

HURON UNIVERSITY COLLEGE

Psychology 2280E (2017-2018) Method and Theory in Learning and Motivation

1.0 BASIC COURSE INFORMATION

Instructor: Dr. Mark R. Cole

Office and Phone Number: V118; 438-7224 ext. 223

Office Hours: Tu and Th 3:30-4:20; or by appointment

Time and Location of Lectures: Tu and Th 1:30-3:20; Classroom W102

E-mail address: mcole@uwo.ca

Course website: <http://owl.uwo.ca> {login & password = UWO login ID and password}

2.0 COURSE DESCRIPTION

A research oriented course with emphasis on the methodology. Operant conditioning with animals and motivation with animals and humans will be emphasized in lectures and laboratory work. In the first term students participate 1 hour per day on weekdays (5 hours per week) in the laboratory in addition to the four scheduled classroom hours.

Antirequisite(s): [Psychology 2210A/B](#), the former Psychology 306F/G, [Psychology 3209F/G](#), or the former Psychology 201F, 209G, 210.

Prerequisite(s): [Psychology 1100E](#) and [Psychology 2830A/B](#). A minimum of 60% is required in [Psychology 1100E](#). May be taken concurrently with [Psychology 2830A/B](#).

Extra Information: 2 lecture hours, 2 laboratory hours, 1.0 course.
(Huron)

3.0 COURSE LEARNING OBJECTIVES

By the end of the course students should have:

- Knowledge of the fundamental concepts in animal learning and cognition (first term) and in animal and human motivation (second term).
- Extensive exposure to animal and human research paradigms in the area of learning and motivation.
- Hands-on experience in an animal laboratory and in preparing research reports involving animal and human experimental research.

4.0 DESCRIPTION OF CLASS METHODS

At least two lectures a week will be devoted to the content material relevant to the area of learning and motivation. Up to two hours a week may be devoted to the methodologies relevant to the area of learning and motivation and which students will need to master in order to carry out the research required in this course and prepare laboratory reports based on that research. In addition, during

the first term, students will have to spend up to 5.0 hours a week in the laboratory collecting data.

5.0 TEXTBOOKS

Mazur, J. E. (2013). *Learning and Behavior*. (7th Edition). Upper Saddle River, N. J. Pearson/Prentice Hall. (First Term Text. Available from the Bookstore)

Gorman, P. (2004). *Motivation and Emotion*. London: Routledge, Taylor & Francis. (Second Term Text.

Cole, M.R. (2014). *Experiments in Animal Behaviour*. (Seventh Edition). London, Canada: Author. (First-Term Laboratory Manual. Available from the Bookstore).

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (Sixth Edition). Washington, D.C.: Author. (**Optional Text**. Available from the Bookstore).

6.0 METHOD OF EVALUATION

(6.1) Summary of Dates and Weights

REPORT	CONTENT	DUE	VALUE
1	Lab Report 1- Raw Data Only	Tu. Sep. 26	0%
2	Lab Report 2 - Cumulative Records Only	Th. Oct. 5*	5%
3	Lab Report 3 - Method and Results Only	Tu. Oct. 24*	10%
4	First Term Test – Term 1 readings and lectures	Th. Nov. 30	20%
5	Lab Report 4 - Full Report	Tu. Jan. 9*	15%
6	Research Proposal	Tu. Feb. 27**	0%
7	Lab Report 5 - Full Report	Fr. Apr. 13*	25%
8	Final Examination – Term 2 Text and lectures	TBA	25%

* In class or via the mail slot in the door to V 104.

** No marks but a 1% per day late penalty will be assessed against the Final Report mark

(6.2) Tests:

There will be a 2-hour term test worth 20% of the course mark at the end of the first term. There will be a 2-hour final examination worth 25% of the course mark during the April Examination Period. The tests are non-cumulative, except in a general sense. Both will consist of identify-and-describe items, and essay questions.

(6.3) Laboratory Reports

Students are responsible for completing two partial laboratory reports as a dry run for the first full laboratory report. Both will be based on experiments outlined in the Laboratory Manual. The first such report will consist of data only, reported in graphic form, and is worth 5% of the course grade. The second will consist of Method and Results sections only, including graphs and/or tables and will be worth 10% of the course grade. **While students will work in pairs to collect the data on which these reports are based, each student must prepare an independent report.** Additional details concerning these assignments will be given in class and on OWL.

Students are also required to complete two full laboratory reports in APA style.

The first full report, worth 15% of the course grade, will be based on an experiment outlined in the Laboratory Manual and is due at the start of the second term. **Students will work in pairs to collect the data for this project, but each student must present an independent report.**

The second full laboratory report is worth 25% and will require each student to generate an hypothesis based on background literature, design an experiment, carry out the experiment, analyze the data, and prepare a full APA style report. The second report is due at the end of the second term and, if correctly formatted, will be published online as part of Scholarship@Western as an article in the Huron College Journal of Learning and Motivation. Further details about the requirements for this report will be available on OWL.

ALL REPORTS ARE DUE AT 4:00 PM ON THE DAY INDICATED AND LATE ASSIGNMENTS WILL SUFFER A PENALTY OF 2% PER DAY INCLUDING WEEKENDS. AFTER 14 DAYS THEY WILL NOT BE ACCEPTED FOR GRADING AT ALL.

(6.4) Oral Presentations:

Students are expected to present their research plans (and results if they are available) to the class during one of several class periods devoted to such presentations. Although these presentations are not worth any marks, they provide students with valuable feedback prior to preparing the Final Report and create an impression in the mind of the Instructor that may

later inform the mark received on the Report.

7.0 POLICY ON GRADING STANDARDS

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2000-level honors Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

8.0 POLICY ON OWL

I will post my Power Point Slides on OWL at least 24 hours before the lecture they support. Once posted they will remain on OWL. **Students should note that these slides are not a substitute for attending lectures.** In the absence of the lecture, they are of limited use. These slides are for personal use only and may not be disseminated beyond your own computer. I will assume that these presentations have been downloaded and printed prior to the lecture and the pace of my lectures will be based on this assumption. I advise printing slides 6 to a page using **notes format** and in **black and white or greyscale**.

9.0 ADDITIONAL NOTES

9.1 SENATE POLICIES

Relevant Senate policies that are in force for this course may be found in Appendix A.

9.2 USE OF THE SONA SITE

Students may make use of the SONA Platform used in Psychology 1100E, only this time you will be the researcher, not the participant. Instructions on how to use this site and the rules for its use will be covered in class on Tu Feb 13, and attendance is mandatory for students wishing to use the site. Details will also be posted on OWL.

9.3 PUBLICATION OF FINAL LABORATORY REPORT:

The Final Laboratory Reports are published each year as a complete volume of the Huron College Journal of Learning and Motivation. These reports will be unedited and without any indication of the grade received. You may request that your final report not be published and I, as editor reserve the right to exclude a report if not correctly formatted. This publication will be in electronic form within the UWO library system and will be searchable. For the most recent volumes visit: <http://ir.lib.uwo.ca/hucjlm/>.

9.4 MANDATORY ATTENDANCE AT ANIMAL LABORATORY INTRODUCTION

Any student who fails to attend the Animal Laboratory Introduction (for any reason) on

Thursday, September 14 from 1:30 PM - 3:20 PM will not be permitted access to the Animal Laboratory. Unless, and until, such students can supply proof that they participated in a web-based course of instruction offered by Animal Care and Veterinary Services (ACVS) at the UWO, and passed a test of knowledge related to that course, they will not be permitted access to the animal laboratory. A student who does not have access to the animal laboratory cannot be successful in Psychology 2280E.

9.5 RESEARCH PROPOSALS

Students may not collect data for their second-term research project until they have received written approval based on a formally-submitted research proposal. Deviations from the procedures approved will be treated as a violation of ethics and penalties, including possible refusal to accept the entire paper, will be levied. Research involving human participants is governed by a document entitled *Ethical Guidelines for Research Involving Human Participants at Huron University College*. The actual proposal form is entitled *Request for Ethical Approval of an Undergraduate Research Project Involving Human Participants at Huron University College*. These documents and forms are available on the OWL site for this course in a folder called *Documents*. Proposals are not worth any marks but late proposals will have 1% per day deducted from the grade for the Final Laboratory Report.

9.6 INFORMED CONSENT

Those using human participants in their second-term research project will normally have to obtain written consent from all participants employing a format available in a document entitled *Ethical Guidelines for Research Involving Human Participants at Huron University College* and available on OWL. **These signed consent forms must be turned in with your Final Report in the course but are not to be referred to in the Report or be an appendix to the Report. Instead, they are to be separately bundled (never attached to tests or other data records) and turned in with the Report.** Any violations of protection of participant privacy may result in a substantial loss of marks.

10.0 TENTATIVE LECTURE SCHEDULE (SUBJECT TO CHANGE)

<u>DATE</u>	<u>TYPE</u>	<u>TOPIC</u>	<u>READING</u>	<u>DUE</u>
Th. Sep. 7		Introduction to Course Pavlovian Basics	Text Ch. 3	
Tu. Sep. 12	Lecture	Pavlovian Basics	Text Ch. 3	
Th. Sep. 14	Lecture	Introduction to Laboratory (Attendance is Mandatory)	Manual Ch. 1 App. A and B	
Tu. Sep. 19	Lab.	Start Basic Rat Training	Manual Ch. 2	
Th. Sep. 21	Lab. Lecture ◊	Laboratory Progress Review Pavlovian Theory and Research	Text Ch. 4	
Tu. Sep. 26	Lecture	Pavlovian Theory and Research	Text Ch. 4	
Th. Sep. 28	Lab.	Start Experiment 1	Manual Ch. 3	Data
Tu. Oct. 3	Lecture	Operant Basics	Text Ch. 5	
Th. Oct. 5	Lab. Lab.	Laboratory Progress Review How to Draw Graphs	Manual App. D	
Tu. Oct. 10		Reading Week		
Th. Oct. 12		Reading Week		
Tu. Oct. 17	Lab.	Start Experiment 2	Manual Ch. 4, 5	Rep 1
Th. Oct. 19	Lecture	Schedules of Reinforcement	Text Ch. 6	
Tu. Oct. 24	Lecture	Schedules of Reinforcement	Text Ch. 6	
Th. Oct. 26	Lecture	Operant Theory and Research	Text Ch. 8 (177-193)	
Tu. Oct. 31	Lecture	Stimulus Control	Text Ch. 9 (201-214)	
Th. Nov. 2	Lecture	Stimulus Control	Text Ch. 9 (201-214)	

<u>DATE</u>	<u>Type</u>	<u>TOPIC</u>	<u>READING</u>	<u>DUE</u>
Tu. Nov. 7	Lab. Lecture ◊	Return of Report 1 Choice	Text Ch. 13	
Th. Nov. 9		No Class		
Tu. Nov. 14	Lab.	How to Write Method and Results		
Th. Nov. 16	Lecture	Behavioral Economics	Text Ch. 8 (194-199)	
Tu. Nov. 21	Lab.	Start Experiment 3	Manual Ch. 7	Rep 2
Th. Nov. 23	Lecture	Animal Cognition	Text Ch. 9 (215-219) Text Ch. 10	
Tu. Nov. 28	Lecture	Animal Cognition	Text Ch. 10	
Th. Nov 30		110-Minute In-Class Examination	All work to date	
Tu. Dec. 5	Lab	Return of Report 2 How to write a Full Report	Manual App. E	
Th. Dec. 7	Lab	Help With the Report ?		
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Tu. Jan. 9	Lecture	Instinct	Text Ch 2	Rep 3
Th. Jan. 11	Lecture	Instinct	Text Ch 2	
Tu. Jan. 16	Lecture	Arousal/Emotion	Text Ch 7, 8	
Th. Jan. 18	Lecture	Arousal/Emotion	Text Ch 7, 8	
Tu. Jan. 23	Lecture	Sleep		
Th. Jan. 25	Lecture	Hunger/Thirst	Text Ch 3	
Tu. Jan. 30	Lecture	Hunger/Thirst	Text Ch 3	
Th. Feb. 1	Lecture	Drive Theory (Historical)	Text Ch 6	

<u>DATE</u>	<u>TYPE</u>	<u>TOPIC</u>	<u>READING</u>	<u>DUE</u>
Tu. Feb. 6	Lecture	Drive Theory (Hull)	Text Ch 6	
Th. Feb. 8	Lab	Research Design and Statistics		
Tu. Feb. 13	Lecture	Research Ethics and Use of The SONA System		
Th. Feb. 15	Lecture	Drive Theory (Hull)	◇◇ Weiner (pp 23-57)	
Tu. Feb. 20		Reading Week		
Th. Feb. 22		Reading Week		
Tu. Feb. 27	Lecture	Drive Theory (Spence, Amsel)	◇◇ Weiner (pp57-62)	Proposal
Th. Mar. 1	Lecture	Drive Theory (Spence, Amsel)	◇◇ Amsel Reading	
Tu. Mar. 6	Lecture	Cognitive Theory (Tolman)	Text Ch 5	
Th. Mar. 8	Lecture	Cognitive Theory (Tolman)	◇◇ Tolman Reading (pp 191-195)	
Tu. Mar. 13	Lecture	Cognitive Theory (Lewin)	Text Ch 5	
Th. Mar. 15	Lecture	Cognitive Theory (Lewin)	◇◇ Weiner (pp 92-166)	
Tu. Mar. 20	Lecture	Achievement Theory	Text Ch 5	
Th. Mar. 22	Lecture	Achievement Theory	◇◇ Weiner (pp169-253)	
Tu. Mar. 27	Lab	Data Analysis		
Th. Mar. 29		Research Presentations		
Tu. Apr. 3		Research Presentations		
Th. Apr. 5		Research Presentations		
Tu. Apr. 10		Review		Rep 4

◇ Lecture scheduled on Monday after lab business completed.

- ◇◇ These are supplementary readings, not required readings. Weiner is a book on 2-hour reserve in the Library. The Amsel and Tolman supplementary readings are links.



Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly. Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved

Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the

definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism

detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (hurousss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:
<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>