

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester B in 2013/2014**

Part I

Course Title:	SS5751
Course Code:	Learning and Behavior
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	SS2023 Basic Psychology or equivalent
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims:

This course aims to 1) introduce the theories and basic principles in the psychology of learning and behavior, 2) examine factors that facilitate or constrain a human's or an animal's abilities to adapt to their environment, and 3) develop students' conceptual and practical abilities to apply these theories and principles in real life situations. By the end of the course, students should be able to use these learning theories and their empirical evidence to analyse human behaviour scientifically and identify the ethical issues in animal research.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Describe and compare the major features of the theories and principles in learning and behavior and their underlying processes, extensions, and limitations;	45%
2.	Identify factors affecting learning processes and behavioral outcomes; and	30%
3.	Evaluate critically hypothetical and/or real life examples using learning principles.	25%

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / week (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	

Describe the TLAs:

TLA1: Lectures

Lectures will expand upon the text by considering some topics in greater detail and include materials not discussed in the text. Students are encouraged to share their creative examples for how the learning principles can be applied.

TLA2: Self-learning activities

Self-learning activities will be done outside of class. These activities are meant to be a fun and interesting way to increase students' comprehension of course material and to help them discover how theories in learning can be applied to everyday life.

TLA3: Class activities

Class participation is an integral part of the course. Students are strongly encouraged to learn the concepts of learning and discover new ideas by participating in the class activities. They are also welcome to ask questions and to freely discuss the topics introduced in class. The primary objective of the class activities is to reinforce course concepts and theories, and to integrate lectures and self-learning activities.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-3	AT1: Case analysis	20%	
CILO 1-3	AT2: Literature report	30%	
CILO 2-3	AT3: Group presentation	30%	
CILO 1-3	AT4: Reflective journal	20%	

Further description of ATs:

AT1: Case analysis (20%)

Case analysis is designated to assess student competence in applying learning principles into hypothetical and/or real life examples.

Students are required to hand in a hardcopy on or before March 7, 2014 to assignment box # 38 (next to B7417). The electronic copy (in pdf format) should be submitted to “Turnitin” on the Blackboard.

AT2: Literature report (30%)

In this exercise, students will review a journal paper published in the recent five years on any topic covered in the first half of the course. The paper should be relevant to (but not limited to) application of learning theories and principles to explain human and animal behaviors, or to develop psychotherapy or psychosocial interventions. The report consists of three sections: 1) Introduction of the learning theory or principle; 2) Summary of the journal paper; and 3) Critical appraisal and comment of the paper. The length of literature report is around 2000 words excluding references.

Recommended journals for your literature reading:

Addiction	Journal of Applied Behavior Analysis
Addictive Behaviors	Journal of Comparative and Physiological Psychology
Alcoholism: Clinical and Experimental Research	Journal of Comparative Psychology
American Psychologist	Journal of Consulting and Clinical Psychology
Animal Behavior	Journal of Counseling Psychology
Annals of Behavioral Medicine	Journal of Educational Research
Annual Review of Psychology	Journal of Experimental Analysis of Behavior
Appetite	Journal of Experimental Child Psychology
Archives of Sexual Behavior	Journal of Pediatric Psychology
Behavior Research and Therapy	Journal of Personality and Social Psychology
Behavior Therapy	Journal of Social Issues
Behavioral Processes	Learning and Behavior
Child Development	Learning and Motivation
Clinical Psychology Review	Personality and Social Psychology Bulletin
Developmental Psychology	Psychological Medicine
Drug and Alcohol Dependence	Psychological Review
Health Psychology	Psychological Science
International Journal of Eating Disorders	Psychonomic Bulletin & Review
Journal of Abnormal Psychology	The Behavior Analyst

Students are required to submit a hardcopy together with a copy of the journal paper on

or before March 28, 2014 to assignment box # 38 (next to B7417). Students have to submit the electronic copy to “Turnitin” on the Blackboard.

AT3: Group presentation (30%)

The group presentation aims to assess students’ ability to apply theories/principles of learning to understand everyday life. Students will form a group of 5-6 class members. As a group, students will develop and present a behavioral modification program for a specific behavior that they would like to change. Analyze the behavior based on learning theories and concepts. Develop a program that changes the behavior mainly using a behavioral approach. Details/schedule of the program implementation and program evaluation should be provided. Prepare a 10-15 minute PowerPoint presentation. A hardcopy of the PowerPoint should be submitted before giving the presentation.

Mark Allocation

Theories/concepts	30%
Creativity	20%
Design/procedure	20%
Presentation	20%
Peer evaluation	10%

AT4: Reflective journal (20%)

The reflective journal is designed to assess students’ competence to describe and evaluate major theories/issues in learning and behavior, and to reflect on their own life experience in relation to those theories/issues. Students can write their reflective journal base on a particular topic or theory discussed in the second half of the course, which includes the topics of Stimulus Control, Extinction, Social and Language Learning. Students are encouraged to 1) critically evaluate the selected theories/issues, 2) apply them to explain their own personal experiences, and 3) reflect on how their way of interpreting those experiences have been changed given the knowledge acquired in this course. The reflective journal is limited to 3-page at maximum, double line spacing, with a font size of 12, and 1-inch margins. Students are required to hand in a hardcopy on or before May 2, 2014 to the assignment box # 53 (next to B7417). The electronic copy (in pdf format) should be submitted to “Turnitin” on the Blackboard.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of grasp of the subject matter (i.e., thorough understanding of learning theories and principles, capacity to apply the principles into hypothetical and/or real life examples); creative thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus:

Behavioristic Approach to Learning. Classical Conditioning. Operant Conditioning. Reinforcement. Avoidance and Punishment. Extinction and Stimulus Control. Choice and Self Control. Observational Learning. Social Learning. Learning of Language.

2. Recommended Reading:

Text(s):

Domjan, M. (2010). *The principles of learning and behavior* (6th ed.). Belmont, CA: Wadsworth.

Powell, R. A., Symbaluk, D. G., & Honey, P. L. (2009). *Introduction to learning and behavior* (3rd ed.). Belmont, CA: Wadsworth.

Other Resources:

Baron, A., & Galizio, M. (2005). [Positive and negative reinforcement: Should the distinction be preserved?](#) *The Behavior Analyst*, 28(2), 85-98.

Baum, W. M. (2005). *Understanding behaviorism: Behavior, culture, and evolution* (2nd ed.). Malden, Mass.: Blackwell.

Chance, P. (2003). *Learning and behavior* (5th ed.). Belmont: Thomson.

Kendal, R. L. (2008). [Animal “culture wars”](#). *The Psychologist*, 21(4), 312-315.

Franken, R. E. (2007). *Human motivation* (6th ed.). Belmont: Thomson.

Herrmann, E., Call, J., Hernandez-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have specialized skills of social cognition: The cultural intelligence hypothesis. *Science*, 317, 1360-1366.

Mackay, D. (2007). *Motivation, ability and confidence building in people*. Boston: Butterworth-Heinemann.

Mazur, J. E. (2006). *Learning and behavior* (6th ed.). NJ: Prentice-Hall.

Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). NJ: Merrill Prentice Hall.

Schunk, D. H. (2008). *Motivation in education: Theory, research and applications* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.