

# PSYC\*2330\*01, Course Outline: Fall 2024

## 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:** F24

**Class Schedule and Location:** Monday 8:30-9:20, Wednesday 8:30- 9:20, Friday 8:30- 9:20;  
WMEM 103

## Instructor Information

Instructor Name: Heather Collett

Instructor Email: [collett@uoguelph.ca](mailto:collett@uoguelph.ca)

Office hour: Available for meetings by arrangement, email at all times

## GTA Information

GTA Name: Briana Renda

GTA Email: [rendab@uoguelph.ca](mailto:rendab@uoguelph.ca)

GTA Name: Rita El Azali

GTA Email: [relazali@uoguelph.ca](mailto:relazali@uoguelph.ca)

GTA Name: Olivia O'Neill

GTA Email: [oneillo@uoguelph.ca](mailto:oneillo@uoguelph.ca)

GTA Name: Adia Stone

GTA Email: [adiia@uoguelph.ca](mailto:adiia@uoguelph.ca)

GTA Name: Anjana Varatharajah

GTA Email: [anjana@uoguelph.ca](mailto:anjana@uoguelph.ca)

TAs will be available for online tutorial meetings (on request) and assignment review.

## Course Content

### Learning Outcomes

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

1. Outline how the principles of learning fit into the field of experimental psychology and how research in the field of learning is conducted;
2. Explain the principles and major theories in classical conditioning;
3. Outline the principles and major theories in instrumental conditioning;
4. Assess the basic concepts of stimulus discrimination and generalization as the components contributing to stimulus control;
5. Explain extinction of conditioned behavior with a critical evaluation of the difference between memory elimination and new learning interfering with original learning;
6. Describe avoidance and punishment and how these types of Instrumental conditioning control behaviour;
7. Discuss comparative cognition and the mechanisms of memory;
8. Spark an interest in understanding how we learn about our world.

### 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 6	Introduction	Chapters 1
Sept 9	The Study of Learning and Behaviour	Chapters 1
Sept 11	The Study of Learning and Behaviour	Chapters 1
Sept 13	Elicited Behaviour, Habituation, and Sensitization	Chapters 2
Sept 16	Elicited Behaviour, Habituation, and Sensitization	Chapter 2

<b>Date</b>	<b>Topic</b>	<b>Related Readings</b>
Sept 18	Elicited Behaviour, Habituation, and Sensitization	Chapter 2
Sept 20	Classical Conditioning	Chapter 3
Sept 27	Classical Conditioning	Chapter 3
Sept 30	Classical Conditioning	Chapter 4
Oct 2	Classical Conditioning	Chapter 4
Oct 4	Classical Conditioning	Chapter 4
<b>Oct 7</b>	<b>Midterm 1</b>	Chapters (1,2,3,4)
Oct 9	Operant Conditioning (Foundations)	Chapter 5
Oct 11	Operant Conditioning (Foundations)	Chapters 5 & 6
<b>Oct 14</b>	<b>No Class</b>	
Oct 16	Operant Conditioning (Foundations, Elements & Schedules)	Chapters 5 & 6
Oct 18	Operant Conditioning (Choice Behaviors)	Chapter 6
Oct 21	Operant Conditioning (Complex Choice)	Chapter 6
Oct 23	Operant Conditioning (Motivational Mechanisms)	Chapter 7
Oct 25	Operant Conditioning (Motivational Mechanisms)	Chapter 7
Oct 28	Operant Conditioning (Motivational Mechanisms)	Chapter 7
Oct 30	Stimulus Control of Behavior	Chapter 8
Nov 1	Stimulus Control of Behavior	Chapter 8
Nov 4	Extinction	Chapter 9
<b>Nov 6</b>	<b>Midterm 2</b>	<b>Chapter (5,6,7,8)</b>
Nov 8	Extinction	Chapter 9
Nov 11	Extinction	Chapter 9
Nov 13	Avoidance	Chapter 10
Nov 15	Avoidance	Chapter 10
Nov 18	Memory Mechanisms	Chapter 11
Nov 20	Memory Mechanisms	Chapter 11
Nov 22	Spatial and Temporal Memory	Chapter 12
Nov 25	Categorization, Concept Learning, and Language	Chapter 12
<b>Nov 27</b>	<b>Midterm 3</b>	<b>Chapter (9,10,11,12)</b>
Nov 29	<i>Review Session</i>	

## Course Assessments:

Assignment or Test	Date	Contribution to Final Mark (%)
Midterm 1	Oct 7, in class	20%
Midterm 2	Nov 6, in class	20%
Midterm 3	Nov 27, in class	20%
Final Exam (cumulative)	Dec 3, 8:30 – 10:30 am, Location TBA	30%
10 Weekly Courselink Quizzes	Throughout the semester	10% (Each quiz is worth 1.2%, w/ the lowest 2 scores dropped)
Optional: Written Assignment	Nov 18	20% (Will replace lowest midterm mark)

### Additional Notes:

The Midterms and Final Exam will consist of multiple-choice questions. Questions will be based on lectures and assigned readings. Short segments of scientific literature provided directly within the exams may also be used as a source of questions.

## Course Resources

### Required Textbook

Title: The Principles of Learning and Behavior

Author(s): Michael Domjan Edition / Year: 7th / 2021

Publisher: Cengage Learning

ISBN (print): 9780357671016

ISBN (eBook): 9780357694855

You may purchase the textbook at the Guelph Campus Co-op Bookstore or the University of Guelph Bookstore. You can also order the digital version or eBook version of the textbook.

<http://www.bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

There are no additional required materials for this course.

## Course Policies

### Grading Policies

Your final grade is determined by 10 online weekly quizzes (courselink), 3 in-class midterms, and 1 final exam. The midterms are non-cumulative, and the final exam is cumulative. You can choose to complete an optional written assignment which will replace your lowest midterm grade. This paper is not mandatory. A grading rubric with full details for this assignment will be posted in the 'Content' section of CourseLink.

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, the student may choose to either add the % value to the Final Exam or use the optional written assignment to replace the 0% grade from that midterm. If you do not complete the optional assignment, the % value of the missed midterm will automatically be added to the final exam % value. No instructor consent is required for this re-distribution of grading. 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

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

As a University of Guelph Degree Student, you can consult the Undergraduate Calendar for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://calendar.uoguelph.ca/undergraduate-calendar/>

## **Email Communication**

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **When You Cannot Meet a Course Requirement**

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 Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

## **Drop Date**

Courses that are one semester long must be dropped by the end of the last day of classes. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

## **Copies of Out-Of-Class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. Common illnesses such as colds or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

## 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.

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.

Undergraduate Calendar – Academic Misconduct

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtm>

## Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Academic Calendars

<https://calendar.uoguelph.ca/undergraduate-calendar/>

**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).