

Psychology 3110: Theories of Learning
Fall, 2017

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Text: *Principles of Learning and Behavior* by Michael Domjan
ISBN-13-978-1-285-08856-3; ISBN-10-285-08556-5, 7th Edition, 2010
Publisher: Centage Learning

The purpose of this course is to introduce the basic findings, concepts and principles of animal conditioning, learning and cognition. That is, basic learning processes and the theories of basic learning processes are covered.

If you need an alternative format of this syllabus, please see the instructor. If you have any special needs or concerns or accommodations because of a disability or if you have emergency medical information to share with me, then please see the instructor immediately after class or in my office and/or contact Disability Services in Brady Commons (A038 Brady, 882-4696).

Some of the material covered in the lecture is not present in the book. Hence, class attendance is essential. Not all book material is covered in lecture, so students must study the text. There will be three exams in the course. Each of the exams will count 33.3% towards the final grade. The exams will not be cumulative and will consist of multiple choice questions.

Anyone caught cheating on an exam will receive zero points for that exam and may be given a failing grade for the class. All students must be on time on the day of a scheduled exam. Anyone arriving late on the day of an exam may receive a failing grade for the exam or may be required to take a make-up exam (which might be an oral exam). Aside from that possibility, there will be no make-up exams without a written excuse from a physician. Make up exams will be or can be questions that are definitions/short answers/long answers. You must make up any exam or quiz within 10 days of the scheduled test or you will receive zero points for that exam. The tentative dates of the exams will be: Wednesday, 9/20 (Chapter 1, pp. 12-16) for the first exam, Wednesday, 10/25 (Chapter 3: pp. 73-86, Chapter 4: 87-110, Chapter 9: 245-259). And during Final Exam Week (Chapter 5: pp. 121-143. Chapter 6: 155-165. Chapter 7: 186-189). Roughly speaking, there are 5 pages of reading for Exam 1, about 54 pages of reading for Exam 2, and about 38 pages for Exam 3.

Learning Strategy: 8 Principles to Help you Succeed:

1. **Come to every class**
2. **Pay full attention during class**
3. **Take notes diligently – in your handwriting**
4. **Do not rely on anyone else's notes**
5. **Read every page of text carefully-Even if just one page per night**
6. **Do not assume you can pass or do well in this class without using the book**
7. **Don't wait until right before the exam to study and do the readings**
8. **If you do not get the grade you hoped for, look over this list as an explanation**

<u>Week</u>	<u>Topics</u>	<u>Readings</u>
1 (8/23-8/25)	History, Orientation and Background (Indefinite Pronouns, Definitions, Associations)	
2 (8/28-9/1)	Orientation Continued: Contiguity, Contingencies, Introduction to Classical and Operant Conditioning, Intro to Single Stimulus Events (e.g., MAPs)	Chapt 1: pp. 12-16
3 (9/6-9/8)	Single Stimulus Events Continued (e.g., Habituation, Sensitization, Opponent Process Theory)	
4 (9/11-9/15)	Classical Conditioning Tasks; Classical Conditioning Effects (e.g., Contingency Revisited, Latent inhibition, Extinction, US Preexposure)	
5 (9/18-9/22)	Exam 1, Classical Conditioning Effects Continued (e.g., Spontaneous Recovery, Renewal, US Reinstatement, Overshadowing,	
6 (9/25-9/29)	Classical Conditioning Effects Continued (e.g., Types of CS-US Pairings, Blocking, Conditioned Inhibition) and the Rescorla-Wagner Model	Chapt 3: pp. 73-86
7 (10/2-10/6)	Rescorla-Wagner (cont.), Mackintosh Model, Pearce-Hall Model, More Classical Conditioning Effects (e.g., Second-Order Conditioning, Sensory Preconditioning,	Chapt 4: pp. 87-110

Within-Compound Associations

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| 8 | (10/9-10/13) | More Classical Conditioning Effects (e.g., Configuring, Positive Patterning, Negative Patterning, Sign Tracking, Goal Tracking; Opponent Process Theory Revisited) | Chapt 9: 245-259 |
| 9 | (10/16-10/20) | Operant Conditioning Effects (e.g., Extinction, Law of Effect, 2 x 2 Contingency Matrix, Schedules of Reinforcement)* | |
| 10 | (10/23-10/27) | Exam 2, Operant Conditioning Effects Continued (e.g., Self Control, S-R versus R-Outcome Associations, Post-reinforcement Pause, Interresponse Times, Distinguishing Classical and Operant Conditioning, Long Box Experiment) | Chapt 5: 121-143 |
| 11 | (10/30-11/3) | Operant Conditioning Effects Continued (e.g., Discrimination Learning Secondary Reinforcers, PREE, Shaping, Successive Approximations, Token Economies, Superstitious Behavior, Premack's Principle, Equilibrium Theory; Peak Shift) | Chapt 6: 155-165 |
| 12 | (11/8-11/10) | Operant Conditioning Effects Continued (e.g., Spatial Learning (e.g., S-R learning versus Cognitive Maps, Retrospective and Prospective Learning, Reference Learning versus Working Memory) | Chapt 7:186-189 |
| 13 | (11/15-11/17) | Operant Conditioning Effects Continued (e.g., Contrast Effects, Directed Forgetting, Punishment, Operant-Classical Interactions, Occasion Setting) | |
| 14 | (11/27-12/1) | Application of Conditioning Principles (e.g., Avoidance versus Escape, Exposure Therapy; Fear potentiated Startle) | |
| 15 | (12/4-12/6) | Other Conditioning Effects (e.g., Relative Validity, Retrospective Revaluation, Evaluative Conditioning versus Signaling, Amnesia, Deductive Reasoning, Inductive Reasoning) | |

*Lecture material for Week 9 and 10/23 may be required for Exam 2 or, instead, may be required for Exam 3. This will be announced later.