

day: MWF 9:00-9:50

Psychology 3250: Fall, 25 Aug.-5 Dec., 2008:

Dr. N. Bancroft: SS328A; X7068

Text: Purdy, J., et. al. Learning & Memory, 2001, Wadsworth.

Assigned reading, lecture, & test schedule (may change as announced in class):

Week	Monday	Tuesday	Wednesday	Friday
1	Ch. 1, lecture		Ch. 1, lec.	Ch. 1, lec.
2	Holiday		Ch. 1, lec.	Ch. 1, lec.
3	Ch. 8		Ch. 8	Ch. 8
4	Ch. 8.	Test#1*	Ch. 9	Ch. 9
5	Ch. 9		Ch. 9	Ch. 10
6	Ch. 10		Ch. 10	Ch. 10
7	Ch. 11		Ch. 11	Ch. 11
8	Ch. 11	Test#2*	Ch. 2	break day
9	Ch. 2		Ch. 2	Ch. 2
10	Ch. 3		Ch. 3	Ch. 3
11	Ch. 3	Test#3*	Ch. 4	Ch. 4
12	Ch. 4		Ch. 4 & 5	Ch. 5
13	Ch. 5	Test#4*	Ch. 6	Ch. 6
14	Ch. 6		Ch. 6	Ch. 6 & 7
15	Ch. 7		Ch. 7	Ch. 7 Final**

*Tests will be given in the social science test center in a limited time period between 7:30 a.m. and 7:30 p.m. on designated days. Time & date for Final tba. If you must reschedule a test, you must contact me in person prior to the test for permission to do so. Any rescheduled test (early or late) may be subject to additional point deduction, depending upon circumstances & at my discretion. A test that has been scored & returned to the class cannot be rescheduled or made up and will count zero. No rescheduling of the Final exam (plan ahead now to be there or take a zero on that exam).

Test Instructions: PRINT your LAST Name, then 1st initial in the blank provided. Do not mark in the left-hand margin of the test; do not use red ink or pencil on tests. Mark only True statements (X) & leave false statements blank ().

Grading: A = 91-100%, A- = 90%; B+ = 89%, B = 81-88%, B- = 80%; C+ = 79%, C = 70-78%, C- = 60-69%; D = 50-59%; E = 0-49%.

Free Choice Policy: You have personal freedom to choose to register for & attend the class, read assigned material before attending lecture, participate in discussions, ask questions, & take tests as assigned, or not. You are also personally responsible for the consequences of your choices, including the grade received as a result of your effort and choices. It is highly recommended that you review a standard Introductory Psychology text, chapters on learning and memory before beginning this course. It is expected that you have completed Introductory Psychology & remember & understand that information. Lecture material will not be emailed, podcasted, text-messaged, or cell phoned—you must attend class in person to get the information in a person-to-person interchange.

Any person requiring assistance due to disability must contact Services for Students with Disabilities office for help.

3250 Purdy text Omissions & amendments (in lecture & handouts):

Dr. Bancroft

Selected topics & pages will be omitted from the required reading, particularly with respect to some theoretical issues yet to be resolved by further research. Emphasis will be placed upon key concepts, procedures, principles, processes, & behavioral phenomena. However, some of the omitted reading material may be covered in lecture & discussions, and is therefore likely to be tested along with the other material in the text, handouts, & lecture. And, as stated on page xviii of the Preface, critical reading & critical thinking with careful attention to detail will be required for you to fully comprehend the meaning & importance of the material. Completion of Introductory Psychology with at least a C or higher letter grade is required, and it would be advisable for you to have completed Experimental Research Methods as well since much of the text is written in terms of research methodology. You will be expected to read the studies in detail & be able to understand the results & conclusions drawn from them with respect to the practical applications of learning & memory issues to human & animal behavior. Pay careful attention to the figures & tables as well since these present & summarize important information. Some material may be presented in lecture & the handouts that is not covered in the text, or that is not covered adequately in the text.

Topics to be omitted or amended by chapter & page:

Ch. 1: see handouts for my comments on material in this chapter, e.g., with respect to the “varieties of learning & memory,” the behavior continuum, behavior recipe & the nature X nurture interaction, epistemology, definition & discussion of “learning,” etc. Material in Ch. 1 will be cross-referenced with other text, lecture, & handout materials—pay careful attention to lecture-discussion, and do Not rely solely on lecture or blackboard for the only test information, & do not expect email, cell phone texting, pod-casting, or in-office “catch up” sessions to help much—you must attend class.

Ch. 2: Omit p. 45-46 “This principle is illustrated quite well by the results of a set of experiments by Wagner, Logan, etc.----begin again on p. 46 “Similar results have been found in a variety of experimental situations....and continue through page 58.

Ch. 3: Omit p. 67-78: “Conditioning Deficits Not Predicted by Contingency Theory,” however do note “contextual stimuli” on p. 69. Comment: The Rescorla-Wagner model on p. 70-75 & Wagner’s priming theory, p. 75-76 are interesting, but not necessary to understand Pavlovian conditioning, & are also subject to review given recent evidence = a “theoretical debate” we will bypass.

Resume on p. 78 = Behavior Systems Theory through p. 90.

Ch. 5: Omit p. 149-153 = The Spence-Hull Hypothesis; resume on p. 153 Response-Outcome Theories through p. 154; then omit p. 154-158 = Theories of Extinction, but we will discuss Conclusions concerning extinction theories = see Table 5.3, and Punishment issues, p. 159-162; then omit p. 163-164 = Response Disequilibrium and Punishment.

Ch. 7: Omit p. 212-222 = Theories of discrimination learning, and resume again on p. 222-230 = Concepts learning.

Additional deletions or amendments may be added to this (as announced in class).