

Introduction to Learning

Psychology 701

Spring 1990

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Grading Policy Final grade is determined by ratings on:

- Outline
- Projects
- Exercises
- Notebook
- SAFMEDS

Rather than average the ratings, the worst rating is what produces one's grade. Therefore, the aim is to maintain an 'A' rating on each category.

Attendance Policy

Attendance is monitored as a ratio of hours present to hours missed. Each individual is expected to maintain a minimum ratio of 7:1, 7 hours present for each hour absent. Failing to meet this requirement will result in a consultation on the advisability of remaining in the course.

- Exercises are done in class
 - Individual missing class is still obligated
 - to find out what exercise was
 - to do it outside of class

Terms

- Outline - (Account) The basic questions with hypothesized answers and sources rated on quantity and quality
- Projects - (Account) Outside of class rated on quantity and quality
- Exercises - (Account) Guided efforts done in class rated on quantity and quality
- Notebook - (Account) 8.5x11 looseleaf notebook will be individually scheduled for rating and feedback; includes Exercises, Projects; Question notes, Answer notes, Class notes, Chart of SAFMEDS... rated on quantity and quality
- SAFMEDS - (Event) See front/ say back at specified levels of speed and accuracy. These cards represent the basic vocabulary needed for competency in the subject area

Rules

Event - once high rating is earned it is kept
Account - rating can fluctuate up and down
Rating - one of five components of one's grade
Grade - composite: equals lowest of five ratings

Project Final Exam

- 1• How does PT differ from Behavior Modification? (P#3)
- 2• Why is frequency important to behavior? (P#5)
- 3• What are the two components of accurate forecasts? (P#7)
- 4• What's the range of behavior frequencies on the SCC? (P#3)
- 5• What is an "arrangement" and an "arranged event"? (P#8)
- 6• What's the difference between "Is" and "Did"? (P#10)
- 7• What is meant by a functional relationship? (P#11)
- 8• What is a "learning channel"? (P#18)
- 9• What is the assumption that's usually made too early in evaluating skill impairments? (P#19)
- 10• What is the prerequisite for both scientific inquiry and everyday practical applications of science? (P#20)
- 11• What's the difference between "pace" and "quality"? (P#22)
- 12• What seem to be the 4 key components to Precision Teaching?

Name _____ Date: _____ Time: _____ minutes

Exercise Final

Tornadoes in U.S.A., year and number; 1916-1986 (from Environmental Trends, Council on Environmental Quality, 1989, p.144):

1916 90	1931 94	1945 121	1958 564
1917 121	1932 151	1946 106	1959 604
1918 81	1933 258	1947 165	1960 616
1919 64	1934 147	1948 183	1961 697
1920 87	1935 180	1949 249	1962 657
1921 105	1936 151	1950 200	1963 464
1922 108	1937 147	1951 262	1964 704
1923 102	1938 213	1952 240	1965 906
1924 130	1939 152	1953 421	1966 585
1925 119	1940 124	1954 550	1967 926
1926 111	1941 118	1955 593	1968 660
1927 163	1942 167	1956 504	1969 608
1928 203	1943 152	1957 856	1970 653
1929 197	1944 169		1971 888
1930 192			1972 741
			1973 1102
			1974 947
			1975 920
			1976 835
			1977 852
			1978 788
			1979 852
			1980 866
			1981 783
			1982 1046
			1983 931
			1984 907
			1985 684
			1986 764

• For each of the 4 columns, chart the number of tornadoes, draw the celeration for that column, find and report the value (including each of the 3 components), draw and measure the total bounce.

• From column 1 to column 2, column 2 to column 3, and from column 3 to column 4: calculate and report the celeration turns, the jumps (if greater than 2), and any counter-turns.

• Predict the number of tornadoes for 1990 and include a range.

Name _____ Date: _____ Time: _____ minutes