PSYC3011 - Learning & Behaviour
Unit of Study Outline

Unit of Study Code: PSYC3011

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Always contact staff using your own University email address.

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks
Tutorial classes: maximum of 21 students per group

Credit Point Value: 6 Credit Points

Time Commitment: 4 hours face to face per week; 8 hours private study per week

Lecture attendance: Required. 80% recommended to pass unit. Audio recordings made of most lecture content and most slides posted online. Attend your timetabled lecture.

Tutorial attendance: Required. 80% recommended to pass unit. Attendance recorded.

Prerequisites: 1) Completion of PSYC2010 or PSYC2910 (or PSYC2011 or PSYC2911)
2) Completion of PSYC2012
About this course

PSYC3011 addresses the fundamental concepts and more important research findings related to contemporary theories of associative learning in animals and humans. It examines the application of such fundamental research to issues such as drug use, phobias and food choice. It is designed to foster skills in reading primary sources in this area, and provide the opportunity for hands-on experience in research projects in this area.

PSYC3011 is an elective senior psychology unit that can form part of an APAC accredited pathway to becoming a registered psychologist. In combination with other units in Psychology, this unit can form part of a Behavioural Science Minor or Major, or part of a fully accredited Psychology Program.

You are strongly advised to log on to the course’s eLearning site as soon as possible. This contains more information and is also where you will complete and submit assessments. From here: https://sydney.edu.au/students/ select Blackboard, log in using your unikey and look for PSYC3011.

What is the difference between PSYC3011 and PSYC3911?

Students in these courses attend the same lectures and sit the same final exam. Students will sit the same tutorial quizzes in week 4 and week 9. However the courses differ in the following ways:

1. The major written assessment (scientific report) will be different for PSYC3011 and PSYC3911.
   • Both PSYC3011 and PSYC3911 students will write a report based on an in-class experiment. However, the topic of the report may be different, and PSYC3911 students in particular will be required to provide an independent contribution to analysis and theoretical interpretation of the results. The word-limit is 2500 words for PSYC3911 students, compared to 2000 words for PSYC3011 students

2. Tutorial quizzes in Weeks 6 and 12 are different for PSYC3011 and PSYC3911.
   • Both PSYC3011 and PSYC3911 students will sit quizzes in weeks 6 and 12, however the content assessed in these quizzes may differ between the courses.

3. The tutorials are different for PSYC3011 and PSYC3911.
   • PSYC3011 is designed for students who are more interested in how learning and behavior relate to practical and clinical problems. The tutorials are still research-focused and involve in-class participation in experiments, but the tutorial exercises and discussion points are geared towards how learning theory is applied to a range of real-world problems. The major assessment for this Unit is a scientific report on an experiment run in class.
   • PSYC3911 is for students who are particularly interested in psychological research and theory. The tutorial program has a strong focus on research. Discussion and exercises will be geared towards theoretical issues in learning. The major assessment for this Unit is a scientific report on an experiment run in class, and will involve in-depth analysis of a contemporary issue in human learning research.
Lecture Program for PSYC3011 Learning and Behaviour, Sem 1 2018

Students are expected to attend two 1-hr lectures each week (weeks 1 to 13). Lectures are at 10am on Mondays in Woolley Lecture Theatre N395 and 10am on Wednesdays in Carslaw Lecture Theatre 159.

Below is a provisional lecture timetable, showing the title of each lecture and the name of the lecturer (note: the scheduling of topics may change from that shown below).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lec #</th>
<th>Lecturer</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 5</td>
<td>L 1</td>
<td>Livesey</td>
<td>Introduction to learning and behaviour.</td>
</tr>
<tr>
<td></td>
<td>Mar 7</td>
<td>L 2</td>
<td>Boakes</td>
<td>Darwin and mental evolution.</td>
</tr>
<tr>
<td>2</td>
<td>Mar 12</td>
<td>L 3</td>
<td>Boakes</td>
<td>Comparative psychology and early Behaviourism.</td>
</tr>
<tr>
<td></td>
<td>Mar 14</td>
<td>L 4</td>
<td></td>
<td>Early learning theory: Pavlov, Hull and Tolman.</td>
</tr>
<tr>
<td>3</td>
<td>Mar 19</td>
<td>L 5</td>
<td>Boakes</td>
<td>Skinner’s operant psychology vs associative learning theory.</td>
</tr>
<tr>
<td></td>
<td>Mar 21</td>
<td>L 6</td>
<td>Livesey</td>
<td>The content of conditioning.</td>
</tr>
<tr>
<td>4</td>
<td>Mar 26</td>
<td>L 7</td>
<td>Tran</td>
<td>The conditions necessary for conditioning: contiguity.</td>
</tr>
<tr>
<td></td>
<td>Mar 28</td>
<td>L 8</td>
<td></td>
<td>The conditions necessary for conditioning: contingency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>----- mid-semester break -----</td>
</tr>
<tr>
<td>5</td>
<td>April 9</td>
<td>L 9</td>
<td>Tran</td>
<td>Theories of conditioning: Variations in associability of the CS or US.</td>
</tr>
<tr>
<td></td>
<td>April 11</td>
<td>L 10</td>
<td></td>
<td>The Rescorla-Wagner model.</td>
</tr>
<tr>
<td>6</td>
<td>April 16</td>
<td>L 11</td>
<td>Tran</td>
<td>The effects of non-reinforcement: extinction.</td>
</tr>
<tr>
<td></td>
<td>April 18</td>
<td>L 12</td>
<td></td>
<td>Conditioned inhibition – its role in extinction.</td>
</tr>
<tr>
<td>7</td>
<td>April 23</td>
<td>L 13</td>
<td>Tran</td>
<td>Spatial learning.</td>
</tr>
<tr>
<td></td>
<td>April 25</td>
<td></td>
<td></td>
<td>ANZAC DAY – No lecture</td>
</tr>
<tr>
<td>8</td>
<td>April 30</td>
<td>L 14</td>
<td>Livesey</td>
<td>Latent Inhibition.</td>
</tr>
<tr>
<td></td>
<td>May 2</td>
<td>L 15</td>
<td></td>
<td>Perceptual learning and discrimination</td>
</tr>
<tr>
<td>9</td>
<td>May 7</td>
<td>L 16</td>
<td>Livesey</td>
<td>Learning and attention.</td>
</tr>
<tr>
<td></td>
<td>May 9</td>
<td>L 17</td>
<td></td>
<td>Contingency learning and causal reasoning.</td>
</tr>
<tr>
<td>10</td>
<td>May 14</td>
<td>L 18</td>
<td>Colagiuri</td>
<td>Learning and drug use</td>
</tr>
<tr>
<td></td>
<td>May 16</td>
<td>L 19</td>
<td></td>
<td>Pavlovian-to-instrumental transfer</td>
</tr>
<tr>
<td>11</td>
<td>May 21</td>
<td>L 20</td>
<td>Boakes</td>
<td>Food aversion learning.</td>
</tr>
<tr>
<td></td>
<td>May 23</td>
<td>L 21</td>
<td></td>
<td>Flavour preference learning.</td>
</tr>
<tr>
<td>12</td>
<td>May 28</td>
<td>L 22</td>
<td>Livesey</td>
<td>Conditioning and cognition I.</td>
</tr>
<tr>
<td></td>
<td>May 30</td>
<td>L 23</td>
<td></td>
<td>Conditioning and cognition II.</td>
</tr>
<tr>
<td>13</td>
<td>June 4</td>
<td>L 24</td>
<td>Colagiuri</td>
<td>The Placebo effect I.</td>
</tr>
<tr>
<td></td>
<td>June 6</td>
<td>L 25</td>
<td></td>
<td>The Placebo effect II.</td>
</tr>
</tbody>
</table>
Tutorial Program for PSYC3011 Learning and Behaviour, Sem 1 2018

Starting in Week 2, ten 2-hour tutorials will be held at which students will participate in a variety of research projects and exercises investigating different issues related to associative learning. The 2,000-word report is based on one of these projects. Most tutorial projects involve participation and discussion across at least two tutorials. Further details of this content will be made available to students during semester and students should regularly check the online resources for this unit for tutorial-relevant content. The tutorial program will include projects/exercises on the following:

1. Critical thinking in the context of exam and report writing
2. Computational models of learning
3. Discrimination and categorization
4. Causal learning
5. Homeostasis and drug tolerance
6. Effects of testing on learning and memory
7. Trial spacing and learning

Four tutorial quizzes will be conducted during Weeks 4, 6, 9, and 12 of Semester. The quizzes are multiple-choice format except for Quiz #3 (Week 9), which will be short-answer format. The quizzes will assess lecture and tutorial content. Note that the timing of the tutorial quizzes is subject to change and all dates will be confirmed in lectures and online prior to each assessment.

Note: Tutorials will be held in every week of semester EXCEPT weeks 1, 7 and 13.

NOTE: Attendance at the tutorials is compulsory. The quizzes and exam will assess content from both lectures and tutorials, including material covered solely in the tutorial program. The quizzes are worth 20% of the total mark.

NOTE: The research report will be analysed by plagiarism detection software. Further information about submission of the report will be covered in lectures and will be available online.
**Available to students with successful special consideration/special arrangements only**

Replacement

*A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF). Replacement assessments are available as per the table below.*

### Assessment Table

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Compulsory *</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/ Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Quiz 1 **</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available during Week 4 only</td>
<td>5%</td>
<td>4pm Friday 30th March</td>
<td>4pm Friday 30th March</td>
</tr>
<tr>
<td>Tutorial Quiz 2 **</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available in tutorials during Week 6 only</td>
<td>5%</td>
<td>4pm Friday 20th April</td>
<td>4pm Friday 20th April</td>
</tr>
<tr>
<td>Tutorial Quiz 3 **</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Short-answer quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available in tutorials during Week 9 only</td>
<td>5%</td>
<td>4pm Friday 11th May</td>
<td>4pm Friday 11th May</td>
</tr>
<tr>
<td>Tutorial Quiz 4 **</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available in tutorials during Week 12 only</td>
<td>5%</td>
<td>4pm Friday 1st June</td>
<td>4pm Friday 1st June</td>
</tr>
<tr>
<td>PSYC3011 Research Report</td>
<td>YES*</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Major assignment based on the tutorial experiment</td>
<td>Individual</td>
<td>2000 Words</td>
<td>30%</td>
<td>11:59pm Thursday 17th May</td>
<td>11:59pm Thursday 7th June</td>
</tr>
<tr>
<td>PSYC3011 final exam</td>
<td>YES*</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC3011 Exam</td>
<td>Individual</td>
<td>120min; 40 multiple choice and 5 short-answer</td>
<td>50%</td>
<td>Will be scheduled during the exam period (18-30th June)</td>
<td></td>
</tr>
</tbody>
</table>

** A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF). Replacement assessments are available as per the table below.

### Replacement Assessment Table

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/ Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Quiz 1 **</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available during Week 5 only</td>
<td>5%</td>
<td>4pm Friday 13th April</td>
<td>4pm Friday 13th April</td>
</tr>
<tr>
<td>Replacement Quiz 2 **</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available during Week 7 only</td>
<td>5%</td>
<td>4pm Friday 27th April</td>
<td>4pm Friday 27th April</td>
</tr>
<tr>
<td>Replacement Quiz 3 **</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Short-answer quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available during Week 10 only</td>
<td>5%</td>
<td>4pm Friday 18th May</td>
<td>4pm Friday 18th May</td>
</tr>
<tr>
<td>Replacement Quiz 4 **</td>
<td>In class assessments</td>
<td>Tutorial quiz</td>
<td>Multiple choice quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>20 min; Available during Week 13 only</td>
<td>5%</td>
<td>4pm Friday 8th June</td>
<td>4pm Friday 8th June</td>
</tr>
<tr>
<td>PSYC3011 Replacement Research Report</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Major assignment based on lecture and tutorial content</td>
<td>Individual</td>
<td>2000 Words</td>
<td>0%</td>
<td>11:59pm Monday 2nd July</td>
<td>11:59pm Monday 2nd July</td>
</tr>
<tr>
<td>PSYC3011 Replacement final exam**</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC3011 Exam</td>
<td>Individual</td>
<td>120min; 40 multiple choice and 5 short-answer</td>
<td>50%</td>
<td>Will be scheduled during the replacement exam period</td>
<td></td>
</tr>
</tbody>
</table>

**Available to students with successful special consideration/special arrangements only**
Disruptions to your study

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here: http://sydney.edu.au/current_students/special_consideration/index.shtml

If you have (or develop) a continuing issue, register with Disability Services here: www.sydney.edu.au/disability
Types of disabilities include (but are not limited to): Anxiety, Arthritis, Asthma, Autism, ADHD, Bipolar disorder, Broken bones, Cancer, Cerebral palsy, Chronic fatigue syndrome, Crohn’s disease, Cystic fibrosis, Depression, Diabetes, Dyslexia, Epilepsy, Hearing impairment, Learning disability, Mobility impairment, Multiple sclerosis, Post-traumatic stress, Schizophrenia, Vision impairment.

In this unit of study Simple Extensions are not granted. Apply formally for special consideration or via Disability services if you require any extension.

Assessment standards and criteria

Tutorial quizzes 20% (total)
The four assessable tutorial quizzes are not compulsory. Each quiz is worth 5%. If you do not complete all or some of these quizzes, you simply will not receive the marks associated with them. In the case where Special Consideration is granted, a replacement quiz is available in the following week only. Special Consideration applied beyond the following week will result in a reweighting outcome or advice to discontinue.

Research Report 30%
The Research Report Assignment is a compulsory assessment which means a serious attempt must be submitted before the closing date. A serious attempt is:

- Within 10% of the word limit (2000 words, including the abstract, but not including title, tables, figure headings and reference list)
- Contains identifiable sections as outlined in the report guide (e.g. a report with a one paragraph introduction or discussion is not a serious attempt)
- On the correct topic, and in the correct format (i.e. it engages with the class experiment and is not about any other study or topic)
- Written wholly by you for this assignment

Marking criteria and guidelines for writing the assignment will be posted on the eLearning site.

Late penalties

You will receive a penalty of 5% of the maximum value of the Research Report assignment (5 marks / 100) for each calendar day or part thereof it is submitted after your due date. After 10 calendar days after your due date, a mark of zero is applied. Submissions will not be accepted after the closing date of the assignment.

<table>
<thead>
<tr>
<th>Example submission time</th>
<th>Penalty Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1203am the day after due date (4 minutes late)</td>
<td>-5%</td>
</tr>
<tr>
<td>3 days and 4 seconds after due date</td>
<td>-20%</td>
</tr>
<tr>
<td>10 days after due date</td>
<td>-50%</td>
</tr>
<tr>
<td>10 days and 7 seconds after due date</td>
<td>-100%</td>
</tr>
<tr>
<td>&gt;10 days the due date but before closing date</td>
<td>-100% but accepted (if a serious attempt)</td>
</tr>
<tr>
<td>After closing date</td>
<td>-100% AND not accepted (replacement assignment required to avoid AF)</td>
</tr>
</tbody>
</table>
If you do not submit a serious attempt at the Research Report Assignment before the closing date, you may attempt the PSYC3011 Replacement Research Report. This is an entirely new assignment on a new topic. It is not awarded marks, but if you submit a serious attempt you avoid an absent fail.

A successful application for Special Consideration for the Research Report usually results in a reduction in late penalties. The research report assignment commences in Week 2, and is due in Week 10, so if you are unable to submit a serious attempt by the closing date in Week 13, you are strongly advised to discontinue from the course.

Final Exam 50%
The initial final exam is a compulsory assessment, but so long as you attend, no minimum performance is required. A successful application for Special Consideration or Special Arrangements for the final exam will result in you being offered a replacement exam during the replacement exam period. Final exams are never offered earlier.

In this course no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50 or more, you will pass the unit.

Academic Honesty

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University’s Policy Register: http://sydney.edu.au/policies (enter “Academic Honesty” in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: http://sydney.edu.au/elearning/student/EI/index.shtml

Academic Dishonesty and Plagiarism

Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.

You may be found to have engaged in academic dishonesty if you:

- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
- Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students.
- Have someone else complete part or all of an assignment for you, or do this for another student.
- Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
- Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
Engage in dishonest plagiarism.

Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use someone’s actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone’s artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

Use of similarity detection software

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

All students commencing their study at the University of Sydney are required to complete the Academic Honesty Education Module (AHEM), which is accessible via Blackboard.
Syllabus

History of learning and comparative psychology:
- Darwin and mental evolution
- Comparative psychology
- Behaviourism
- Early learning theory

The nuts and bolts of conditioning:
- The content of conditioning
- Conditions necessary for conditioning
- Inhibitory learning

Associative learning phenomena
- Blocking and overshadowing
- Relative cue validity
- Conditioned Inhibition
- Latent Inhibition

Perception, attention and discrimination
- Perceptual learning
- Selective attention and learning
- Discrimination and generalization

Theories of associative learning
- Formal models of learning
- The Rescorla-Wagner model
- Contemporary issues in computational approaches to learning

Human associative learning
- Learning and causal reasoning
- Cognition and conditioning
- The placebo effect
- Learning and drug use

Learning in specific domains
- Learning of flavor preferences and aversions
- Social Learning
- Spatial Learning

Equipment

Some tutorials will require students to bring a calculator. Students may also find it useful to have a USB memory stick for saving assignment and tutorial data.

Reading

Lecturers will refer to required readings as they arise throughout semester. Many readings will be accessible electronically through the University Library website. The main text for the Learning component of Psychology 2 is suitable for many of the lecture topics:


Alternative textbooks (with copies in Fisher Undergraduate Library) that may sometimes be useful include:

Library

All readings related to this course can be accessed via the ‘Library Readings’ link on the Blackboard eLearning site. The library itself has a page for Psychology which includes links to Psychology databases, Internet resources, information on tests and more: http://libguides.library.usyd.edu.au/psychology

APA Style Central is a resource managed by the library which will help you correctly write and format your RESEARCH REPORT


Attendance

You are expected to attend, in person, 80-100% of all timetabled activities. It is our view that students who attend less than 80% will struggle to pass the Unit.

Lecture attendance. Attendance at lectures is not recorded because attendance is expected. PSYC3011 is not an online course. We provide lecture recordings and selected lecture slides to aid your study, not as a replacement for attending lectures. Note that the audio quality of lecture recordings is sometimes poor and the recording itself occasionally fails. The lecturer may also decide, at their discretion, to prevent a whole lecture or a section of a lecture from being recorded.

Tutorial attendance. Tutorial attendance in PSYC3011 is recorded. Please attend the tutorial to which you are timetabled. If you miss a tutorial because of an illness or misadventure, do not apply for Special Consideration for missed attendance. If you miss an in-class tutorial quiz because of an illness or misadventure, apply for Special Consideration for the assessment that you have missed but not for tutorial attendance. We cannot offer ‘make-up’ tutorials regardless of the reasons for your absence. If you miss a lot of tutorials or lectures then, regardless of the reasons, consider withdrawing from PSYC3011 because you will struggle to pass the course.

LEARNING OUTCOMES (WHAT YOU WILL LEARN IN THIS UNIT)

1. An in-depth knowledge of the history of comparative psychology from Darwin to contemporary learning theory.
2. An understanding of contemporary learning theory and its application to the analysis of behavior in laboratory and applied settings.
3. Knowledge of basic conditioning phenomena and an understanding of the necessary and sufficient conditions to produce them.
5. Skills in critically evaluating research, theory, and their application.
6. An understanding of how basic learning principles can be applied to clinical, health and other issues in human behavior.

ADVANCED STUDENTS WILL ALSO LEARN:

7. Skills in computational modeling with learning algorithms
8. Advanced data analysis skills relevant to human learning research
UNIVERSITY OF SYDNEY GRADUATE QUALITIES.

The following student graduate qualities will be developed through lectures, tutorials and assessment activities in particular. The assessments target all the elements of the qualities.

1  **Disciplinary Experience**

By the end of this unit of study, you will have a strong understanding of learning theory, comparative psychology and principles of experimental psychology as they relate to the psychology of learning and behaviour. Specifically you will be able to apply learning and behaviour principles to a wide range of experimental and applied settings; use basic computational models of learning to make predictions about behaviour; demonstrate knowledge and understanding of the history of comparative psychology and the development of contemporary learning theory; demonstrate understanding of experimental design and critical evaluation of learning research and theory. These qualities will be assessed in the report, the quizzes and the exam.

2  **Broader skills**

2a  **Critical thinking and problem solving**

By the end of this unit of study, you will have improved your critical thinking skills. Specifically, you will be able to critically evaluate claims about scientific evidence by questioning the methodology used and considering the appropriate use of control conditions. You will also be able to apply the basic learning-theoretic and behavioural concepts of the course to novel applied settings. Your ability to critically appraise research conclusions and transfer scientific concepts to novel situations will be assessed in the report, the quizzes and the exam.

2b  **Communication (oral and written)**

By the end of this unit of study, you will have improved your communication skills, specifically in the form of scientific writing, as assessed through the production of a scientific research report.

3  **Integrated, professional, ethical personal identity**

By the end of this unit of study, you will have been introduced to the values relating to research and professional ethics in Psychology. Specifically, you will be able to use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in written communication), understand the ethical obligations of research scientists as they relate to the treatment of animal subjects, human participants and research conduct and communication more generally. This quality is not explicitly assessed.
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL (APAC) GRADUATE ATTRIBUTES

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the report, tutorial quizzes, and in the final examination.

1: Core knowledge and understanding

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of learning and behavior.

Student learning outcomes:

(i) Learn about basic behavioural phenomena that reveal the conditions under which learning occurs and the content of that learning.
(ii) Understand major theoretical models that describe mechanisms for associative learning, and to appreciate the role of theory in the generation of knowledge in learning.
(iii) An appreciation of the historical and current contribution of learning theorists, to the understanding of human and animal behaviour.
(iv) An appreciation for how learning relates to basic motivational processes.
(v) An appreciation of the complex relationship between learning and human cognition.
(vi) Recognise issues specifically related to the study of learning in humans and how simple associative learning theory relates to human behavior in a variety of clinical and everyday settings.

2: Research methods in psychology.

Understand, apply and evaluate basic research methods in learning and behaviour, including research design, data analysis and interpretation.

Student learning outcomes:

(i) An ability to describe, apply and evaluate the different research methods used by learning psychologists.
(ii) Design and conduct basic studies to address psychological questions related to learning and behaviour, including: framing a research question; undertaking a literature review; critically analysing theory and empirical studies; formulate testable hypotheses; operationalise variables; describe an appropriate methodology; analyse data and interpret results; as assessed by the writing of a practical report based on research conducted in class.
(iii) Demonstrate practical skills in laboratory-based human learning research.
3: Critical thinking skills.

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to learning and behaviour.

**Student learning outcomes:**

(i) Apply knowledge of the scientific method in thinking about problems related to behaviour and psychological processes involved in learning in humans and other animals.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation, and differentiating between observations of behaviour and conclusions inferred about psychological processes.
(iii) Question claims that arise from myth, stereotype, pseudoscience or untested assumptions.
(iv) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.

4: Values, research and professional ethics.

Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

**Student learning outcomes:**

(i) Use information in an ethical manner, including acknowledging and respecting the work and intellectual property rights of others through appropriate citations in oral and written communication.
(ii) Promote evidence-based approaches and rigour in the understanding of behaviour.
(iii) Be aware of ethical issues pertaining to the application of learning theory to human behaviour and to human and animal experimentation.

5: Communication skills.

Communicate effectively in a variety of formats and in a variety of contexts

**Student learning outcomes:**

(i) Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
(ii) Contribute to class discussion and participate in learning demonstrations as experimenter and subject.

**Evidence of learning:**

- Achieving a Pass standard in the Exam demonstrates success in achieving the learning outcomes 1(i-vi), 2(i-ii), 3(i-ii).
- Achieving a Pass standard in the Laboratory Report demonstrates success in achieving learning outcomes 1(i-vi), 2(i-ii), 3(i-ii), 4(i) and 5(i).
- Achieving a Pass standard in the Tutorial Quizzes demonstrates successful achievement of Outcomes 1(i-vi), 2(i-ii), 3(i-ii).
- Learning outcomes 2(iii), 3(iii-iv), 4(ii-iii) and 5(ii) are not directly assessed in PSYC3011.
Contesting Marks

Students do not have an automatic right to request re-marking of class work or exam papers, but they are encouraged to discuss the assessment of their work with members of the teaching staff. Before doing so, students must make sure they have read and understood any written comments already supplied by the marker. The following remarking/appeal process must be initiated within 2 weeks of students being notified on Blackboard that assignments are ready for collection.

Students who are dissatisfied with some aspect of their assessment should:

- First consult the marker (usually their tutor), who will provide feedback for the given mark. If the tutor was not the marker of the assessment and cannot supply sufficient feedback, the Unit co-ordinator of the relevant Unit will direct them to the staff member responsible for the assessment.
- If the student is not satisfied, they should provide a written case explaining why they believe the work should be re-marked and approach the Unit co-ordinator with this written case. This must be done within two weeks of receiving your marked assignment. The Unit co-ordinator may agree and allow the work to be re-marked. Note: The new mark may be lower than the original mark, in which case the new mark will stand.
- If the Unit co-ordinator does not believe the work should be re-marked, or if after re-marking, the student still believes that the work has been improperly assessed, s/he should address such concerns in writing to the Associate Head of Teaching and Learning. Letters to the Associate Head Education should be emailed directly.

Normally, the Associate Head of Education will consider re-marking of submissions only if both the following are true:

- The student has discussed the reasons for their mark with the staff member(s) responsible for the assessment.
- The student clearly establishes, in writing, reasons for receiving a mark higher than that awarded, taking into account the feedback they have received from the previous marker(s).

Please note that the new mark may be lower than the original mark, in which case the new mark will stand.

Student Code of Conduct

Students at the University of Sydney are bound by a Code of Conduct, which can be found here: http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2011/215&RendNum=0

University Email

Check your University email on a regular basis, or forward your University email to an address you do check regularly. All electronic University communication will be sent to your University email address. Always use your University email when contacting staff in this course. Find a login for your email, eLearning site, Sydney Student (Enrolment) and Timetable and much more here: https://sydney.edu.au/students/
School of Psychology Student Information Office

PSYC1001, PSYC1002 students: psychology.firstyear@sydney.edu.au

Second and Third Year Students: psychology.ugsupport@sydney.edu.au

Please ensure when you send an email, that you do so from your university email account, and that you include your name and SID.

Other Useful Links

Information about becoming a registered psychologist in Australia can be found at: http://sydney.edu.au/science/psychology/future_students/becoming_reg_psychologist.shtml

Information about what constitutes a psychology major and accreditation of a psychology major in University of Sydney degrees can be found at: http://sydney.edu.au/science/psychology/current_students/accred_psychology_major.shtml

Information about honours in psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/honours/index.shtml

Information about the Bachelor of Psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/bachelor_psych.shtml


Australian Psychological Society: http://www.psychology.org.au/