



Psychology 155 - Human Learning
Section 02

BASIC COURSE INFORMATION

Instructor: Sisi Dong

Telephone: N/A

Office hours: Mon Wed 12:00 PM -1:00 PM and
by appointment

Office Location: DMH 230

Prerequisites: PSYC 1

Email: sisi.dong@sjsu.edu

Classroom: DMH 166

Class Days/Time: MW 10:30 – 11:45AM

COURSE DESCRIPTION

Theory and research on habituation, classical and operant conditioning, verbal learning, concept learning, and sensory, short-term, and long-term memory. Encoding, storage, retrieval and forgetting information.

The goal of this course is to help you build an appreciation for the central role that learning and memory plays in our lives. None of us could have a conversation, ride a bike, sing lyrics to a song, recognize our family, or even have a sense of our own identity if it were not for the ability to learn and to remember the past. As you'll find, the function of memory is never as obvious and astonishing as when it fails us. In this course, we will survey the most influential theories and findings in this important and extensive area of research. Basic research and theory will be discussed.

From the course catalog: "Memory, forgetting, concept formation, language learning, reinforcement and related topics. Traditional learning concepts, theories and findings with reference to contemporary classroom management, behavior modification and other applications."

COURSE FORMAT

This is an in-person course. We will meet in DMH 166 during our scheduled class days/times.

Technology Requirements / Equipment / Material

- Regular access to a computer and internet connection.
- To access the Canvas site: go to <http://www.sjsu.edu/at/ec/canvas/> and click on "Log in to Canvas"

Username = *SJSU 9-digit ID* **Password** = *your current SJSUOne password*

For additional information or help with logging in: [Canvas Student Tutorial](#) and [Various features of canvas](#)

COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course, students will be able to:

- **Master course content**
 - CLO1: Demonstrate knowledge of major concepts of learning and memory
 - CLO2: Identify processes by which we encode, store, and retrieve information
 - CLO3: Explain research methodologies used in the study of learning and memory, primarily in humans, but also in other animals.

- **Demonstrate critical and applied thinking**
 - CLO4: Compare and contrast major theories of learning and memory, and evaluate evidence for and against these theories.
 - CLO5: Apply concepts in learning and memory to real-world problems and events.
 - **Communicate course concepts**
 - CLO6: Communicate how memory failures impact your own life and the factors that contribute to these failures.
-

PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the psychology major requirements, students will be able to:

- **Knowledge Base of Psychology**
 - PLO1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 - **Research Methods in Psychology**
 - PLO2: Design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
 - **Critical Thinking Skills in Psychology**
 - PLO3: Use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
 - **Application of Psychology**
 - PLO4: Apply psychological principles to individual, interpersonal, group, and societal issues.
 - **Values in Psychology**
 - PLO5: Value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
-

REQUIRED TEXTBOOK

Lieberman, D. A. (2021). Learning and Memory. SECOND EDITION. Cambridge, UK: Cambridge University Press.

The textbook is not an option; it's required. You will need it for assignments and exams.

COURSE REQUIREMENTS AND ASSIGNMENTS

Assignments in this class will be grouped into the following categories:

Review assignments

You will do this on discussion board. There are 10 review assignments. In each assignment, you answer one review question. All the questions come out of the textbook and lectures. You can see others' answers after you post your own. The assignment is graded based on completion. The purpose is to help you review the course materials and assess your understanding of the course content.

Reflection papers

You will complete one paper (about 2 pages, double spaced). In the paper, you describe a learning experience and explain how it relates to the course concepts. The assignment encourages you to apply the concepts to explain your learning experience. The grading rubric will be posted on Canvas.

Participation

Participate in class group discussions. We'll have worksheets to complete and discuss in groups. I'll give credit for 6 worksheet discussions (1.5 points each) and 3 poster sessions (2 points each). For other activities, I may offer some of them as extra credit.

Exams

There are three exams. The exams are open-book and open-notes.

Exams 1 and 2 will contain 30 multiple-choice questions. Exam 3 will contain 40 multiple-choice questions. The exams are **NOT** cumulative.

All the questions come out of the textbook and lectures. The exams will be time-limited (1 hour 15 minutes for Exams 1 and 2; 2 hours 15 minutes for Exam 3) such that you still need to sufficiently study and prepare. If you have an extended time accommodation through AEC, I will adjust your time accordingly.

For each exam, there will be a review which will take place during the class session prior to the exam.

Make-Up Exams

All students are expected to take exams on the dates indicated in the syllabus. No make-up exams will be given unless you've requested an extension that has been approved by the instructor (see Late Assignments and requesting extension). Please notify me either before or no later than 24 hours after the exam date and time and state that you could not attend and are requesting a make-up exam.

GRADING INFORMATION

Grades will be based on review assignments (100 pts), reflection papers (20 pts), participation (17 pts), and three exams (100 pts).

Assignment categories	Total Points	%
Review assignments (10)	10*10=100	41.7%
Reflection papers (1)	20*1=20	8.3%
Participation (worksheet discussion)	2*6=12	8.3%
Participation (poster sessions)	4*2=8	
Exams (3)	30*2=60 40*1=40	41.7%
	234.5	100%

Letter grades will be assigned according to the table below:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>

<i>Grade</i>	<i>Percentage</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Extra credits

Several extra credit opportunities will be offered throughout the semester. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

Late assignments and requesting extension

Assignments are due on the date indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. If you encounter an unexpected emergency outside of your control (e.g., COVID infection, eviction from your home, daycare closure, etc.), please notify me in advance of the due date and request extension.

No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation. Consideration will also be given to students whose dependent children experience serious illness.

Students with reasonable excuses may submit missed assignments without point deductions. You may submit a late assignment without reasonable and documented reasons, but you will receive **a 10%-point deduction**.

The late work must be turned in within one week of the original due date, and no later than two weeks after the original due date.

Academic integrity

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage will not be tolerated. This includes obvious forms of academic dishonesty such as copying someone else's homework assignment and cheating on quizzes/midterms/exams. It also applies plagiarizing published works or those of other students.

Additionally, academic dishonesty includes helping other students gain unfair academic advantage, such as posting or distributing quizzes/midterms/exams and answers to homework assignments. Any students who share such materials (e.g., via sites like Course Hero, Uloop, etc.) or who otherwise distribute such materials will be referred to the Student Conduct and Ethical Development office.

If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question, and I will file a report with the Office of Student Conduct & Ethical Development. See the office's website for more information at <http://www.sjsu.edu/studentconduct/policies/>.

CLASSROOM PROTOCOL

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). You will be asked to turn off your laptop if you are engaged in non-class activities.

Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared

“Prepared” means you have completed the readings before class starts and written down any questions you had. Be prepared to take notes.

Communication

Use email!! Use office hours! Talk to me!!

Check the course Canvas site regularly.

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

DIVERSITY, EQUITY, AND INCLUSION

I aim to provide an inclusive learning environment in which diverse backgrounds and perspectives are recognized, respected, and seen as a source of strength. It is my intent to present materials and activities that are respectful of diversity with respect to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions on how I can make this course more equitable and inclusive to all forms of diversity are encouraged and appreciated.

In accordance with SJSU policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form. All such policies and regulations apply to the online environment, just as in face-to-face instruction. I encourage students who have a disability or other condition necessitating accommodation to discuss your needs with me as soon as possible.

STUDENT RESOURCES

Now more than ever, I encourage you to take advantage of the following resources. You can find a more exhaustive list in my Online Resources doc.

The [SJSU Learn Anywhere](https://www.sjsu.edu/learnanywhere/) site (<https://www.sjsu.edu/learnanywhere/>) has a number of helpful resources for learning in an online environment, including help with Zoom and Canvas, finding free or affordable internet and computer resources, FAQs, workshops, and more.

The [Academic Counseling Center for Excellence in Social Sciences](http://www.sjsu.edu/access/) (ACCESS) Success Center (<http://www.sjsu.edu/access/>) provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences, including Psychology.

[SJSU Peer Connections](https://peerconnections.sjsu.edu/) (<https://peerconnections.sjsu.edu/>) offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at SJSU.

The [SJSU Writing Center](http://www.sjsu.edu/writingcenter/) (<http://www.sjsu.edu/writingcenter/>) offers a variety of resources to help students become better writers. All of their services are free for SJSU students.

[SJSU Counseling and Psychological Services](http://www.sjsu.edu/counseling/) (<http://www.sjsu.edu/counseling/>) invites all students to contact them for any support needed. To get connected, call (408) 924-5910 or email counseling.services@sjsu.edu.

[SJSU Cares](https://www.sjsu.edu/sjsucares/) (<https://www.sjsu.edu/sjsucares/>) provides resources and services for students facing a financial crisis, including trouble paying for food or housing, trouble paying bills (including medical), and housing and food insecurity.

University Policies

Per [University Policy S16-9](https://www.sjsu.edu/senate/docs/S16-9.pdf) (<https://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g., learning assistance, counseling, and other resources) are listed on the ' [Syllabus Information](#) web page at: <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

PSYC 155, Human Learning, Spring 2025, Course Schedule

This is a tentative timeline. The schedule is subject to change with fair notice.
Changes will be announced in class and via Canvas Notifications

Week	Day	Topics	Assignments due
Week 1 8.20	W	Course Introduction; Syllabus review	
Week 2 8.25 – 8.29	M	Chapter 1. Core assumptions	
	W	Chapter 2. Classical Conditioning	
Week 3 9.1 – 9.5	M	Labor Day - No class	Review assignment #1- Chapter 2
	W	Chapter 2. Classical Conditioning	
Week 4 9.8 – 9.12	M	Chapter 2. Classical Conditioning	
	W	Chapter 3. Conditioning Principles and Theories	
Week 5 9.15 – 9.19	M	Chapter 3. Conditioning Principles and Theories	Review assignment #2- Chapter 3
	W	Chapter 4: Conditioning applications	
Week 6 9.22 – 9.26	M	A poster session Review	
	W	Review	
Week 7 9.29 – 10.3	M	Exam 1	Review assignment #3- Chapter 5
	W	Chapter 5 Reinforcement	
Week 8 10.6 – 10.10	M	Chapter 5 Reinforcement	
	W	Chapter 6 Reinforcement Applications	
Week 9 10.13 – 10.17	M	Chapter 7 Punishment	Review assignment #4- Chapter 7
	W	Chapter 8 Theories of Reinforcement	
Week 10 10.20 – 10.24	M	A poster session	Review assignment #5- Chapter 8
	W	Review	
Week 11 10.27 – 10.31	M	Exam 2	Review assignment #6- Chapter 9 Reflection paper due
	W	Chapter 9 Memory: An introduction	
Week 12 11.3 – 11.7	M	Chapter 10 Working Memory	Review assignment #7 - Chapter 10
	W	Chapter 10 Working Memory	
Week 13 11.10 – 11.14	M	Chapter 11 Long-term memory	Review assignment #8- Chapter 11
	W	Chapter 11 Long-term memory	
Week 14 11.17 – 11.21	M	Cancelled	Review assignment #9- Chapter 12
	W	Chapter 12 Retrieval.	
Week 15 11.24 – 11.28	Happy Thanksgiving - No class		
Week 16 12.1 – 12.5	M	Chapter 13 Application	Review assignment #10- Chapter 13
	W	Review	
Final Week 12.8 – 12.11	M	Exam 3	