Outline

(1) Aug/23 & 25, Pavlovian and instrumental conditioning.

Aug/30, Quiz # 1 (5 min)

(2) Aug/30 & Sep/1, Acquisition.

Sep/6, Quiz # 2 (5 min)

(3) Sep/6 & 8, Compound conditioning.

Sep/22, Quiz # 3 (5 min)

(4) Sep/22 & 24 (10:00 am, Saturday), Context and preexposure effects
De la Casa et al. (2013). Disentagling the effects of context change and context familiarity on latent inhibition with a conditioned taste aversion procedure. Learn Motiv, 44, 127-36.

Sep/27, Quiz # 4 (5 min)

(5) Sep/27 & 29, Extinction and counterconditioning

Oct/4, Quiz # 5 (5 min)
Oct/4, Student presentations: 1a
Arrowood: Contrasting Pavlovian and instrumental conditioning: similarities and differences.
Darrell: Timing factors in acquisition.
Garofalo: Conditioning and obesity.

Oct/6, Student Presentations: 1b
Guarino: Conditioning with drugs as the US.
Jacqmain: Timing and Parkinson’s disease.
Nawoj: Conditioning and overdose drug effects.
Thakkar: Counterconditioning of fear and anxiety disorders.

(6) Oct/13 & 15 (10:00 am, Saturday), Inhibitory conditioning.

Oct/18, Quiz # 6 (5 min)

(7) Oct/18 & 20, Fear conditioning.

Oct/25, Quiz # 7 (5 min)

(8) Oct/25 & 27, Expectancies and goal-directed behavior.
Trapold (1970). Are expectancies based on different positive reinforcing events discriminably different? Learn Motiv, 1, 129-140.

Nov/1, Quiz # 8 (5 min)

(9) Nov/1 & 3, Expectancies and emotion.

Nov/8, Quiz # 9 (5 min)

(10) Nov/8 & 10, Habitual behavior.

Nov/22, Quiz # 10 (5 min).
Nov/22 & 29, Evolution of learning mechanisms.

Dec/1, Quiz # 11 (5 min).

Dec/1, Student presentations: 2a
Arrowood: Skinner's (1950) article “Are theories of learning necessary?”
Darrell: Tolman’s (1938) article: “Determinants of behavior at a choice point”
Garofalo: Pavlov's (1927) chapter on extinction in “Conditioned reflexes”

Dec/6, Student presentations: 2b
Guarino: Hull’s (1934) article: “The concept of habit-family hierarchy and maze learning”
Jacqmain: Miller’s (1944) article: “Experimental studies of conflict behavior”
Nawoj: Kamin’s (1969) article: “Predictability, surprise, attention, and conditioning”
Thakkar: Amsel's (1958) article: “The role of frustrative nonreward in noncontinuous reward situations”

FINAL EXAM: 11:30, Tue, Dec/13/2016.

The material for the final will be all the relevant class materials plus all the readings studied during the semester. The materials used in student presentations will not be included. There will be no new readings for the final.
Goals of 60553-Conditioning and Learning

An understanding of basic learning processes continues to be a core issue in Psychology. The reason is because the behavior of mammals, including humans, is heavily dependent upon experience. The goal of this course is to provide exposure to major learning phenomena, concepts, findings, and theories. Additionally, learning research sometimes involves complex experimental designs that provide a basis for developing critical thinking skills.

Expectations

It is expected that students taking this course will be able to:

1. Answer weekly quizzes targeting specific aspects of research on learning,
2. Make two oral presentations of assigned material, and
3. Pass a comprehensive final exam involving the material covered in class.

Course policies

Attendance to every meeting is expected, although you will not earn/lose points toward your grade simply for attending lectures. Attendance is necessary, but not sufficient to pass this course.

Make-up for missing quizzes, presentations, or the final exam will be arranged on a one-to-one basis between student and professor.

Class schedule

Due to various trips, there will be some missing lectures. If extra meetings are required, we will arrange them by consensus. Some of these extra meeting might be scheduled for Saturday mornings. This Syllabus indicates the dates for each meeting, exam, and presentation.

Special accommodations

Please let me know if you need special accommodations.

Communicating with the instructor

I am available most efficiently via e-mail (m.papini@tcu.edu). You can also see me in the chair’s office (WIN 242, x6412) during the mornings or in my regular office (SWR 336, x6084) during the afternoons.

Guidelines for oral presentations

Preparation:
(1) **For your first presentation:** select 2-4 articles relevant to your topic (not less than two articles!). You cannot select articles that are required reading for the class, as listed in the Syllabus.

(2) For your second presentation: read the original articles/book chapters to prepare your presentation. Consult additional papers if necessary. You may use what you have learned in class, but you have to show clear evidence of having studied the original source.

(3) Select enough material to present in 15 min. (This implies that you do not have to necessarily present the entire paper/chapter.)

(4) As a rule of thumb, use 1 slide/2 min of presentation (thus, about 7-8 slides should be enough).

(5) Emphasize the important points, avoiding minutiae (e.g., number of animals used, where they were purchased, etc.).

(6) If your presentation involves empirical research, be sure to have the following sections for each experiment you present:
   b. Methods used in each experiment presented
   c. Specific evidence introduced by your selected articles
   d. Discussion of the relevance of the evidence

(7) **For your second presentation:** These topics are mostly theoretical. You can organize your second presentation whichever way you think is appropriate and include graphs and diagrams if you consider them necessary.

(8) Use drawings, pictures, videos, simulations, figures, and tables. Avoid excessive narrative in your PPT. Narrative should be mostly in bullet format (i.e., brief, to the point, and to be completed orally).

(9) Avoid giving the impression that you are reading your own presentation, as if you had not studied the material.

(10) Be prepared to answer questions. And, if you are in the audience, be prepared to ask questions.

**Presentation:**

- Please check with me in advance whether the papers you have chosen are appropriate. To have a good grade in your presentation, you must cover papers that are clearly related to conditioning and learning principles as taught during this course. Let me know if you have any questions about your topic.
- Your presentation must be prepared in PPT (or equivalent). Rehearse it in advance to be sure that your presentation will take no more than 20 minutes. Be ready to answer questions from anybody in the audience.
- After your presentation, you must forward your PPT file to me so I can use it to further evaluate your presentation.
Course grading

Your final grade in this course will be determined by three sources:

(1) **Short quizzes (35% of your final grade).** Quizzes will be administered on most Tuesdays after the first week. Just 2 or 3 questions about the material reviewed during the previous week. Questions will be specific (not vague or general) and short answers will be required. You must study the material in detail. Each question will be worth a maximum of 1 point. In any given question, no answer will result in a zero score; a completely wrong answer will result in a 0.5 score. Points will be added to obtain a final quiz score. I posted some sample questions so you can assess the degree of detail and variety of questions.

(2) **Class presentations (35% of your final grade).** I will evaluate your first presentation according to the following categories:

   a. Research problem (20%)
   b. Research design (20%)
   c. Results (20%)
   d. Larger implications, theoretical and/or practical (20%)
   e. Answers to questions (20%)

   I will use an overall criterion to grade your second (theoretical) presentation.

(3) **Final exam (30% of your final grade).** This will be a comprehensive exam with essay questions about the issues studied during the semester. All the readings and class materials cover during the semester will be included for the final. You will be given 5 questions from which you will choose 3 to answer for the exam.

Your final grade will translate into a letter grade according to the following rule:

- A: 90-100
- B: 80-89
- C: 70-79
- F: less than 70

Some Basic Rules

I expect you to find the articles on your own using available resources. However, if there is a problem with a given article, please let me know and I will provide you with a copy. Be sure to carefully plan your readings for the quizzes.

I will lecture in the classic style. However, I also expect class participation. I may direct questions at each of you intended to promote reflection on some issue and to help you articulate a problem in your own words.

Class participation and grading are not related. Thus, you should feel free to express doubts and problems with the material or topic, without the concern of suffering in your final grade. You may bring your notebook computer to class. However, all computers must be turned off during quizzes and exams.
C&L is a core course. I think that the content of C&L is crucial to your education as a future PhD in Psychology. Please be sure to allocate sufficient time to understand the topics. “Sufficient time allocation” must be defined in terms of your quiz grades, rather than in terms of your previous experience in college courses. Even if you think you are “studying a lot,” a poor quiz grade should indicate to you that you need to study even more or change your studying habits.

One main problem with this class is that the field of learning has developed its own vocabulary and achieved a considerable degree of sophistication. If you are completely unfamiliar with the field, it may be a good idea to keep a learning manual available for consultation. There are many appropriate learning textbooks. The one published by M. Domjan, Principles of Learning and Behavior, is accessible and comprehensive.

Let me know if you have trouble with a reading, a lecture, or a topic.

Disabilities statement

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Students with disabilities

If you require accommodation for a disability (physical, learning, or otherwise), please contact the Coordinator of Academic Services for Students with Disabilities. Once I have received a letter from the Coordinator’s office that outlines need-specific accommodations, we can then implement fair procedures targeted to your learning requirements.

Academic Misconduct

In order to encourage and preserve the honor and integrity of the academic community, TCU expects its students to maintain high standards of personal and scholarly conduct. Academic misconduct includes the following acts:
A. Cheating
1. Copying from another student’s test paper, lab report, other report, or computer files and listings.
2. Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during a test or a lab without permission.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.

B. Plagiarism
The appropriation, theft, purchase, or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

C. Collusion
The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials
Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse
Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification
Unauthorized alteration or invention of any information or citation in an academic exercise.

G. Multiple submissions
The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. Complicity in academic misconduct
Helping another to commit an act of academic misconduct.

All instructors or proctors shall have the right to examine materials in the student’s possession during quizzes, examination, and/or laboratory sessions. In instances of cheating during an examination or other classroom or laboratory activity or exercise, the instructor shall have the right to suspend the student(s) credit for the examination or exercise. Faculty may impose the following sanctions for academic misconduct:

A. Grant no credit for the examination or assignment in question (treated as a missed assignment).
B. Assign a grade of F (or a zero) for the examination or assignment in question.

C. Recommend to the dean that the student be dropped immediately from the course with a grade of F. This grade cannot be changed by student-initiated withdrawal.

Also note that the dean of the college may enforce specific sanctions. Procedures for handling cases of alleged academic misconduct have been carefully drawn to protect the rights of individual students and to safeguard the University’s commitment to academic integrity.