



UNIVERSITY OF ALBERTA
DEPARTMENT OF PSYCHOLOGY

Principles of Learning PSYCO 381, B1 Winter 2021

Instructor: Dr. Kimberley Campbell

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You must put **PSYCO 381 B1** in the subject line to ensure that I see and respond to your email. Also, see “Email Policy” on eClass regarding who to email

Web Page: can be accessed on eClass

Office Hours: Tuesdays at 2 pm (see **Course Format** below) or by appointment

Lecture Time: Tuesdays and Thursdays 2 – 3:20 pm (though see **Course Format** below for details about lectures)

Teaching Assistant:

Connor Lambert – ctlambert@ualberta.ca

Course Format:

- **Lectures:** Lectures will be pre-recorded and made available on eClass for you to view online at your convenience. You do not need to “be present” during our normally scheduled lectures, however you may choose to attend our informal (and optional) video meetings (see **Live Meetings**).
- **Live Meetings:** During our scheduled Tuesday class time (Tuesdays from 2 – 3:20 pm), I will be available in a video chat (link provided on eClass) so that students can discuss course format, lecture content, and science in general with myself and other students. Meetings will run for at least 15 minutes, but if no students are present, they will end after that time. These meetings are **not** mandatory (i.e., you don’t have to attend) and will **not** be recorded (i.e., there is no way to access the footage after the fact).
- **Evaluations:** All forms of evaluation (i.e., tests, assignments, etc.) will be completed online. See **Format of Evaluative Materials** below for additional details.

Course Description: Principles and processes of learning including a consideration of classical conditioning, instrumental learning, and memory. Research involving non-human animals will be emphasized. [Faculty of Science]

Course Prerequisites: STAT 141 or 151 or SCI 151 and PSYCO 281 or 282.

Technology Requirements/Recommendations for Remote Learning:

For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor before the Add/Drop Deadline has passed.

Course Objectives and Expected Learning Outcomes:

In this course we will examine a variety of fundamental learning processes, primarily as investigated through research with non-human subjects. We will begin with an examination of elementary forms of learning and then progress to a consideration of more complex learning and cognitive processes. Some specific phenomena we will examine include: habituation and sensitization, classical (Pavlovian) conditioning, operant (instrumental) conditioning, discrimination learning, memory and cognition in animals. The main focus of this course will be on understanding the mechanisms that underlie these various forms of learning. Thus, the treatment of these topics will be considerably more theoretical than in the prerequisite course (PSYCO 282). Although the primary focus of this course is on structural analyses of learning processes, some consideration will also be given to the biological function and neural bases of learning and cognitive processes.

Required Textbook:

Domjan, M. P. (2015). *The Principles of Learning & Behavior* (7th ed.). Stamford, CT: Cengage Learning. [ISBN-13 : 978-1285088563]

The textbook can be purchased as a hard copy or as an e-book through the [U of A Bookstore](#).

Additional notes: The additional online learning resource, MindTap, is recommended but not required. Also, refer to the course page for links to papers discussed in class and websites with related material.

Important Dates:

Add/Drop Deadline: January 25th, 2021

50% Refund Deadline: February 10th, 2021

Final Withdrawal Date (Grade of W): April 9th, 2021

Lecture Schedule & Assigned Readings:

Note: This outline is meant to serve as a guideline and may change as the course progresses

Week	Dates	Topic	Chapter	Notes
1	January 11 - 15	Introduction	1	
2	January 18 - 22	Elicited Behaviour, Habituation, & Sensitization	2	
3	January 25 - 29	Classical Conditioning: Foundations	3	
4	February 1 - 5	Classical Conditioning: Mechanisms	4	
	February 9	Midterm 1	--	Chapters 1 - 4
5	February 8 - 12	Instrumental Conditioning	5	
6	February 15 - 19	Winter Term Reading Week - No Classes		
7	February 22 - 26	Instrumental Conditioning	5	
8	March 1 - 5	Reinforcement and Choice	6	Assignment 1 Due March 5th
9	March 8 - 12	Motivation in Instrumental Conditioning	7	
10	March 15 - 19	Stimulus Control	8	
	March 23	Midterm 2	--	Chapters 5 - 8
11	March 22 - 26	Extinction	9	
12	March 29 - April 2	Aversive Control	10	
13	April 5 - 9	Memory	11	
14	April 12 - 16	Comparative Cognition	12	Assignment 2 Due April 16th
	TBD*	Final Exam	--	All Chapters

*WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted

Grade Evaluation:

This course will **NOT** be curved. Final grades will be calculated from Assessment scores (see **Assessments** table below) and converted to letter grades according to the distribution below, with scores rounding to the nearest whole number (e.g., a 71.5% will be treated as a 72%, while a 71.1% will be treated as a 71%).

Distribution of Grades												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Range	≥95	90-94	85-89	80-84	75-79	71-74	67-70	63-66	60-62	55-59	50-54	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

This table contains an approximate guideline for the course, however the instructor reserves the right to adjust this table to correspond to University-suggested ranges and assign appropriate grades based on relative performance.

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Assessments	Weighting	Date
Midterm #1	20%	February 9

Midterm #2	20%	March 23
Assignments (2)	15%	March 5 th , April 16 th
Chapter Quizzes (12)	15%	Throughout*
Final Exam	30%	TBD**

* See **Chapter Quizzes** below for individual due dates.

**Students must verify this date on BearTracks when the Final Exam Schedule is posted

Format of Evaluative Materials:

Written Assignments

There will be two written assignments this semester. Assignment 1 is due on **Friday, March 5th, 2021 by 11:59 pm (MST)**. Assignment 2 is due on **Friday, April 16th, 2021 by 11:59 pm (MST)**. These assignments involve briefly summarizing and critically evaluating a journal article related to the topics in class. Details for assignment requirements can be found on eClass under the “assignments” section. The assignments are to be completed individually.

Chapter Quizzes

Chapter Quizzes will consist of multiple-choice, true/false, and fill in the blank questions and will be completed on eClass. Quizzes will be made available on eClass at the same time as lectures for that chapter are released (i.e., if I post Chapter 4’s lectures on Tuesday, the Chapter 4 quiz will be available that same Tuesday). Though students are *encouraged* to do the chapter quizzes as we work through the topics in lecture, the quizzes will not be due until **11:59 pm (MST)** on the date of the midterm examination that tests those chapters, or the last day of the semester. See table below for specific due dates. The quizzes are worth 15% of the final grade.

Date	Quizzes
February 9	Chapter 1 – 4
March 23	Chapter 5 - 8
April 16	Chapter 9 - 12

Midterms

Midterms will consist of multiple-choice and short answer questions and be worth 20% of the final grade. Midterms are NOT cumulative and will only cover new material that has not yet been tested. Questions can come from textbook or lecture material. Midterms will be written on eClass at the scheduled course time (i.e., 2 – 3:20 pm).

Final Exam

The final exam will consist of multiple-choice and short answer questions and be worth 30% of the final grade. The final exam is cumulative. Questions can come from textbook and lecture material covered throughout the term.

Representative Evaluative Material:

A practice exam will be provided on eClass roughly one week before each exam so that students are able to familiarize themselves with the system in advance and troubleshoot any potential technical issues in advance.

Missed Term Exams, Quizzes, and Assignments:

For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

A student who cannot write a term examination or complete a term assignment due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferral of the weight of the missed exam to the final exam or an extension of the quiz/assignment deadline. You must contact the instructor **within 24 hours** of the assessment deadline to apply for the deferral. In all cases, instructors may request adequate documentation to substantiate the reason for the absence at their discretion.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Deferred Final Examination: A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student's Faculty office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

STUDENT RESPONSIBILITIES:

Guidelines for Respectful Online Engagement: Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the Code of Student Behaviour. Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards

regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor.

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Exams: Exams must be completed independently. Any written responses need to be in the student's own words. Copying of another's wording (e.g., copying a fellow classmate or verbatim using a definition from another site) violates the [Code of Student Behaviour](#) and will result in a grade of zero for an exam or paper in question, or worse. See Calendar information on [Conduct of Exams](#) for more information.

Recording and/or Distribution of Course Materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

STUDENT RESOURCES:

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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