

**PSYCHOLOGY 285:**  
**PSYCHOLOGY OF LEARNING**  
FALL 2019  
SYLLABUS

**Instructor: Dr. Alexander Swan**

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Office Hours: MTRF 2 – 5 PM

OR GO HERE: <https://swanpsych.com/contact-about-me/>

OR SCHEDULE AN APPOINTMENT: [swanpsych.youcanbook.me](http://swanpsych.youcanbook.me)

My Website: [www.swanpsych.com](http://www.swanpsych.com)

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

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**BASIC COURSE INFORMATION**

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**MEETING:**

When: Mondays, Wednesdays, & Fridays 9:00 – 9:50 AM

Where: Sanders Hall 108

**REQUIRED TEXTBOOK/MATERIALS:**

Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2017). *Introduction to Learning and Behavior*. 5<sup>th</sup> Ed. Cengage Learning.

**COURSE WEBSITE:**

All the course announcements, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

**COURSE DESCRIPTION:**

Course catalog description: Principles, theories, concepts, and experimental literature related to learning, conditioning, and motivation. Research pertaining to animal as well as human subjects is considered.

John Krantz’s take: What is learning? How do we learn? How is it different from that other course we teach here called Cognition? These are the topics of this course. Briefly learning is the acquisition of new behaviors as a result of experiences in the environment. We will develop this definition further in the class. This course will examine the discoveries and applications from this area of psychology. In many ways, these discoveries form the foundation of much of our other knowledge in psychology. We will also take a look at the controversies that have arisen as a result of how this knowledge has been interpreted. Much, but not all, of the material in this course is grounded in the behaviorist tradition so we will have to examine the implications and range of ideas that the term behaviorist encompasses. This grounding of a set of findings in a tradition that makes many of us uncomfortable in its implications will give us a good opportunity to examine the nature of theory and the relationship between theory and data.

**CLASS FORMAT:**

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed before the chapter is discussed in class.

## INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- explain the historical influences on the scientific study of learning and behaviorism.
- describe general principles of learning and memory as they relate to human and non-human adaptations.
- describe the role of biology on learning and memory.
- identify the principles of learning and memory in everyday life.
- understand and be able to use correctly the jargon of learning and behavior modification.
- apply the principles of learning and behavior in a field experiment and reflect upon this experience utilizing the jargon of learning and behavior modification.

## **COURSE REQUIREMENTS AND GRADING**

Four (4) In-Class Quizzes	20% (5% each)	Various Dates: Listed on Course Schedule
Agent of Behavior Mod Paper	30%	<b>DUE: Friday, November 22, 2019 by 9 AM</b>
<i>A Clockwork Orange</i> Analysis Paper	30%	<b>DUE: Friday, November 1, 2019 by 9 AM</b>
Auto-graded Reading Checks	10%	Various Dates
In-class Participation	10%	Various Dates

## GRADING SCALE:

The grading scale I will use for the course is the following:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D+
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

**NOTE: Grades will not be changed for any reason, except for clerical errors!**

### **A. UNIT QUIZZES:**

- The in-class Quizzes (4 “Units”) consist of multiple-choice and short-answer questions, and are based primarily on the lectures. However, I reserve the right to ask questions directly from textbook content. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
- **MAKE-UP POLICY:** Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up. I allow the first make-up of the semester with no questions asked or verification required. However, the 2<sup>nd</sup> missed Quiz and beyond will require a doctor’s note or some other formal verification of absence. All make-up Quizzes must be taken during a make-up period agreed upon by you and me. See additional make-up notes in the Benefit-of-Doubt Policy below.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

### **B. SHORT PAPERS:**

- I. AGENT OF BEHAVIOR MODIFICATION:** The first paper you will write in this course is a based in an active learning experience. Rather than simply reading and retaining the theories and principles of conditioning, I want you to put them to the test. After the operant conditioning unit, I ask you to engage with a subject (a friend, family member, coworker) and write about your experiences. This is as much a creative writing assignment as it is an application of the

psychological principles of operant conditioning. For this paper, you will use reinforcement or punishment to increase or decrease, respectively, a particular behavior in your subject. You will utilize principles to make it happen. You **MUST** do this project on a person, **NOT** a pet/animal subject. After a period of reinforcement or punishment, you will observe if your behavior modification was successful. You should choose a behavior that has the potential for change in approximately three weeks. **You must also choose behaviors that are not harmful or degrading; behavior modification must be in a prosocial direction!**

You will write a brief report of 3-4 pages that describes: 1) Why you chose the TARGET person and the particular behavior; 2) Your planned change strategies and specific tactics, including your schedules of reinforcement/punishment; 3) Your actual timeline and procedure; 4) Objective assessment/evaluation of your efficacy, how well did it work; and finally, 5) What you learned from this experience.

2. ***A CLOCKWORK ORANGE ANALYSIS:*** We are going to be watching Stanley Kubrik's *A Clockwork Orange* (1971) in class. There are significant learning principles portrayed throughout the film. In this 2-page paper, you will analyze the content of the film with this lens. You should incorporate information from the course, and at **least three concepts**, such as classical conditioning, operant conditioning, observational learning, biological factors, etc. **Two peer-reviewed sources** are expected to support any arguments you create.

#### C. **READING CHECKS:**

- There will be online, self-graded checks on each of the chapters available on Brightspace. These will be multiple choice, and 5 questions each. Since these checks are low-stakes and are only meant to help you digest the material for the in-class Unit Quizzes, you will have 2 attempts for each one. The attempt that achieves the highest score will be recorded. Don't fret too much about these checks; just try your best—they are meant to prepare you for the in-classes Unit Quizzes so those aren't too shocking or overwhelming. Though you can use your textbooks on these reading checks (no time limit), try your best to answer the questions without it, since you won't have the texts on the in-class Unit Quizzes!
- **IMPORTANT NOTE:** You are 100% responsible for completing these on time (by their due dates). You will be unable to complete these checks once the due date has passed. Each check will be available at the start of the semester, so you may also complete them earlier than the date of the topic discussion.

#### D. **PARTICIPATION GRADE:**

- In addition to the RP on most days, small assignments based on the day's material will be given during class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.
- **\*\*\*Built-in Extra Credit (Optional):** You can receive up to a full percentage point (1%) of your total grade by participating in a pilot program of my own offering. At three points during the semester, I will be conducting a remote review session for the upcoming Quiz. I will be doing this over a stream, available, for free, on Twitch.tv. My direct link is <https://www.twitch.tv/cogpsychprof>. I will run streams with my webcam and will have access to all slides and my notes. To receive credit, you must create a Twitch account so you can participate in Twitch chat, and ask at least one question. **\*More details before the first stream.\*** For those who cannot make the later-evening streams, I will post the full streams on my personal Youtube channel (no chat, however), or you can find the full stream for up to 14 days (after the stream aired live) on Twitch, which includes the chat.\*\*\*

# COURSE POLICIES

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## 1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:  
Subject Line: "PSY 285: (insert your topic here)"  
From: your full address

*Dear (insert name of person you are contacting here),*

*Hello, my name is (your full name here) and I am a student taking PSY 285/Learning. I have a question regarding (insert your question here).*

*(Considerate closing of your choosing),  
Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.
  - i. **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you're not aware, office hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I **STRONGLY ENCOURAGE** you to take advantage of this time!

## 2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss

these on a case-by-case basis.

- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
  - i. First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
  - ii. In addition, your lowest Reading Check and one Participation assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

### 3. **GRADE DISPUTE POLICY:**

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to the instructor at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, the instructor will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

### 4. **CLASS ETIQUETTE:**

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit in the back and at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 9:00 AM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

### 5. **LAPTOP & TABLET POLICY:**

- a. Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- b. Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- c. However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

## 6. ATTENDANCE:

- Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please shoot me and email to let me know.

## 7. ADVICE FOR COURSE SUCCESS:

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an "A," good but imperfect knowledge earns a "B," average or adequate knowledge will earn a "C," and poorer knowledge will receive grades of "D" or "F." By these criteria, the majority of grades should (and likely will) be "B/C" grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
  - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
  - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don't wait until right before the exams!
  - Manage your time wisely. This is an intense course with many moving pieces. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
  - Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
  - Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT WALLOW IN YOUR OWN CONFUSION.

## 8. FINAL POINT: I CARE ABOUT YOU

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self my helping you become *your* best self. That means:
  - **Everything I ask you to do (even stuff you don't like) is intended to help you learn and grow. You can trust me to have your best interests at heart.**
  - My office is always a safe space for you. So is our classroom. If you ever feel that isn't true, *talk to me.*
  - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
  - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can't promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*

- I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don't happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

## **ADDITIONAL COURSE AND COLLEGE INFORMATION**

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### **ACCESSIBILITY (ADA) STATEMENT:**

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or [jzimmerman@eureka.edu](mailto:jzimmerman@eureka.edu).

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself/themselves to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

### **ACADEMIC HONESTY AND INTEGRITY STATEMENT:**

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. **Cheating or plagiarizing on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.**

**A specific note on plagiarism:** Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

### **TITLE IX POLICY:**

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College's Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

**IMPORTANT NOTE:** I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline [www.rainn.org](http://www.rainn.org)
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

### **INCLUSIVITY**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

### **COUNSELING SERVICES:**

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness  
3248 Vandever Ave. Pekin, IL 61554  
309-437-5522 (Phone)  
309-347-1148 (Emergency Response Services)

### **CHANGES TO SYLLABUS:**

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.



## TENTATIVE COURSE SCHEDULE

*Note:* Schedule is subject to change depending on the progress of the course or at the instructor's discretion.

Week	Day	Date	Lecture	Lecture Topic	Readings
1	M	8/19	----	<b>NO CLASS – OPENING WEEK</b>	
	W	8/21	1	Course Introduction	
	F	8/23	2	Introduction to Learning (A History & Schools of Behaviorism)	Ch 1
2	M	8/26	3	Research Methods in Learning	Ch 2
	W	8/28	4	Research Methods in Learning	
	F	8/30	5	Classical Conditioning	Ch 3
3	M	9/2	----	<b>NO CLASS – LABOR DAY</b>	
	W	9/4	6	Classical Conditioning	
	F	9/6	7	Classical Conditioning	Ch 4
4	M	9/9	8	Classical Conditioning	
	W	9/11	9	Classical Conditioning	
	F	9/13	10	Classical Conditioning	Ch 5
5	M	9/16	11	Classical Conditioning	
	W	9/18	12	Classical Conditioning	
	F	9/20	----	<b>QUIZ 1</b>	
6	M	9/23	13	Operant Conditioning	Ch 6
	W	9/25	14	Operant Contingencies	
	F	9/27	15	Operant Contingencies	
7	M	9/30	16	Operant Contingencies	
	W	10/2	17	Operant Contingencies	
	F	10/4	18	Schedules of Reinforcement	Ch 7
8	M	10/7	19	Schedules of Reinforcement	
	W	10/9	20	Schedules of Reinforcement	
	F	10/11	21	Theories of Reinforcement	
9	M	10/14	22	Theories of Reinforcement	
	W	10/16	----	<b>QUIZ 2</b>	
	F	10/18	----	<b>NO CLASS – HOMECOMING CONVOCATION</b>	
10	M	10/21	----	Film: <i>A Clockwork Orange</i>	
	W	10/23	----	Film: <i>A Clockwork Orange</i>	
	F	10/25	----	Film: <i>A Clockwork Orange</i> /Film Discussion	
11	M	10/28	----	<b>NO CLASS – FALL BREAK</b>	
	W	10/30	23	Extinction	Ch 8
	F	11/1	24	Stimulus Control	
12	M	11/4	25	Escape and Avoidance	Ch 9
	W	11/6	26	Punishment	
	F	11/8	27	Choice and Matching	Ch 10
13	M	11/11	28	Self-Control	
	W	11/13	----	<b>QUIZ 3</b>	

	F	11/15	29	Observational Learning	Ch 11
14	M	11/18	30	Rule-Governed Behavior	
	W	11/20	31	Preparedness; Operant-Respondent Interactions	Ch 12
	F	11/22	32	Adjunctive Behavior; Activity Anorexia	
15	M	11/25	----	<b>NO CLASS – THANKSGIVING BREAK</b>	
	W	11/27	----	<b>NO CLASS – THANKSGIVING BREAK</b>	
	F	11/29	----	<b>NO CLASS – THANKSGIVING BREAK</b>	
16	M	12/2	33	Comparative Cognition: Clever Hans	Ch 13
	W	12/4	34	Comparative Cognition: Use of Tools/Language	
	F	12/6	----	<i>Open Day</i>	
F	R	12/12	----	<b>FINAL QUIZ (8 AM - 10 AM)</b>	