

A: Division: **INSTRUCTIONAL** Date: **March, 1996**  
 B: Department: **SOCIAL SCIENCES** New Course:  
 Program: Revision of Course **X**  
 Information form:

C: **PSYCHOLOGY 365** D: **THE PSYCHOLOGY OF LEARNING** E: **3**

Subject & Course No. Descriptive Title Semester Credit

<p>F: Calendar Description: This course provides an introduction to the psychology of learning and is concerned with the conditions, principles, and theories of learning. Traditional behaviouristic approaches (including Pavlovian and instrumental conditioning) and contemporary learning theories will be covered. The influences of biology and cognitive factors as well as the practical applications of the principles of learning will be included.</p>	<p>Summary of Revisions: (Enter date &amp; section)          Eg: Section C,E,F</p> <p>A,N,M</p>
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<p>G: Type of instruction: Hrs per week / per semester</p> <p>Lecture: 4 Hrs.          Laboratory: Hrs.          Seminar: Hrs.          Clinical Experience: Hrs.          Field Experience: Hrs.          Practicum: Hrs.          Shop: Hrs.          Studio: Hrs.          Student Directed Learning: Hrs.          Other (Specify): Hrs.</p> <p>Total: 4 Hrs.</p>	<p>H: Course Prerequisites: <b>PSY 200</b></p> <p>I: Course Corequisites:</p> <p>J: Course for which this Course is a Prerequisite:</p> <p>K: Maximum Class Size: <b>35</b></p>
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<p>L: College Credit Transfer <input checked="" type="checkbox"/></p> <p>College Credit Non-Transfer <input type="checkbox"/></p> <p>Non-Credit <input type="checkbox"/></p>	<p>M: Transfer Credit: Requested: <input type="checkbox"/>          Granted: <input checked="" type="checkbox"/></p> <p>Specify Course Equivalents or Unassigned Credit as appropriate:</p> <p>SFU PSY 365=PSY 302(3)          UBC PSY 365=1.5 unassigned credits          UNBC          UVIC PSY 365=PSY 311B (1.5)          Other:</p>
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*Cornelius P. Rea, Ph.D.*

Course Designer(s)

*Elizabeth Kearless*

Director/Chairperson

*[Signature]*

Divisional Dean

Registrar

**Subject and Course Number**

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- N. **Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**  
**Lieberman, D. (1996) Learning: Behaviour and Cognition, 3rd ed. Pacific Grove, CA.**  
**Brooks/Cole Publishers**

**The textbook will be updated periodically.**

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**Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;**  
**Q. Method of Instruction; R. Course Evaluation**

**O. Course Objectives**

At the conclusion of the course the student will be able to:

1. List the major historical figures in the history of the psychology of learning and describe their contributions.
2. Define learning and list the various types of learning included in the definition.
3. List the major traditional and contemporary theoretical approaches in the psychology of learning.
4. Describe the classical conditioning paradigm and the procedures for acquisition and extinction.
5. Explain how the principles of Pavlovian Conditioning can be applied in clinical and other settings.
6. Describe Instrumental Conditioning procedures and the effects of various schedules of reinforcement.
7. Discuss the effects on behaviour of positive reinforcement, negative reinforcement, positive and negative punishment.
8. Explain how the principles of instrumental conditioning can be applied to practical settings.
9. Define generalization and discrimination and describe the major paradigms and phenomena associated with these processes.
10. Explain the major biological constraints on the generality of the laws of learning.
11. List and describe the various biological influences on learning such as the Garcia Effect, Seligman's preparedness dimension, animal misbehaviour, sign tracking, imprinting, and species specific defense reactions.
12. Discuss the cognitive factors involved in learning and list the major contemporary cognitive theoretical approaches.
13. Compare and contrast the traditional behaviourist approach with expectancy theory, Tolman's purposive behaviourism, attribution theory and social learning theory.

**PSYC 365 - THE PSYCHOLOGY OF LEARNING**

**P. Course Content**

1. **Historical Factors**  
Behaviourist tradition  
Cognitive tradition  
Contemporary learning theory
2. **Theoretical Approaches**  
Definition of learning  
Evolutionary perspective  
Habituation and sensitization
3. **Pavlovian Conditioning**  
Acquisition  
Extinction  
Applications
4. **Instrumental Appetitive Conditioning**  
Thorndike's position  
Skinner's behaviourism  
Acquisition  
Positive reinforcement  
Schedules of reinforcement  
Extinction  
Applications
5. **Instrumental Aversive Conditioning**  
Escape conditioning  
Avoidance conditioning  
Negative reinforcement  
Positive punishment and negative punishment  
Applications
6. **Stimulus Control of Behaviour**  
The generalization process  
Excitatory generalization  
Inhibitory generalization  
Discrimination learning  
Theoretical approaches
7. **Cognitive Control of Behaviour**  
Tolman's purposive behaviourism  
Latent learning and cognitive maps  
The role of reinforcement  
The covariation of events  
Expectancy theory  
Attribution theory  
Bandura's approach  
Applications

PSYC 365 - THE PSYCHOLOGY OF LEARNING**P. Course Content - cont'd**

8. **Biological Influences on Learning**  
 Generality of the laws of learning  
 The preparedness dimension  
 Animal misbehaviour  
 Flavour aversion: the Garcia Effect  
 Sign tracking, autoshaping  
 Imprinting  
 Species specific defense reactions  
 The biology of reward and punishment

**Q. Method of Instruction**

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual materials including video, 16mm film, etc.
- small group discussions
- research projects
- practical conditioning demonstrations
- research papers

**R. Course Evaluation**

Evaluation will be carried out in accordance with the Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussion, oral presentation, etc.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

4 quizzes	40%
Mid term paper	15%
Term paper	15%
Oral presentation	5%
Seminar attendance and participation	5%
Final exam	20%
	100%