

PSYC*2330*01, Course Outline: Fall 2019

General Information

Course Title: PSYC*2330*01 Principles of Learning

Course Description:

This course provides a detailed description of principles and concepts of learning and motivation, as well as an introduction to their underlying neurobiological mechanisms. Through the examination of empirical evidence in the fields of Psychology and Behavioural Neuroscience, this course offers a comprehensive description of the role of conditioning in normal and abnormal behaviours.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: F19

Class Schedule and Location: Tuesdays 2:30-3:50, Thursdays 2:30-3:50; WMEM 103

Instructor Information

Instructor Name: Dr. Jennifer Murray

Instructor Email: jmurr@uoguelph.ca

Office location: MCKN 4001; ext. 56330

Office hour: Thurs 4-5pm - other meetings by email arrangement only

GTA Information

GTA Name:

GTA Email:

GTA meeting location:

GTA Name:

GTA Email:

GTA meeting location:

GTA Name:

GTA Email:

GTA meeting location:

Other office hours by appointment.

Course Content

Specific Learning Outcomes:

By the end of this course, successful students should be able to:

1. LO 1.1 – Depth & Breadth of Understanding (1/2 – introduce/reinforce)
2. LO 1.2 – Inquiry Analysis (1/2 – introduce/reinforce)
3. LO 1.3 – Problem Solving (1 – introduce)
4. LO 4.2 – Written (1/2 – introduce/reinforce)
5. LO 4.3 – Reading (2 – reinforce)
6. LO 5.1 – Teamwork (1/2 – introduce/reinforce)

Lecture Content:

The following outlines the expected progression of the course. I reserve the right to revise this schedule of lecture content and suggested readings as I deem necessary based on course progress and lecture preparation. It is your responsibility to take note of any changes that are announced as the semester progresses. Readings should ideally be conducted in advance of the course lectures.

Date	Topic	Related Readings
Sept 5	Introduction – Learning & Motivation (Introduction—Learning as Experimental Science—Use of Animals in Research)	Chapters 1 & 2
Sept 10	Learning & Motivation (Elicited Behaviour)	Chapters 1 & 2
Sept 12	Learning & Motivation (Habituation & Sensitization Mechanisms)	Chapters 1 & 2
Sept 17	Learning & Motivation (Habituation & Sensitization Mechanisms)	Chapters 1 & 2
Sept 19	Pavlovian Conditioning (Historical Antecedents and Conditioning Methods)	Chapter 3
Sept 24	Pavlovian Conditioning (Conditioning Methods)	Chapter 3
Sept 26	Pavlovian Conditioning (Mechanisms)	Chapter 4
Oct 1	Pavlovian Conditioning (Mechanisms)	Chapter 4
Oct 3	Midterm 1	(chapters 1, 2, 3, 4)
Oct 8	Operant Conditioning	Chapters 5 & 6
Oct 10	Operant Conditioning	Chapters 5 & 6
Oct 15	No class	
Oct 17	Operant Conditioning	Chapters 5 & 6
Oct 22	Conditioning & Introduction to Prediction Errors	
Oct 24	Operant Conditioning	Chapter 7
Oct 29	Stimulus Control	Chapter 8
Oct 31	Stimulus Control	Chapter 8
Nov 5	Midterm 2	(Chapters 5, 6, 7, 8)
Nov 7	Extinction	Chapter 9
Nov 12	Extinction	Chapter 9
Nov 14	Aversion Learning	Chapter 10

Date	Topic	Related Readings
Nov 19	Memory and Plasticity	Chapter 11
Nov 21	Memory and Plasticity	Chapter 11
Nov 26	Midterm 3	(Chapters 9, 10, 11)
Nov 28	<i>Review Session</i>	

Course Assessments:

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm 1	Oct 3	20%	1-5
Midterm 2	Nov 5	20%	1-5
Midterm 3	Nov 26	20%	1-5
Final Exam (cumulative)	Dec 12	40%	1-5

Additional Notes:

Graduate students are often aiming for careers in the academic sector, but the bulk of their training revolves around research. In order to facilitate graduate student learning and experience, I always provide each of my TAs the opportunity to prep and/or deliver a lecture during the semester.

The Midterms and Final Exam will be a mixture of multiple choice and short-answer questions. Questions will be derived from **lectures** and assigned **readings**. Short segments of scientific literature provided directly within the exams may also be used as a source of questions.

Final examination date and time: Thursday, 12 December 11:30-13:30, Location TBD

Final exam weighting: 40%

[Examination Regulations](#)

Course Resources

Required Texts:

The Principles of Learning and Behavior (7th edition; 2015), Michael Domjan, Wadsworth. This textbook is available on reserve at the McLaughlin Library.

Other Resources:

iClicker software will be incorporated throughout the semester to poll student learning in the class during lectures. Your participation in this is fully voluntary, however, as it is a very useful tool for reinforcing understanding, I will incentivize its use as a form of **extra credit**. The way this will work is as follows: At the end of the semester, credits earned using iClicker for general participation and answer accuracy can replace up to **2% of the overall course grade**. The number of accurately-answered questions required for full replacement will be based on the highest number of accurately-answered questions within the class. For instance, if 68 questions are answered accurately by one individual in the class by the end of the semester, then 68

accurately-answered questions are required for replacing a full 2% of the course grade. In this example, if you answered 34 questions correctly, then you can replace up to 1% of your course grade. As this is *not a compulsory activity* in the class, there will be no accommodations made for any missed questions for any purpose.

iClickers can be purchased in the bookstore or an app can be downloaded on your phone. More information about iClicker will be provided in the first lecture.

CourseLink will be used to provide the Supplementary Readings for each Unit. Additionally, a Forum under the Discussions tab has been started labelled ‘Questions & Answers’. Use this to engage with your peers in the classroom. You are welcome to initiate Threads within that Forum. Often, one student’s struggle with a topic can help reveal gaps in the knowledge of others, and an exchange of ideas improves the experience of learning for everyone. Your participation in this is fully voluntary, however, as it is a very useful tool for reinforcing understanding and for developing teamwork (**Learning Outcome 6**), I will incentivize this peer engagement as a form of **extra credit**. The way this will work is as follows: the TAs and myself will monitor student engagement. At the end of the semester, engagement in class discussions will be quantified and replace up to **1% of the overall course grade**. This quantification will depend in large part on the number of Threads and Replies you participate in (numbers we can see in CourseLink). However, quality of discussion *will* count, and anyone observed to be abusing the system (e.g., repeated copy/pasting or comments with no added content) will forfeit the opportunity for extra credit solely at my discretion. Again, this is *not compulsory*, but I recommend you ‘change your notification settings’ in the Subscriptions sub-tab of Discussions in order to be informed of engagement opportunities in which to participate.

Course Policies

Grading Policies

Your final grade is determined by 3 in-class midterms and 1 final exam. The final exam is cumulative.

Dates/deadlines and method of evaluation are not negotiable.

If a student does not write Midterm 1, Midterm 2, or Midterm 3 for **any reason whatsoever**, its % value will be **automatically added** to the % value of the Final Exam. No Instructor consent is required for this re-distribution of grading. No make-up exams will be available, and students who do not write a midterm will not be permitted to view the missed midterm with a TA.

The rules and regulations for writing/grading quizzes described above **do not apply to the Final Exam**. If the Final Exam is not written for any reason, the BA/BSc counselling office should be contacted directly. At the University of Guelph, Instructors cannot change dates or times of final examinations.

Undergraduate Grading Procedures

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday, Nov 29th, 2019**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)