

# **PSYC\*2330\*01, Course Outline: Fall 2018**

## **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:** F18

**Class Schedule and Location:** Mon, Wed, Fri  
2:30-3:20  
ALEX, Room 100

## **Instructor Information**

Instructor Name: Dr. Jennifer Murray

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

Office location and office hours: Friday 4-5pm MCKN 4001; ext. 56330;  
other meetings by email arrangement

## **GTA Information**

GTA Name: **TBD**

GTA Email: **TBD**

GTA office location: **TBD**

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 as I deem necessary. Readings should ideally be conducted in advance of the course lectures.

Date	Topic	Related Readings
Sept 7	Introduction – Learning & Motivation	Chapters 1 & 2
Sept 10	Learning & Motivation	Chapters 1 & 2
Sept 12	Learning & Motivation	Chapters 1 & 2
Sept 14	Learning & Motivation	Chapters 1 & 2
Sept 17	Pavlovian Conditioning	Chapters 3 & 4
Sept 19	Pavlovian Conditioning	Chapters 3 & 4
Sept 21	Pavlovian Conditioning	Chapters 3 & 4
Sept 24	Pavlovian Conditioning	Chapters 3 & 4
Sept 26	Pavlovian Conditioning	Chapters 3 & 4
Sept 28	Quiz 1	
Oct 1	Operant Conditioning	Chapters 5, 6, & 7
Oct 3	Operant Conditioning	Chapters 5, 6, & 7
Oct 5	Operant Conditioning	Chapters 5, 6, & 7
Oct 8	No Class	
Oct 10	Operant Conditioning	Chapters 5, 6, & 7
Oct 12	Operant Conditioning	Chapters 5, 6, & 7
Oct 15	Operant Conditioning	Chapters 5, 6, & 7
Oct 17	Operant Conditioning	Chapters 5, 6, & 7
Oct 19	Quiz 2	
Oct 22	Stimulus Control	Chapter 8
Oct 24	Stimulus Control	Chapter 8
Oct 26	Extinction	Chapter 9
Oct 29	Extinction	Chapter 9
Oct 31	Extinction	Chapter 9
Nov 2	Aversion Learning	Chapter 10
Nov 5	Aversion Learning	Chapter 10
Nov 7	Aversion Learning	Chapter 10
Nov 9	Quiz 3	
Nov 12	Memory and Plasticity	Chapter 11
Nov 14	Memory and Plasticity	Chapter 11
Nov 16	Memory and Plasticity	Chapter 11
Nov 19	Memory and Plasticity	Chapter 11
Nov 21	Special Cases in Learning	Chapter 12
Nov 23	Special Cases in Learning	Chapter 12
Nov 26	Special Cases in Learning	Chapter 12
Nov 28	Quiz 4	
Nov 30	Review Session	

## Course Assessments:

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Quiz 1	Sept 28	15%	1-5
Quiz 2	Oct 19	15%	1-5
Quiz 3	Nov 9	15%	1-5
Quiz 4	Nov 28	15%	1-5
Final Exam (cumulative)	Dec 14	40%	1-5

### Additional Notes:

The Quizzes and Final Exam will be a mixture of multiple choice and short-answer questions. Questions will be derived from **lectures** and assigned **readings**. Questions will ***not*** be directly derived from the Supplementary Readings (though everything covered in lectures is examinable). Short segments of scientific literature provided directly within the quizzes may also be used as a source of questions.

**Final examination date and time: 14 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 4 in-class quizzes and 1 final exam. The final exam is cumulative.

Dates/deadlines and method of evaluation are not negotiable.

If a student does not write Quiz 1, Quiz 2, Quiz 3, or Quiz 4 because of acute medical, academic or personal reasons, its % value will be **automatically added** to the % value of the Final Exam. No Instructor consent is required for this re-distribution of grading.

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](mailto: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 2<sup>nd</sup>, 2018**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Undergraduate Calendar](#)