

**SYLLABUS**  
**Survey of Learning and Memory**  
**PSYC L400 (Code: 376152)**  
**Spring 2012**  
**Tuesdays and Thursdays: 2:30 – 3:45 PM**  
**120 Bradley Hall**

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**Instructor:** Kate Holland, Ph.D.

**Office:** 223 Bradley Hall

**Traditional Office Hours:** Mondays and Wednesdays 1:00 – 3:30PM, and by appointment

**Email:** akhollan@mailbox.sc.edu

**Required Text:** Terry, W.S. (2009). *Learning and Memory: Basic Principles, Processes, and Procedures* (4<sup>th</sup> Ed.). United States of America: Pearson Education, Inc.

ISBN: 978-0-205-65862-6

**Highly Recommended Text:** American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA Press.

ISBN: 1-4338-0561-8

**Learning Outcomes:** This course will introduce students to basic concepts in learning as practiced within the field of psychology. In a broad sense, we will discuss all aspects of behavior, including classical and instrumental conditioning. More specifically, we will address questions related to the ways in which human and animal behavior may be influenced by the external environment. We will also explore how cognitions and their resulting behaviors have a biological basis, which is lawful by nature. Learning and memory will be conceptualized as two sides to the same coin. The student will gain exposure to elements of memory that are essential for developing an overall understanding of how we learn. Emphasis will be placed in these areas, and the student will become proficient in these concepts, as well as become more proficient in study skills and writing skills.

Upon successful completion of this course, students will be able to complete the following:

- Students will define learning from a functional, behavioral, and cognitive approach.
- Students will differentiate between associative and non-associative forms of learning.
- Students will identify theoretical concepts and principles central to the study of learning and memory.
- Students will make meaningful connections between principles of classical and instrumental conditioning and everyday situations.
- Students will explain the factors involved in positive and negative reinforcement as well as positive and negative punishment: these factors include spatial and temporal proximity, generalization and discrimination, and contingencies.
- Students will extend their knowledge of learning principles from a behavioral approach to develop a thorough understanding of the contributions of memory in learning.
- Students will identify the relationships among verbal learning tasks as well as components of human memory, including the Dual Store theory and the organization of long term memory.
- Students will organize information in article summaries and evaluate peer-reviewed manuscripts.

**Class Attendance and Participation:** There will be no formal attendance policy in this course. Although I strongly feel that you should attend all class meetings, I also feel that as college

students, you should ultimately make your own choice whether or not to attend the classes for which you have paid to be enrolled. If you do miss class, it remains entirely your responsibility to obtain information covered in class. Finally, your regular participation will be expected during class meetings. Aside from directly aiding your efforts at mastering course material, your participation will be integral to making this an interesting and meaningful class.

**Calculation of Grades:** A total of **535** points may be earned in this course. The following breakdown indicates the number of possible points per opportunity.

<b>Test 1:</b>	100
<b>Test 2:</b>	100
<b>Test 3:</b>	100
<b>Test 4:</b>	100
<b>Weekly Quizzes</b>	90
<b>Article Summaries</b>	<u>45</u>
<b>Total:</b>	535

**Letter grades in the course:**

A = 90 – 100%	C+ = 78 – 79%	D = 60 – 67%
B+ = 88 – 89%	C = 70 – 77%	F < 60%
B = 80 – 87%	D+ = 68 – 69%	

**Tests:** There will be four tests worth 100 points each. The test format may vary as a function of the nature of the topics covered. The format usually consists of approximately 30 multiple choice questions, three to five short-answer questions, and one essay question. More in-depth coverage of test format will be discussed in class.

**Weekly Quizzes:** This is an informal way for motivated students to earn points for this class. There will be eleven quizzes worth 10 points each. The TWO lowest quiz grades for each student will be dropped at the end of the semester. Because the two lowest grades will be dropped, ***no make-ups will be allowed for quizzes.*** These quizzes should be a practical way to integrate what you have learned in the course. In addition, these quizzes should be useful study guides for upcoming tests.

**Article Summaries:** Three supplemental readings in the form of research articles will be posted on Blackboard. The purpose of these articles will be to enhance the topics already covered in the text. Class time will be spent discussing these articles. Each student will turn in a 2-page summary that discusses the fundamental theme of each article as well as the student's interpretation of the findings. These article summaries will be worth 15 points each, and the assignment and due dates will be influenced by the nature of the material covered.

**Extra Credit:** Up to 16 extra credit points can be earned by participating in research studies or helping in any other way with research activities. Every hour (or part thereof) for which you participate in research, you will earn 2 points of E.C. More simply, participating in 8 hours of research you will earn you the maximum 16 points of extra credit. Should you want to gain extra credit but would like to do this using an alternative idea (i.e.: an article critique or an idea of your own), that is also an option that will be discussed in class. Be sure to check with me if you have any questions.

**Extra Credit Alternative- the Article Critique:** I am offering this as an alternative to other available research opportunities. The purpose of this assignment is to give students experience in reading a journal article critically. There will be detailed instruction for a 3-4 page research report you are to write in response to a current research-based article from a predetermined list of psychology journals. In your paper you will address relatively basic, but detailed questions about

each section of the selected article. Finally, you will also provide your reaction to the article, such as your thoughts/feelings about the conclusions presented, how the research was performed, and/or valuable future follow-up studies.

**Make-up Exams / Late Assignments:** The opportunity to make-up a missed exam will only be granted to students with a University-approved excuse. Late assignments will be penalized with a 10% point deduction per day late. Exceptional cases with documentation and (when possible) advance notification will be considered on a case-by-case basis. **Make-up work will not be permitted outside these bounds.**

I realize this is a strict stance. I feel it is the best way to be as fair as possible to all students, particularly the majority of students who will complete this course without ever testing these policies.

**Honor System:** The University of South Carolina Honor Code will be strictly enforced. It is each student's responsibility to ensure his or her familiarity with the Honor Code and abide by it at all times (<http://www.sa.sc.edu/CREED/>). All exams and assignments are to be completed by you, and only you, unless otherwise indicated.

**ADA / Accommodations:** Any student who feels that he or she may need an accommodation because of a disability, please make an appointment to see me or contact me through email.

## Survey of Learning and Memory: Tentative Schedule

<b>Week</b>	<b>Date</b>	<b>Chapters/Topics</b>
<b>1</b>	1/10	Introduction to course, begin Chapter 1
	1/12	Chapter 1
<b>2</b>	1/17	Chapter 2- Habituation and Other Forms of Stimulus Learning
	1/19	Chapter 2 <span style="float: right;"><b>Quiz 1</b></span>
<b>3</b>	1/24	Chapter 2
	1/26	Chapter 3- Classical Conditioning <span style="float: right;"><b>Quiz 2</b></span>
<b>4</b>	1/31	Chapter 3 and Test Review
	2/2	<b>Test One</b>
<b>5</b>	2/7	Chapter 4- Instrumental Conditioning
	2/09	Chapter 4 <span style="float: right;"><b>Quiz 3</b></span>
<b>6</b>	2/14	Chapter 4, begin Chapter 5 <span style="float: right;"><b>In-Class Activity</b></span>
	2/16	Chapter 5- Instrumental Conditioning: Nonreward, Punishment, and Avoidance <span style="float: right;"><b>Quiz 4</b></span>
<b>7</b>	2/22	Chapter 5
	2/23	Chapter 6- Verbal Learning <span style="float: right;"><b>Quiz 5</b></span>
<b>8</b>	2/28	Chapter 6 and Test Review
	3/1	<b>Test Two</b>
<b>9</b>	3/6	<i>No Class- Spring Break</i>
	3/8	<i>No Class- Spring Break</i>
<b>10</b>	3/13	Chapter 7- Human Memory: Conceptual Approaches
	3/15	Chapter 7 <span style="float: right;"><b>Quiz 6</b></span>
<b>11</b>	3/20	Chapter 8- Short-Term Retention
	3/22	Chapter 8 <span style="float: right;"><b>Quiz 7</b></span>
<b>12</b>	3/27	Begin Chapter 9 and Test Review
	3/29	<b>Test Three</b>
<b>13</b>	4/3	Chapter 9- Encoding
	4/5	Chapter 10- Storage and Retrieval <span style="float: right;"><b>Quiz 8</b></span>
<b>14</b>	4/10	Chapter 10
	4/12	Chapter 11 Spatial, Motor Skill, and Implicit Learning <span style="float: right;"><b>Quiz 9</b></span>
<b>15</b>	4/17	Chapter 11
	4/19	Chapter 12- Individual Differences in Learning and Memory <span style="float: right;"><b>Quiz 10</b></span>
<b>16</b>	4/24	Reading Day
		<b>Test 4: Thursday, April 26<sup>th</sup>, from 2:30 – 5:00 PM in Bradley 120</b>

**Note: All statements on this syllabus are tentative and subject to change. The student is responsible for staying informed of all changes.**