Course Guide

Self-paced study. Anytime. Anywhere!

Psychology 390
Psychology of Learning

University of Idaho
3 Semester-Hour Credits

Prepared by:
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University of Idaho

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Welcome!
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures
Refer to the ISI website at www.uidaho.edu/isi and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description
Experimental literature of the nature and conditions of classical and operant conditioning, verbal learning, and cognition. Prerequisite: Psyc 101

Recommended Preparation: Psyc 218 (Introduction to Research in the Behavioral Sciences) or a similar research methods course. If you have not taken such a course, let the instructor know and additional material will be assigned to you. You must understand issues regarding experimental design.

Required: Internet access, computer with a CD drive
14 graded lessons, 2 self-study lessons, 1 graded final paper, 4 proctored exams
May submit up to 3 assignments at a time, 6 per week.

Course Materials
Required Course Materials
• Sniffy, the Virtual Rat. Students may use EITHER of the following editions:
  or

Course Delivery
This course is available online. An electronic course guide is accessible through BbLearn at no additional cost. Refer to your Registration Confirmation Email for instructions on how to access BbLearn.

Course Introduction
This course will provide you with an overview of Psychological Learning Theories. Although the course will emphasize classical, operant, and cognitive approaches, a review of other learning model will be presented as well.

Note: the content of this course tends to be difficult for some individuals. Thus, you must work hard with the content to receive a good grade.
Course Objectives

• To understand concepts in the field of learning theory.
• To understand strengths and weaknesses of each learning model.
• To gain a historical understanding of traditional learning models.
• To gain further experience in writing.

Lessons

Overview
Each lesson includes the following components:
• Lesson objectives.
• An introductory lecture.
• A reading assignment.
• A written assignment or activity.
Lessons 4, 6 and 12 are worth 10 points each. Lessons 1, 3, 5, 7-9, 11 and 13-16 are worth 25 points each.

Study Hints:
• Complete all assigned readings.
• Set a schedule allowing for completion of the course one month prior to your desired deadline. (An Assignment Submission Log is provided for this purpose.)
• You should also review materials on the website to gain further clarification.

Term Paper
You will be required to write a 5-10 page term paper on a learning topic of your choice. You must use at least 10 references from journal articles or books. Popular press (e.g., Time, Scientific American, Newspapers, etc.) and Non-Governmental websites will not count toward your total. You can use a maximum of 4 websites in your count. (100 Points)
Exams

Overview

• You must wait for grades and comments on lessons prior to taking each subsequent exam.
• For your instructor’s exam guidelines, refer to the letter sent in your registration packet and the Exam Information sections in this course guide.

There will be four exams. Each will be essay, short answer, or fill in the blank. Each exam will only cover the material in the particular section. The exams are worth 100 points each. Each exam has an hour and a half time limit. Submit all lessons preceding each exam prior to requesting it.

See Grading for specific information on exams, points, and percentages.

Proctor Selection/Scheduling Exams

To submit your Proctor Information Form online, visit the ISI website and select Forms, Proctor Information Form. Submit this form at least two weeks before your first exam. Refer to About ISI Policies on the ISI website for information on acceptable and unacceptable proctors.

Grading

The final course grade will be based upon the following considerations.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Exams</td>
<td>400</td>
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<tr>
<td>Lessons</td>
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<tr>
<td>Paper</td>
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<td>Total</td>
<td>805</td>
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</table>

All grades will be based on the following scale:

>787 = A 90%
>700 = B 80%
>612 = C 70%
>525= D 60%
<525= F <60%

The grading criteria for the Exam Essay Responses (both short and long essay questions) includes:
1. Accurately presenting the material requested in the questions.
2. Completely covering the breadth of issues posed in the questions.
3. Refers to, and integrating appropriate case examples to illustrate concepts.
4. Legible answers presented in a legible and well-organized style with concepts and illustrative examples that are clearly articulated.

Paper Grading Criteria include
1. The use of APA style
2. Clarity/Readability of the content (No typo’s, misspelled words, etc.).
3. Quality of the organization
4. Quality of the content
5. General overall presentation.

The final course grade is issued after all lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.
**Cheating and Plagiarism**
Individuals who are caught cheating or plagiarizing material will receive an F grade for the course.
Note: I use term-paper cheating technology.

**About the Course Developer**
Your course developer was Dr. Steven E. Meier, an Associate Professor of Psychology at the University of Idaho. Dr. Meier received his Ph.D. in Psychology from Washington State University. His specialty of training was in experimental psychology with specialties in Learning (Applied Behavior Analysis) Addictive Behavior (Primarily Alcoholism), and Physiological Systems.

**Contacting Your Instructor**
Instructor contact information is posted on your BbLearn site under *Course Rules.*
Assignment Submission Log

Choose a proctor and send the completed *Proctor Information Form* to the ISI office at least two weeks prior to taking your first exam.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Chapter</th>
<th>Reading</th>
<th>Written Assignment</th>
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<tr>
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<td>Kline-1 &amp; 2</td>
<td>Essay</td>
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<tr>
<td>2</td>
<td>Sniffy 1 &amp; 2</td>
<td>Self-Study – Do Not Turn In</td>
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<tr>
<td>3</td>
<td>Kline -3</td>
<td>Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sniffy 3 &amp; 4</td>
<td>Essay</td>
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<td>5</td>
<td>Kline -261-285</td>
<td>Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sniffy 6 &amp; 7</td>
<td>Essay</td>
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It is time to make arrangements with your proctor to take Exam 1.

<table>
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<tr>
<td>7</td>
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<td>K-226-240</td>
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It is time to make arrangements with your proctor to take Exam 2.

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<td>10</td>
<td>Review Sniffy 4</td>
<td>Self-Study – Do Not Turn In</td>
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<td>11</td>
<td>Kline -5</td>
<td>Essay</td>
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<tr>
<td>12</td>
<td>Sniffy 5</td>
<td>Essay</td>
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<td>Kline -7</td>
<td>K-285-294</td>
<td>Essay</td>
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It is time to make arrangements with your proctor to take Exam 3.
It is time to make arrangements with your proctor to take the Final Exam.

<table>
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<th>Week</th>
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</tr>
<tr>
<td>17</td>
<td>Paper</td>
<td>Essay</td>
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Lesson 1
An Overview of Learning

Lesson Objectives
After completing this lesson you should understand/be able to:

1. Know the definition of learning and the three components of the definition.
2. Understand some historical approaches to learning.
3. Differentiate between different approaches to learning.
4. Understand the differences between Habituation and Sensitization.
5. Describe Opponent-Process theory.

Reading Assignments
Kline, Chapters 1 and 2

Important Terms
| Functionalism | Habituation | Behaviorism | Sensitization |

Lecture
These two chapters provide an overview of early theories and concepts related to learning. In the chapter, review the definition of Learning by Kline. It is more comprehensive than most definitions. Finally pay particular attention to the opponent-process aspects described in chapter two. This concept has major implications for addictions.

Written Assignment
All written assignments MUST be typewritten/word processed.

1. What is the definition of learning? What does the definition include and not include?
2. What is Sensitization and Habituation? Provide an example of each.
3. Briefly describe three historical approaches to learning.
4. Compare and contrast Watson’s model of learning with Thorndike’s and Pavlov’s.
5. Describe the Opponent-Process model. How does it relate to addictions?