

# PSCH 360 - LEARNING AND CONDITIONING

Fall 2007

Tuesday/Thursday 2:00 - 3:15

BSB 145

## Instructor: Steve Reilly

Office Hours: After class and by appointment

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## Teaching Assistants:

### Jian-You Lin

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### Chris Roman

Office Hours: Monday 12:45-1:45

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**REQUIRED TEXT:** Frieman, J. (2002). Learning and Adaptive Behavior. Wadsworth/Thomson Learning.

Classical and Operant conditioning are two fundamental forms of learning. Classical conditioning is concerned with prediction whereas operant conditioning allows personal control in the achievement of goals and needs. Together, both forms of learning help us to determine the causal structure of our environment (both external and internal). Learning and conditioning phenomena and procedures have contributed and influenced many areas of relevance to psychology undergraduates including evolution of cognition and intelligence, social psychology, behavioral neuroscience, drugs and behavior, behavioral medicine, motivation and emotion, rehabilitation training, special education, infant cognition, developmental psychology, psychopathology and clinical psychology. The purpose of this course is to introduce the basic findings, concepts and principles of learning and conditioning that govern the acquisition of knowledge in human and nonhuman animals. We will focus on these two basic forms of associative learning: classical conditioning and operant conditioning.

There will be 3 exams each worth 100 points (300 points total), based on material covered in class and from the assigned readings. Some of the material in the lectures is not present in the book. **[Reading the assigned text constitutes the homework for this class and should be undertaken prior to the lecture presentation of that material.](#)** Reading the assigned text will increase your chance of obtaining a good grade. Students who miss classes or are late for classes for any reason whatsoever are responsible for all notes, announcements, and handouts for that class. The exams will not be cumulative and likely will consist of multiple-choice questions. Grades will be assigned as follows:

A = 246 or more points (i.e., 82% or better)

B = 216 or more points (i.e., 72% or better)

C = 186 or more points (i.e., 62% or better)

D = 156 or more points (i.e., 52% or better)

E = less than 156 points (i.e., less than 52%)

**Grade cutoff points are not subject to change**

**No make-up exams will be given** except for the most serious of documented circumstances. A request for a make-up exam will only be considered if accompanied with a written note (including phone number) from a physician. Make-up exams must be taken within one week of the scheduled exam otherwise a score of zero points will be recorded for that exam. It is the student's responsibility to ensure that a make-up exam is taken.

Accommodations are available for students who have documented disabilities. Please notify the instructor during the first week of class of any accommodation needed for the course. Late notification may cause the requested accommodations to be unavailable. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2183 (voice) or 312-413-0123 (TTY).

In fairness to the vast majority of students who take their college career seriously, no form of cheating will be tolerated on exams. If you cheat in this class, you will receive a failing grade for the course and judicial charges will be filed.

If you have any problems or concerns throughout the class, the instructor and TAs are here to help you. Please come and see us during office hours (or by making an appointment) before it's too late at the end of the semester. We are interested in your success in this class.

### **TENTATIVE CLASS SCHEDULE**

<b>TOPIC</b>	<b>READINGS</b>
1. Issues in Learning and Conditioning	Chapter 1
2. Procedures and Phenomena in Classical Conditioning	Chapter 2
3. Causal Inference in Classical Conditioning	Chapter 3
<b>Exam #1 (~Week 5)</b>	
4. Predictors of Significant Events in Classical Conditioning	Chapter 4
5. Representation of Knowledge in Classical Conditioning	Chapter 5
6. From Knowledge to Behavior in Classical Conditioning	Chapter 6
<b>Exam #2 (~Week 10)</b>	
7. Procedures and Phenomena in Operant Conditioning	Chapter 7
8. Behavior and Consequences in Operant Conditioning	Chapters 8 and 9
9. Inference and the Representation of Knowledge in Operant Conditioning	Chapter 11

**Exam #3: Thursday December 6 (or Week 16)**

**PLEASE NOTE:  
NO EXTRA CREDIT WORK WILL BE ACCEPTED**