

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

Syllabus

Winter 2022

PSY 3540-80 Psychology of Learning, 3 credits

Faculty

Bruce J. Diamond, ME.d, Ph.D. Office: 2062b Science Hall

Office Hours: Online

Phone: 973-720 x3400

Email: diamondb@wpunj.edu

Room: Cyberspace

Department Secretary's Contact Information:

Dolores Oertel (973) 720-2148

Required Text

Klein's *Learning: Principles & Applications, 7e*, ISBN 9781452271941, Mississippi State University, USA Sage

This course requires that you approach the material in an organized and disciplined manner. You should read **three chapters each week**. . . .take one quiz each week and respond to a Reflection question each week (brief responses). At the end of three weeks. . . .while the schedule is challenging. . . .you will have completed the course. Many therapeutic techniques, training approaches and educational interventions use learning theories and methods, so the course does have real-world applications. I will do whatever I can to help you succeed. . . .just meet me halfway.stay on course. . . .stay focused for three weeks.

It is **CRITICAL** that you have access to the textbook because it will be your principle source for all of the assignments we cover in class. Whether you buy, rent, borrow, share, eRead or otherwise, you absolutely must have access to the textbook for regular use. You will need this textbook from the first day of class.

Prerequisites and Background: Students attempting this course should have successfully completed PSY 1100 (General Psychology) or the equivalent. In addition, students should be familiar with Blackboard (BB) support documentation: <http://www.wpunj.edu/dotAsset/198460.pdf>; and the BB help for students: <http://help-archives.blackboard.com/Blackboard-Learn/9.1/SP09/EN-US/NAHE/Student/index.htm> to facilitate your use of the online learning management system, BB.

To successfully complete this course you will need regular access to BB (<https://bb.wpunj.edu/>). All of the chapter quizzes listed in the course calendar are offered on BB, and can only be completed online. It is your responsibility to gain access to BB and become proficient in using it. Technical problems must be directed to the HELP desk: <https://help.wpunj.edu/>. As discussed in more detail

below, for issues relating to course policy and academic questions please contact me.

DESCRIPTION OF COURSE: This course examines the research and theories of conditioning and learning. The learning course emphasizes classical and operant conditioning, behavioral modifications, habits, and relatively simple (and, often, directly observable) forms of knowledge acquisition. Learning is integrated with the variables of motivation, reinforcement, aversion, and memory. The topics in this course draw heavily on animal models of conditioning in non-humans (e.g., rats, dogs, monkeys). Historical and contemporary trends in the study of learned phenomena are also included.

COURSE PREREQUISITES: PSY 1100 General Psychology

COURSE OBJECTIVES:

The overall goal of this course is to provide a comprehensive treatment of the historical and contemporary foundations of learning and behavior with the following objectives:

- a) Provide an understanding of foundational methodological and research terminology
- b) Develop students' knowledge of learning and behavior theory from historical and contemporary perspectives
- c) Distinguish between biological, behavioral, and cognitive perspectives underlying human learning and behavior
- d) Connect theories to real world experiences to explain how and why humans and non-human animals learn and behave as they do

STUDENT LEARNING OUTCOMES:

Students will be expected to:

- a) Demonstrate an understanding of methodological and research terminology by being able to interpret research reports
- b) Compare and contrast historical and contemporary learning theories using critical thinking skills
- c) Apply theoretical learning perspectives to predict learning behavior in problems and examples
- d) Demonstrate knowledge of, and linkages between, biological, behavioral, and cognitive learning theories

OUTLINE OF COURSE: * = chapter is covered

- 1. *An Introduction to Learning
- 2. *Traditional Learning Theories
- 3. *The Modification of Instinctive Behavior
- 4. *Principles and Applications of Pavlovian Conditioning

5. Theories of Pavlovian Conditioning
6. *Principles and Applications of Appetitive Conditioning
7. *Principles and Applications of Aversive Conditioning
8. Theories of Appetitive and Aversive Conditioning
9. *Biological Influences on Learning
10. Stimulus Control of Behavior
11. *Cognitive Control of Behavior
12. *Memory Processes

TEACHING METHODS AND STUDENT LEARNING ACTIVITIES: Your interest in this course can be boosted by relating material to real life, such as how advertisements can influence behavior, how implicit beliefs are formed, and how to study for an exam. Real world examples help you connect with the material. You can practice applying various theories to problem sets to see how different theories make different predictions regarding behavior.

ASSESSMENT:

There will be three quizzes over the course of three weeks. Three reflection questions will be posted on Blackboard that should be responded to each week. It will give you an alternative way to demonstrate your understanding of the subject matter.

Course extends from Jan 3rd---- Jan 21st, 2022

30 pts Jan 7th: Quiz I 1,2,3

30 pts Jan 14th: Quiz II 4,6,7

30 pts Jan 21st: Quiz III: 9, 11,12

10 pts Reflections: (an opportunity to reflect on learning issues in BB). BRIEF but informative responses.

SUGGESTED READINGS and TEXTS

Textbooks:

Introduction to Learning and Behavior, 4/e. Powell, R. A., Honey, P. L., Symbaluk, D. G. (2012). ISBN-10: 111183430X, ISBN-13: 978-1111834302.

Learning and Behavior, 7/e. Mazur, J. E. (2012). ISBN-10: 0205246443, ISBN-13: 978-0205246441

Research articles:

Aarts, H., Ruys, K. I., Veling, H., Renes, R. A., de Groot, J. H. B., van Nunen, A. M., & Geertjes, S. (2010). The art of anger: Reward context turns avoidance responses to anger-related objects into approach. *Psychological Science*, 21, 1406-1410.

- Balsam, P. D., Drew, M. R., & Gallistel, C. R. (2010). Time and associative learning. *Comparative Cognition & Behavior Reviews*, 5, 1-22.
- Botvinick, M. M. (2012). Hierarchical reinforcement learning and decision making. *Current Opinion in Neurobiology*, 22, 956-962.
- Bouton, M. E. & Todd, T. P. (2014). A fundamental role for context in instrumental learning and extinction. *Behavioural Processes*, 104, 13-19.
- Fiorillo, C. D., Tobler, P. N., & Schultz, W. (2003). Discrete coding of reward probability and uncertainty by dopamine neurons. *Science*, 21, 1898-1902.
- Gallistel, C. R. & Matzel, L. D. (2013). The neuroscience of learning: Beyond the Hebbian synapse. *Annual Review of Psychology*, 64, 169-200.
- Lake, B. M., Salakhutdinov, R. & Tenenbaum, J. B. (2015). Human-level concept learning through probabilistic program induction. *Science*, 11, 1332-1338.
- Stahl, A. E. & Feigenson, L. (2015) Observing the unexpected enhances infants' learning and exploration. *Science*, 3, 91-94.

Journals:

- Animal Learning & Behavior*
- Behavioural Processes*
- Behavioral and Brain Sciences*
- Journal of Comparative Psychology*
- Journal of the Experimental Analysis of Behavior*
- Journal of Experimental Psychology: Animal Learning and Cognition*
- Journal of Experimental Psychology: Learning, Memory & Cognition*
- Neurobiology of Learning and Memory*
- Neuropsychology*
- Psychological Science*
- Science*

Databases:

- Library of Medicine
- PsychInfo

10) **BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS:**

- Principles of Behavior, 6/e. Malott, R. W. (2007). Pearson. ISBN-13: 978-0132433631; ISBN-10: 013243363X

Memory and the Computational Brain, 1/e. Gallistel, C. R., & King, A. P. (2009). Wiley-Blackwell. ISBN-10: 1405122889; ISBN-13: 978-1405122887

Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience, 1/e. Immordino-Yang, M. H. (2015). ISBN-13: 978-0393709810; ISBN-10: 0393709817

The Secret History of Kindness: Learning from How Dogs Learn. Pierson, M. H. (2015). Norton. ISBN-10: 0393066193; ISBN-13: 978-0393066197

Behaviorism. Watson, J. B. (1970). Norton. ISBN-10: 0393005240; ISBN-13: 978-0393005240

About Behaviorism. Skinner, B. F. (1976). Vintage. ISBN-10: 0394716183; ISBN-13: 978-0394716183

Science Times (from the *New York Times*)

NPR's *Science Friday* and *Radio Lab* broadcasts.

TECHNICAL SUPPORT

Information Technology is committed to providing William Paterson University technology leadership to design, plan, implement, expand and support broadcast, network, and computing facilities and services. We strive to provide state-of-the-art technology solutions that meet the needs of the William Paterson University community, and are committed to providing the best user support possible.

The **[IT Wiki](#)** provides documentation about services provided and supported by Information Technology at William Paterson University.

You can use the following link to **[Submit a Web Help Desk Request](#)**

ACCESSIBILITY POLICIES AND SERVICES

William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities. Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in. Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively. More information can be found online at **<http://www.wpunj.edu/accessibilityresourcecenter>**, by contacting the office at 973-720-2853 or visiting the office in Speert Hall, Room 134.

ACADEMIC SUPPORT SERVICES

Academic Success Center:

The mission of the Academic Success Center is to facilitate the accessibility to academic resources that addresses both cognitive and developmental needs of the diverse student body. In an environment conducive to lifelong learning, the Center supports the academic goals and objectives of both students

and faculty. The Center's services strive to maintain and exceed high academic standards. For more information: <http://www.wpunj.edu/academics/asc/>

Writing Center:

The Writing Center provides one-on-one tutoring for anyone in the university community working on any kind of writing in any stage of development. . They work with students on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, grammar, and how to edit and proofread their own writing. Students can make an appointment at <https://wpunj.mywconline.com/> or stop by Preakness Hall 124 or VR3048. For more information: <http://www.wpunj.edu/writing-center/>

Science Enrichment Center:

The Science Enrichment Center is a "student-centered environment" that empowers students with diverse needs to achieve high levels of intellectual and personal growth and enables professors to maintain high academic standards. Within this environment, SEC staff and faculty challenge students to develop a deeper appreciation and understanding of the sciences. Towards this endeavor, the Center provides human and material resources, cooperative learning, coaching and mentoring to facilitate student learning. For more information: <https://www.wpunj.edu/sec/>

CCOB Tutoring Center:

The Cotsakos College of Business Tutoring Lab is located at the Valley Road Campus in room 3048 and is here to assist students with Accounting, Economics, Business Math, Business Statistics, Corporate Finance and Product/Operation Management. We also provide guided study for our MBA Lower Core courses. For more information: <https://www.wpunj.edu/ccob/ccob-tutoring-center.html>

Mathematics Learning Center:

The MLC is a free mathematics tutoring center for WPU students enrolled in any mathematics class up to Calculus II. The MLC is very flexible to meet each student's needs and does not require appointments. Students can walk-in to the tutoring center at any time either by themselves or as part of a study group. During its operational hours, a badged tutor is available to help students with signing-in and assisting with mathematical needs. For more information: <https://www.wpunj.edu/cosh/departments/mathematical-sciences/mathematics-learning-center>

Tutor.com:

Use the link on the main page in Blackboard; it's free, live and covers most courses with **24/7** access.

Cheng Library:

The David and Lorraine Cheng Library is the academic knowledge center of William Paterson University. The Library advances the University's mission and core values: academic excellence, creation of knowledge, student success, diversity and citizenship. To further this mission, the Library provides access to scholarly materials and instruction in their use, expert service and state-of-the-art facilities. For more information and to search the Library catalog: <https://www.wpunj.edu/library/>

STUDENT SERVICES

Counseling, Health, and Wellness Center:

The goal of the Counseling, Health, and Wellness Center is to provide clinical, educational, and outreach services to William Paterson University students. For more information: <https://www.wpunj.edu/health-wellness/>

Career Development Center:

The Career Development Center educates students by providing career counseling, career coaching, job, internship and graduate school preparation as well as employment and mentoring connections. You can schedule an appointment via your student [Handshake Account](#)

Advisement Center:

The Gloria S. Williams Advisement Center provides undergraduate students with information, guidance and support to create and implement an integrated educational plan. Advisement is an essential part of the undergraduate educational experience. Students who work closely with an advisor, feel empowered and equipped to attain their academic goals.

<https://www.wpunj.edu/advisement-center/>

If you have general questions, you can email asktheadvisor@wpunj.edu

To make an appointment via Starfish, you can follow these steps to connect to your adviser:

- Log into WP Connect account
- Under Academic Services you must click on Starfish Student Success
- In the box for "My Success Network" click on your adviser
- You will then see the options
- Please select Major Advising and then click CONTINUE
- At this point, you will be able to select the day and time of your Academic Advising appointment.
- Please download **Microsoft Teams**(chat online)
- Billing or financial aid inquiries, dial extension x 3945

UNIVERSITY RESOURCES

Undergraduate Catalog:

<https://wpconnect.wpunj.edu/catalog/?level=UG>

Registrar's Office:

The mission of the Office of the Registrar is to provide timely service to our students, faculty, administrators, and alumni and to the public. These services include maintaining accurate academic records including course offerings, registration records, grades, progress towards degree completion, veterans certification and accuracy of data (room scheduling), and the implementation of the university's academic policies concerning the integrity of the degrees offered by William Paterson University. For more information:

<https://www.wpunj.edu/registrar/>

Student Enrollment Services:

Student Enrollment Services (SES) is dedicated to the enhancement of the William Paterson University academic experience by providing complimentary student services in an efficient, effective and user-friendly manner. The department is committed to the continued development and seamless delivery of contemporary services in a physical setting as well as virtually over the World Wide Web. Through collaborative efforts with our students, faculty, and staff the department will ensure that the availability and quality of our services meet and exceed the needs the campus community. Cognizant that student needs are as diverse as the campus itself, the department is devoted to providing courteous, accurate and timely expedition of requests related to financial aid, student accounts, and academic records. For more information: <https://www.wpunj.edu/centerss/>