The paper should not exceed 10 pages for MA students. In the proposal you will review some relevant literature, state a hypothesis, and then propose a study that directly tests your hypothesis. Please discuss this paper with me before beginning.

The syllabus/schedule are subject to change.

Assessment:

Reaction papers: 130 points

Research proposal: 100 points

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

Please feel welcome to contact me in person during office hours, before or after class, online through University email or schedule an appointment to meet with me. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

My expectations in this area should be very simple to fulfill. (1) Immaturity will NOT be tolerated! If a student's behavior is disrupting the class, he/she will be asked to stop. (2) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (3) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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A&M-Commerce Supports Students' Mental Health

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

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week 1: Wednesday August 28

- Chance, P. (1999). Thorndike's puzzle boxes and the origins of the experimental analysis of behavior. *Journal of the Experimental Analysis of Behavior*, 72, 433-440.
- Bouton, M. E., & Moody, E. W. (2004). Memory processes in classical conditioning. *Neuroscience and Biobehavioral Reviews*, 28, 663-674.
- Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3, 1-14.

Week 2: Wednesday September 4

- Beck, H. P., Levinson, S., & Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. *American Psychologist*, 64, 605-614.
- Harris, B. (1979). Whatever happened to little Albert? *American Psychologist*, 34, 151-160.
- Walther, E., Weil, R., & Langer, T. (2011). Why do we like the iPhone? The role of evaluative conditioning in attitude formation. *Social and Personality Psychology Compass*, 5, 473-486.

Week 3: Wednesday September 11

- Both, S., Brauer, M., & Laan, E. (2011). Classical conditioning of sexual response in women: A replication study. *Journal of Sexual Medicine*, 8, 3116-3131.
- Baldwin, M. W., & Dandeneau, S. D. (2009). Putting social psychology into serious games. *Social and Personality Psychology Compass*, 3, 547-565.

Week 4: Wednesday September 18

- Bitterman, M. E. (2006). Classical conditioning since Pavlov. *Review of General Psychology*, 10, 365-376.
- Rossiter, J. R., & Foxall, G. R. (2008). Hull-Spence behavior theory as a paradigm for consumer behavior. *Marketing Theory*, 8, 123-141.

Week 5: Wednesday September 25

- Eisenstein, E. M., Eisenstein, D., & Smith, J. C. (2001). The evolutionary significance of habituation and sensitization across phylogeny: A behavioral homeostasis model. *Integrative Physiological and Behavioral Science*, 36, 251-265.
- Wong, S. E. (2008). Operant learning theory. In B. A. Thyer (Ed.), *Comprehensive handbook of social work and social welfare, Volume 2: Human behavior in the social environment* (pp. 69-99). John Wiley.
- Shields, C., & Gredler, M. (2003). A problem-solving approach to teaching operant conditioning. *Teaching of Psychology*, 30, 114-116.

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Week 6: Wednesday October 2

- Bandura, A., Ross, D., & Ross, S. A. (1963). Vicarious reinforcement and imitative learning. *Journal of Abnormal and Social Psychology, 67*, 601-607.
- Seligman, M. E. P., & Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology, 74*, 1-9.
- Jablonsky, S. F., & DeVries, D. L. (1972). Operant conditioning principles extrapolated to the theory of management. *Organizational Behavior and Human Performance, 7*, 340-358.

Week 7: Wednesday October 9

- Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin, 128*, 774-795.
- Suls, J., & Wheeler, L. (2012). Social comparison theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 460-482). Los Angeles: SAGE.

Week 8: Wednesday October 16

- Crandall, C. S., Silvia, P. J., N'Gbala, A. N., Tsang, J.-A., & Dawson, K. (2007). Balance theory, unit relations, and attribution: The underlying integrity of Heiderian theory. *Review of General Psychology, 11*, 12-30.
- Aronson, E., & Cope, V. (1968). My enemy's enemy is my friend. *Journal of Personality and Social Psychology, 8*, 8-12.
- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology, 58*, 203-210.

Week 9: Wednesday October 23

- Miron, A. M., & Brehm, J. W. (2006). Reactance theory - 40 years later. *Zeitschrift für Sozialpsychologie, 37*, 9-8.
- Powers, K. E., Worsham, A. L., Freeman, J. B., Wheatley, T., & Heatherton, T. F. (2014). Social connection modulates perceptions of animacy. *Psychological Science, 25*, 1943-1948.
- Bastian, B., Jetten, J., Hornsey, M. J., & Leknes, S. (2014). The positive consequences of pain: A biopsychosocial approach. *Personality and Social Psychology Review, 18*, 256-279.

Week 10: Wednesday October 30

- Greenberg, J., & Arndt, J. (2012). Terror management theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 398-415). Los Angeles: SAGE.
- Scherer, K. R. (1999). Appraisal theory. In T. Dalgleish & M. Power (Eds.), *Handbook of cognition and emotion* (pp. 637-663). New York: John Wiley & Sons.

Week 11: Wednesday November 6

- Reysen, S., & Katzarska-Miller, I. (2013). Playing moderately hard to get: An application of Brehm's emotion intensity theory. *Interpersona, 7*, 260-271.

- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks-Cole.
- Turner, J. C., & Reynolds, K. J. (2012). Self-categorization theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 399-417). Los Angeles: SAGE.

Week 12: Wednesday November 13

- Branscombe, N. R., Ellemers, N., Spears, R., & Doosje, B. (1999). The context and content of social identity threat. In N. Ellemers, R. Spears, & B. Doosje (Eds.), *Social identity: Context, commitment, content* (pp. 35-58). Oxford: Blackwell.
- Hogg, M. A., & Adelman, J. (2013). Uncertainty-identity theory: Extreme groups, radical behavior, and authoritarian leadership. *Journal of Social Issues, 69*, 436-454.
- Slotter, E. B., Duffy, C. W., & Gardner, W. L. (2014). Balancing the need to be “me” with the need to be “we”: Applying optimal distinctiveness theory to the understanding of multiple motives within romantic relationships. *Journal of Experimental Social Psychology, 52*, 71-81.

Week 13: Wednesday November 20: NO CLASS

Week 14: Wednesday November 27: NO CLASS

Week 15: Wednesday December 3

- Kurtis, T., Adams, G., Yellow Bird, M. (2010). Generosity or genocide? Identity implications of silence in American Thanksgiving commemorations. *Memory, 18*, 208-224.
- Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *The psychological foundations of culture* (pp. 335-360). Mahwah, NJ: Lawrence Erlbaum Associates.

Week 16: Finals Week

Any late reaction papers and final paper are due by Wednesday December 11 by 11:59PM (no work will be accepted after that time).