City University of Hong Kong
Course Syllabus

offered by Department of Applied Social Sciences
with effect from Semester B 2016/17

Part I   Course Overview

Course Title:	Learning and Behavior
Course Code:	SS5751
Course Duration:	One semester
Credit Units:	3 credits
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	1) Nil for MSocSc in Psychology of Education 2) SS2023 Basic Psychology I or its equivalent for MSocSc in Applied Psychology
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   **Abstract**

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.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
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%	✓	✓	✓
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3.   **Teaching and Learning Activities (TLAs)**
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
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.								
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.	✓	✓	✓					
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.	✓	✓	✓					

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3				
Continuous Assessment: 100%							
Case analysis (15%)	✓	✓	✓			15%	
Literature report (30%)	✓	✓	✓			30%	
Group presentation (30%)		✓	✓			30%	
Quiz (25%)	✓	✓	✓			25%	
Examination: 0%							
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Case analysis (15%)		Application of psychological theories and knowledge to the discussion topics is highly accurate, relevant, and in-depth. Very deep level of discussion and reflection is demonstrated. Highly creative and insightful ideas and/or findings are generated.	Application of psychological theories and knowledge to the discussion topics is accurate, relevant, and in-depth. Deep level of discussion and reflection is demonstrated. Creative and insightful ideas and/or findings are generated.	Application of psychological theories and knowledge to the discussion topics is generally accurate and relevant though not deep enough. Some level of reflection is demonstrated. Some new ideas and/or findings are generated.	Application of psychological theories and knowledge to the discussion topics is inaccurate, barely relevant and superficial. Limited reflection is demonstrated. The ideas and findings appear to be trivial.	The results of discussion demonstrate nothing meaningful in relation to the subject matter.
2. Literature report (30%)		Very succinct and clear summary of the chosen academic journal paper. Very clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the target issue is highly accurate, relevant, and in-depth. Creative and insightful original ideas are demonstrated.	Succinct and clear summary of the chosen academic journal paper. Clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the	Generally clear summary of the chosen academic journal paper. Clear and accurate presentation of the theories or concepts related to the study. Application of psychological theories and knowledge to the target issue is	Summary of the chosen academic journal paper is not clear enough. Presentation of the theories or concepts related to the study is fair. Application of psychological theories and knowledge to the target issue is not accurate and in-depth enough.	The report demonstrates nothing meaningful in relation to the subject matter or is found to be plagiarized.

			target issue is accurate, relevant, and in-depth. Some original ideas are demonstrated. Format of citations and references are accurate. The organization of the report is coherent. The presentation is effective and clear.	accurate and relevant though not in-depth enough. Format of citations and references are accurate in general.		
		Format of citations and references are highly accurate. The organization of the report is very well-structured and highly coherent. The presentation is very creative, effective and clear.				
3. Group presentation (30%)		Application of psychological theories and knowledge to the target issue is highly accurate, relevant, and in-depth. Very deep level of discussion and reflection is demonstrated. Highly creative and insightful ideas and/or findings are generated. Excellent team work is shown. The presentation is very effective, innovative and clear, and fluent.	Application of psychological theories and knowledge to the target issue is accurate, relevant, and in-depth. Deep level of discussion and reflection is demonstrated. Creative and insightful ideas and/or findings are generated. Good team work is evident. The presentation is	Application of psychological theories and knowledge to the target issue is generally accurate and relevant though not deep enough. Some level of reflection is demonstrated. Some new ideas and/or findings are generated. The presentation is in general effective but not clear enough.	Application of psychological theories and knowledge to the target issue is inaccurate, barely relevant and superficial. Limited reflection is demonstrated. The ideas and findings appear to be trivial. The presentation is minimally effective and not clear. Problems of expression occur in places.	The presentation demonstrate nothing meaningful in relation to the subject matter.

			effective, innovative and clear.			
4. Quiz (25%)		75-100% of marks	60-74% of marks	45-59% of marks	40-44% of marks	Below 40% of marks

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
      (An indication of the key topics of the course.)

      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.   **Reading List**
2.1   **Compulsory Readings**
      (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	

2.2   **Additional Readings**
      (Additional references for students to learn to expand their knowledge about the subject.)

1.	Domjan, M. (2010). *The principles of learning and behavior* (6th ed.). Belmont, CA: Wadsworth.
2.	Powell, R. A., Symbaluk, D. G., & Honey, P. L. (2009). *Introduction to learning and behavior* (3rd ed.). Belmont, CA: Wadsworth.
3.	Baron, A., & Galizio, M. (2005). Positive and negative reinforcement: Should the distinction be preserved? *The Behavior Analyst*, *28*(2), 85-98.
4.	Baum, W. M. (2005). *Understanding behaviorism: Behavior, culture, and evolution* (2nd ed.). Malden, Mass.: Blackwell.
5.	Chance, P. (2003). *Learning and behavior* (5th ed.). Belmont: Thomson.
6.	Kendal, R. L. (2008). Animal "culture wars". *The Psychologist*, *21*(4), 312-315.
7.	Franken, R. E. (2007). *Human motivation* (6th ed.). Belmont: Thomson.
8.	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.
9.	Mackay, D. (2007). *Motivation, ability and confidence building in people*. Boston: Butterworth-Heinemann.
10.	Mazur, J. E. (2006). *Learning and behavior* (6th ed.). NJ: Prentice-Hall.
11.	Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). NJ: Merrill Prentice Hall.
12.	Schunk, D. H. (2008). *Motivation in education: Theory, research and applications* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.