Objective of Course:
The study of learning and the science of behavioral selection have had a profound impact on all aspects of human interaction, including special and regular education, business, health care, rehabilitation therapy, and the treatment of behavioral problems. Behavior analysis is the scientific investigation of the interaction of organisms with the social and physical environment. The underlying message is that all living organisms alter their behavior as a reaction to the consequence of that action. This class covers what we know about learning as an adaptive process. It assumes an objective orientation, invokes a requirement for evidence, and teaches a basic fluency in the experimental analysis of behavior. With these skills, a person may apply learning principles to the treatment of personal, family, professional, or other problematic behavior situations.

Integration of Course with Laboratory:
The course, Psy 210, describes how the investigation of simple behaviors in simple organisms relates to such complex issues as the development of cognitive skills in children or providing therapy for depressed patients. Still, nothing can demonstrate simple principles of learning better than a behavioral demonstration in a living organism. Laboratory experiences wherein college students conduct research with living subjects have become a rare enterprise. When a pigeon is observed and its behavior systematically manipulated in an unadorned environment, many fundamental principles are exposed that apply to all living organisms. The existence of a basic science and the study of empirically determined foundations is part of the experience of Psy 211, the Learning Laboratory. I have no doubt that this experience helps to stamp in these foundations, and I believe that it fosters deep, critical and creative thinking on the topic of learning.

The goal of the laboratory is to clarify theories and principles as described in class. To meet this goal, laboratory exercises will periodically be discussed in the course itself. Students should also feel free to mention any problems with experiments or any conflicting results they observe in lab.

Course Requirements:
Required reading is
that follow.] MANY assorted articles on MOODLE. When possible, individual copies
of articles will be distributed in class.

Sniffy Pro version 2.0 can be used to write an option for a paper in the
class. A version is provided in the Mac Lab (Olin 104) and in the learning lab
(Hulings 12). If you want to load a copy onto your own computer, see me.
Assigned exercises for class will be denoted Sniffy in the daily assignments that
follow.

There are three examinations in this course, covering the readings that precede
each. They are scheduled on the following days:

- **Exam 1**: 9/30, Wednesday
- **Exam 2**: 10/26, Monday
- **Exam 3**: 11/18, Wednesday (last day of classes)

Test questions consist of definitions, identification items, short-answer questions,
graphical analysis, and essay questions. Materials from readings and lectures are the
focus of the test. Each exam will test over only the materials specifically assigned during
that block of the course, with the exception of the final exam, which will include a single
essay question for you to tackle in addition to material over the last 2 weeks of the
course.

There are also 2 short paper assignments. Sniffy, the virtual rat, can be used to
accomplish one, or alternatively you can conduct a behavioral modification project. A
second paper is to evaluate a rewards/loyalty program offered at a store that you
frequent. A separate handout explains each paper assignment. The papers are due:

- **Wednesday, 10/21**, Sniffy or BEH MOD paper due.
- **Saturday, Nov 21st by 4:00 pm** REWARDS PROGRAM paper due in a dropbox outside of
  the psych office.

**Make Up Policy:**

Students are expected to take tests on the dates and at the times specified in
order to assure fairness to all. A student who misses an exam without prior approval may
receive a substantial penalty on the subsequent make up exam. In cases of unavoidable
conflict, arrangements should be made at least **one full day prior to the date and time**
of the scheduled exam.

**Special Arrangements:**

Students who need special arrangements for taking exams, or who have special
needs that might require larger font type on handouts, audio taping of lectures, etc.
should see me early in the term. Also, students who feel they do not have the proper
background for the course should see me. If you need to take a test in a special
environment, that can be planned but I should be alerted 1 full week before the test
day, and the form to fill out with student support services needs to be completed 1 class
session prior to the exam (for example, completed on a Monday, for a Wednesday
exam).
Grading:

Grades are based on a total of the points earned from participation in class, and from proficiency on exams, and excellence on the paper assignment. The distribution of points for assignments follows:

- Exam 1, 2, and 3: 25% each.
- Papers: 10% each (x2)
- Class participation during discussion days/assignments: 5%

Daily Assignments [readings to be accomplished preceding the class day]:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Event/Discussion</th>
</tr>
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<tbody>
<tr>
<td>9/16</td>
<td>Wednesday</td>
<td>Elicited Behavior: Habituation and Sensitization Domjan, Ch. 2, Elicited Behavior, Habituation &amp; Sensitization.</td>
</tr>
</tbody>
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Review for Exam 1 — Habituation, Sensitization, Classical Conditioning

9/30 Wednesday Exam I: Habituation, Sensitization, Classical Conditioning

10/02 Friday  SNIFFY classical conditioning mechanisms (4, workbook) and paper groups: behavior modification.

10/05 MONDAY  Beginnings of Operant Conditioning.  

10/07 Wednesday Continued Operant Conditioning.  
\textbf{Domjan}, Ch. 6, Schedules of Reinforcement and Choice Behavior.


On schoolwork and break life, please consider one of these:


10/12 Monday  Group work on starting rewards program project.

10/14 Wednesday  \textbf{Domjan}, Ch. 7, Instrumental Conditioning: Motivational Mechanisms.

10/16 Friday  Applied Operant schedules.  

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>10/19</td>
<td>Monday</td>
<td>Midterm Break --- RFT RFT RFT RFT RFT BREAK!</td>
</tr>
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</table>
| 10/21  | Wednesday | Domjan, Ch. 10, Punishment & Avoidance  
SNIFFY or BEH MOD Paper due. |
| 10/23  | Friday  | Review for Exam II: Rewards and Punishers.                           |
| 10/26  | Monday  | Exam II: Rewards and Punishment/Avoidance                            |
| 10/28  | Wednesday | Stimulus Control  
Domjan, Ch. 8. Stimulus Control.                                     |
| 10/30  | Friday  | Ch. 9, Extinction of Conditioned Behavior  
Check in on Rewards program assignment  
Halloween – what stimuli do we choose?  
And REWARDS! |
| 11/2   | Monday  | Animal Cognition.  
Domjan, Ch. 11, Animal Cognition: Memory Mechanisms |
| 11/4   | Wednesday | Complex Animal Cognition  
Domjan, Ch. 12, Complex Animal Cognition |
| 11/6   | Friday  | Sniffy and Paper topics : Working meeting in class.                   |
| 11/9   | Monday  | Special topics: monkey work and animal cognition                     |
| 11/11  | Wednesday | Special topics: comparative cognition update.  
| 11/13  | Friday  | Special topics: Contemporary developmental and clinical issues.      |
| 11/16  | Monday  | Review for last Exam: Stimulus Control, Animal Cognition, Complex Cognition |
| 11/18  | Wednesday | Exam III: Stimulus Control, Extinction, Animal  
Cognition, Complex Cognition                                  |

Rewards program paper due: Saturday, Nov 21, by 4:00 pm in a real dropbox outside of the psych office.