

Rhodes College Digital Archives - DLynx

PSYC 226-01, Learning and Memory, Fall 1998

| | |
|---------------|--|
| Item Type | Syllabus |
| Authors | Strandburg, Robert |
| Publisher | Memphis, Tenn. : Rhodes College |
| Rights | Rhodes College owns the rights to the archival digital images in this repository. Images are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. For additional information please contact archives@rhodes.edu . |
| Download date | 2026-06-17 15:44:41 |
| Link to Item | http://hdl.handle.net/10267/1090 |

PSYCH 226 Learning and Memory Robert Strandburg
 Class: TuTh 1:30-2:30 Buckman 325
 Lab: TuTh 2:40-4:10 Buckman 212

120 Clough x3990

TEXTS: JM: Mazur, JE (1998). Learning and Behavior, 4th edition. Upper Saddle River, NJ: Prentice Hall
 MM: Matlin, MW (1998). Cognition, 4th edition. Orlando, Florida: Harcourt Brace & Company

COURSE OUTLINE AND READING ASSIGNMENTS (TENTATIVE)

| | | | | |
|---------|----------|--------|---|----------------|
| | | | | <u>27</u> |
| | | | | S 1 |
| | | | | <u>3</u> |
| | | | | 8 |
| Aug | 27 | JM 1 | Introduction | <u>10</u> |
| Sept | 1 | JM 2,3 | Preliminary Considerations | 15 |
| | 3 | JM 4 | Basic Principles of Classical Conditioning | <u>17</u> |
| | 8 | JM 5 | Theories and Research on Classical Conditioning | 22 |
| | 10 | JM 6 | Basic Principles of Operant Conditioning | <u>24</u> |
| | 15 | JM 7 | Schedules of Reinforcement | 29 |
| | 17 | JM 8 | Avoidance and Punishment | O 1 Exam |
| | 22 | JM 9 | Theories and Research on Operant Conditioning | 6 |
| | 24 | JM 10 | Stimulus Control and Concept Formation | <u>8</u> Paper |
| | 29 | | Summing Up | 13 |
| Oct | 1 | | EXAM | <u>15</u> |
| | | | | 19 break |
| | | | | <u>22</u> |
| | | | | 27 |
| | 6 | MM 1 | Introduction | <u>29</u> |
| | 8 | | LAB REPORT DUE | N 3 |
| | 8,13 | MM 2 | Perceptual Processes (Memory Input) | <u>5</u> |
| Exam | | | | |
| | 15,22,27 | MM 3 | Models of Memory | 10 |
| | 29 Nov 3 | MM 4 | Short Term Memory | <u>12</u> |
| Nov | 5 | | EXAM | 17 |
| | 10,12,17 | MM 5 | Long Term Memory | <u>19</u> |
| | 19,24 | MM 6 | Imagery | 24 |
| Paper | | | | |
| | 24 | | LAB REPORT DUE | <u>26</u> |
| holiday | | | | |
| Dec | 1,3,8 | MM 7 | Knowledge Representation | D 1 |
| | 14 1:00 | | FINAL EXAM Clough 118 | <u>3</u> |
| | | | | 8 |

CHAPTER REVIEW QUESTIONS

At the end of each chapter in Matlin there is a set of review questions. Beginning with Ch 2, you are to prepare answers to the two questions you find to be most interesting. These are to be typed and handed in when you come to class the first day that the chapter is assigned (ie. answers for Ch 2 will be due Oct 8). These essays will be graded both on the quality of your answer and the quality of the questions you choose (any question that asks you to "list the 5 characteristics of ..." is intrinsically uninteresting). A good answer is one in which you support your claims with empirical evidence and make clear how the logic of the experiment leads to the conclusions you have presented. In fact, you can provide a good answer for a poor question by introducing empirical support for the points you make when the question itself doesn't require such support. The point is, I am not interested in your learning isolated facts; rather, I want you to understand how those facts are established empirically. Note, there is a substantial penalty for late papers as discussed below - one of the reasons for this assignment is to insure that you have read and thought about the chapter before we begin to discuss it in class.

LABORATORY EXERCISES

In the first set of laboratory exercises you will be involved in conditioning a virtual rat in a simulated Skinner box. At the time of the writing of this syllabus, we are still having trouble with the simulation software so the precise tasks and writing assignment will depend on the level of functionality we can achieve with this software. In the remainder of the lab sessions you will participate in simulations of a number of classic experiments which examine various aspects of human information processing associated with perception and memory. At the end of each experiment, your results will be presented in tables and graphs, and an explanation of the processes involved, some comparison data from other participants, and a short bibliography will be provided. You should keep a detailed laboratory notebook documenting the procedures you carry out, the results you obtain, and any reactions you have to the experiments (did the procedures successfully manipulate the intended variables and did the discussion provided at the end of the experiment adequately explain your performance on the task?). I would like you to pay particularly close attention to your own thought processes as you perform these tasks and include these introspections in your laboratory notebook. The class results will be pooled and you will be asked to write a formal laboratory report for one of these experiments. This will involve reading material from the bibliography and presenting a thorough discussion of the class results and the theory behind the experiment. These reports should be typewritten in APA format and include the following sections: Introduction, Methods, Results, Discussion, References, Tables, and Figures. The report will be due Nov 24.

GRADING

Each exam is worth 100 points, each lab report is worth 70 points, and each pair of chapter review questions for Matlin is worth 10 points. If a set of review question is not handed in on the day assigned, there is a 5 point penalty; if they are not handed in by the second session on that topic, no credit will be given. Your lab notebook will be handed in with your reports; deficiencies in the laboratory notebook will result in a lowering of your grade on your paper. Although you are not graded explicitly on your participation in class, my ability to judge your understanding of the material discussed in your essays is often influenced by the level of understanding you have demonstrated in class. Further, the quality of your contribution to classroom discussions can influence my decision when your grade is on the borderline. As you are expected to contribute to classroom discussions, attendance is required. Unexcused absences will result in a lowering of your grade.

HONOR CODE

The honor code applies to all work submitted to me in this course. Ignorance of the law is no excuse; if you have any questions about whether something you have written might be considered to be plagiarized, please see me before handing it in (do not wait until the day it is due!). Direct quotes must appear within quotation marks followed by the source and page number. To avoid quotation marks, many students will simply paraphrase their source material by substituting synonyms or by reversing the order of the adjectives, nouns or clauses without fundamentally changing the way an idea is expressed. Although this conforms to the letter of the law, it clearly violates the spirit of the law, and does not make a good impression on the person grading your work - me. Demonstrate both to me and, more importantly, to yourself that you understand what you are writing by putting things into your own words. There are few passages in the psychological literature which merit direct quotation.

OFFICE HOURS

MW 1:00 - 4:00 and by appointment.

I am in class MWF 9:10-10:10, MWF 11:30-12:30 and TuTh 1:00-4:00 pm. In addition, I have weekly departmental research meetings Thursday 11:20 - 12:50, and during the hour before I teach, I obsess about the lecture and am usually not particularly sociable. Other than at these times, you should feel free to come by my office - most of the time I don't mind being interrupted, but if I am in the middle of something which can't be interrupted, I will be glad to schedule an appointment

when it is convenient for both of us. In addition, communicating with me by email is a good way to get answers to your questions fairly quickly.