



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL 2019**

**PY2810 (A2): PRINCIPLES OF BEHAVIOUR – 3 (3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Dr. Bruce Galenza      **PHONE:** 780-539-2994  
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**OFFICE HOURS:** Mon 10:00 – 11:30/1:00 – 2:00, Tues/Thur 10:00 – 2:00, Wed 10:00 – 1:00, Fri 11:30 – 1:00, weekend mornings.

**CALENDAR DESCRIPTION:** This course is an introduction to the psychological theories of learning. Topics discussed will include the evolutionary context in which learning occurs, reflexes and fixed action patterns, Sociobiology, the Behaviourist theories of Classical and Operant conditioning, criticisms of the Behavioural perspective, and criticism of the transitional memory theories. This course is the first of a pair of courses in the field and is generally followed by the advanced course in cognition, PY2580.

**PREREQUISITE(S)/COREQUISITE:** PY1040 and PY1050

**REQUIRED TEXT/RESOURCE MATERIALS:**

Powell, R.A., Symbaluk, D.G., & Honey, P.L. (2013). Introduction to learning and behaviour (4<sup>th</sup> Ed), Thomson Wadsworth.

**DELIVERY MODE(S):** Lecture/Discussion

**COURSE OBJECTIVES:** This course may be different from any other course you have ever taken. There will be no memorizing lists of facts or definitions; students must learn the material, organize it for themselves so that they understand it, and apply it to their own lives such that they can reflect upon how these principles have been at work creating the people that they are now. Further, students are required to develop the skills of discussing, both through written and verbal communication, their knowledge of course material.

Please be aware that your normal strategies for passing classes may not work here and new strategies may have to be developed; do so quickly. There are no standard multiple choice

examinations; seven minor summary papers (3 pages minimum, typed and double spaced, APA format) are assigned, plus a comprehensive 30% final examination that will include a eighth paper. Three-page papers that are on-topic will get you a passing grade; more is expected if you wish a higher grade. Papers may not be longer than 8 pages, not counting title and reference pages. Extra readings will be recognized, going beyond lecture material will be rewarded.

### **LEARNING OUTCOMES:**

As a result of taking this course, students will be able to:

1. Discuss Gilbert Ryle's (The Concept of Mind) and J.B. Watson's (Behaviourist - Logical Positivist) position on the existence of "mind" and its place as a causal agent in human behaviour.
2. Define, explain, and give examples of the Sociobiological (E.O. Wilson, George Boeree) perspective of human behaviour, including genetic determinism, reflexes, habituation, FAP's, and complex social behaviour.
3. Define, give examples, and apply the principles of Pavlovian or Classical Conditioning, including conditioned and unconditioned stimuli and responses, as well as its principles such as acquisition, extinction, discrimination, generalization, and stacking. Discuss and give novel examples of the complex modifiers of conditioning such as latent inhibition, sensory pre-conditioning, overshadowing, potentiation, blocking, and inhibitory conditioning.
4. Define, explain, and give examples of the principles of Thorndikian Instrumental Conditioning and Skinnerian Operant Conditioning including stimulus control, discrimination, generalization, habits, copying, and Guthrie's views on stimulus control.
5. Define, explain, and give examples of the principles of Skinnerian Operant Conditioning including reinforcement, extinction, and punishment, modifiers of consequences, schedules of reinforcers, and side effects of punishment and aversive control.
6. Discuss and evaluate the Behavioural perspective in terms of its ability to explain all human and animal behaviour and/or its effectiveness in application through behaviour modification (This paper should emphasise what it CAN do; you may introduce

criticisms but save extensive treatment of them for a later paper.) Option: Design, institute, and report a Behaviour Modification PSI program for yourself or someone else.

7. Define, explain, and give examples of the evolutionary basis of human learning, especially the Biobehaviourist concepts of biological effects on enabling and constraining learning and discuss how this is a challenge to the classical Behavioural perspective.
8. Define, give examples, apply, and evaluate the paradigm shift from Behaviourism to Cognitivism, as exemplified by the transitional theories and principles of Bandura's Social Learning, Tolman's purposive Behaviorism, and others, WITHOUT REGRESSING TO DUALISM. What are the major criticisms of the Behavioural perspective and how does Bandura's Social Learning theory account for them?
9. Bonus: If you are unhappy with a grade on one of your papers, you may write a bonus paper to replace the grade: "Describe and explain the causes of human and animal behaviour including genetic, environmental, and cognitive determinism, as defined in the psychological field of Learning." This is essentially a summary of the course.

**TRANSFERABILITY:** AU, CUC, Concordia, MacEwan, King's, U of A, U of C, U of L.

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

**Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

### **EVALUATIONS:**

Research psychology recognizes the authority of, and bases its judgements on, carefully collected data, as opposed to opinion, tradition, or authority. In keeping with this philosophy, rather than me imposing my authority on you and telling you what you must know and then arbitrarily assigning cut-off points for grades through non-standardized tests, you as a class will inform me what you are capable of, through my careful measurement of your performance. Students will be assessed according to their relative position within the class. The field of

psychology always measures human behaviour in this way. This method will be explained fully in the first class period; a handout is available if requested.

Assessment will be based on the seven papers, each weighted at 10%, plus a comprehensive 30% final examination that will include an eighth paper. Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in, and contributions to, the class, and attendance. (Note: I intend to let student interests and abilities guide the speed of the course; consequently, there are no dates given for these papers but it will work out to about one every two weeks.) All papers shall be submitted as readable attachments to an email to the professor's email address above and shall be returned the same way; no hard copies please.

### **GRADING RUBRIC:**

Papers will be graded according to the extent that students have achieved the following criteria:

1. Written organized and structured papers reflecting the students' organized and structured schemas of knowledge concerning the concepts in the field of Learning.
2. The thesis shall be clearly stated and shall form the organizing structure for the entire paper such that all discussed points shall relate to that thesis (1 point).
3. All concepts shall be placed correctly in their proper context within the field of Learning. Students shall present the Big Picture of the concepts before rushing to the details (1 point).
4. The essential elements of theories and principles shall be identified, abstracted out, defined, explained, and examples generated thereof (5 points).
5. Proper sequencing of ideas and concepts, written from the general to the specific, and from the simple to the complex. Organization shall follow the logical or chronological sequences inherent in these theories and principles. Papers shall show cohesion, a unified whole. Concepts shall be linked to the thesis, used to support that thesis, concepts shall stay on topic, and there shall be no padding. (2 points).
6. There shall be a complete lack of extraneous information, unnecessary detail, or padding, demonstrating the students' ability to differentiate the essential information from the optional. Writing shall be precise and concise, terms shall be defined. (1 point).
7. Students shall express themselves in written and verbal form using higher academic standards of grammatically correct, properly punctuated, and correctly spelled Standard English (-2 points).
8. APA format is required (-1 point).

9. Particular requirements concerning the perspectives, theories, and principles to be covered are listed in Learning Outcomes listed above.

### GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	2%	C+	2.3	16%
A	4.0	3%	C	2.0	13%
A-	3.7	7%	C-	1.7	9%
B+	3.3	9%	D+	1.3	7%
B	3.0	13%	D	1.0	3%
B-	2.7	16%	F	0.0	2%

### COURSE SCHEDULE/TENTATIVE TIMELINE:

The lecture schedule follows closely the sequence shown in the section titled learning outcomes.

**STUDENT RESPONSIBILITIES:** This is adult education. You will be treated as such and are expected to behave accordingly. It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow students' questions and instructors' responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism. Engaging in cell phone behaviour will result in bone spurs on the back of your skull and you being asked to leave the classroom.

### STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

\*\*Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

**A GENTLE WARNING:** Some students try to copy work from textbooks or other published writing and claim it as their own. This form of cheating is called plagiarism or theft of intellectual property. This is easy for me to spot; the difference in writing style between undergraduates and professionals is immediately obvious. I shall be using Turnitin, a program designed to detect plagiarism as well as English errors, and students are encouraged to use it as well. Instructions for its use are forthcoming.

Other students may try to buy papers from the Internet or copy from other students. This is also easy for me to spot as a purchased paper is invariably different in scope from the highly specific requirements of this course. Further, it can be seen when the student shows no knowledge during class discussion of what was in the paper that he or she has just submitted.

A third way of cheating is to buy or borrow papers from students who took this course from me last year. Please be forewarned that I have changed the course material, student requirements, and textbook substantially from last year, and papers from last year will be radically different and easily identified.

If you cheat in any way, you will be given a zero for the paper, an “F” for the term, and I will write a letter to the administration recommending you be suspended from my class and from the college.

#### **GENERAL COMMENTS:**

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the papers. It will also make your papers all the more insightful. Note that there are no assigned papers for many parts of the text; however, you are still responsible for this material for the final exam.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written).

I am extremely available for student consultation, and I will be more than happy to proof students' rough drafts and to further discuss course material. Submit prewrites via email to me with your paper as an attachment.

Papers are due at the beginning of the class period on the specified dates. Late papers will be graded but penalized 2 points per day. As adequate time is allotted between the end of the unit and the due date, no excuses other than medical situations, major emergencies, or single parenthood will be accepted. Ensure that you have an adequate supply of ink cartridges and paper and back up all papers on disk. Again, students must express themselves in written and verbal form using higher academic standards of grammatically correct and properly spelled Standard English. If I cannot read your papers, I shall return them ungraded. You may have three free papers where I will indicate spelling and grammatical errors but not penalize them.

Missing three or more lectures or coming in late without being excused will result in you being barred from writing the final exam.