



PSY 360H1 – Associative Learning

Tuesdays 12-3 pm. Sidney Smith 2108

Contact Information

Instructor: Dr. Laura Corbit laura.corbit@utoronto.ca	Teaching Assistants: Zac Pierce-Messick zachary.piercemessick@mail.utoronto.ca
Office Hours: By appointment. You can make an appointment to see me any time during the semester and ask questions before and after class.	Office Hours: TBA Specific dates and times for consultation will be announced throughout the semester.

Course Description, Goals, and Prerequisites

Course Description:

Learning allows our experiences to shape what we know, what we can do and how we interact with our environments. This course 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 the neural substrates of behaviour, drug use, and anxiety disorders. It is designed to foster skills in critical thinking, experimental design and reading primary sources in this area.

Course Objectives: By the end of the course students will have:

- knowledge and understanding of the basic behavioural phenomena that reveal the conditions under which learning occurs and the content of that learning.
- the ability to apply critical and creative thinking, skeptical inquiry and the scientific approach to answer questions related to learning and behaviour.
- the ability to identify key concepts and relate these to your own life.
- examples of how learning contributes to conditions such as anxiety and drug use as well as rationales behind therapeutic interventions.

Note about prerequisites: It is your responsibility to ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you will be removed. No waivers will be granted.

Prerequisite:

PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY260H1/ PSYB38H3

Exclusion:

PSY360

Distribution Requirements: Science

Breadth Requirements: Living Things and Their Environment (4)

Reading Material/Textbook(s)

The following textbooks will provide background to the topics discussed **but are not required**. Weekly readings (articles) will be assigned and details will be provided on the course website.

Bouton, M.E. (2016). Learning and Behavior: A contemporary synthesis, 2nd Edition. Sinauer

De Houwer, J. & Hughes, S. The Psychology of Learning: An introduction from a Functional-Cognitive Perspective. MIT press

Available to **download free**: <https://psychologyoflearning.be/>

Assigned articles will be announced via Quercus and, where possible, PDFs provided through the library.

Course Evaluation/Marking Scheme

Date	Assessment	Weight
Multiple dates (see schedule) Due before class, at noon Tuesdays	Reading Questions	(5 x 7) 35%
Feb 7th	Quiz 1	17%
Mar 21st	Quiz 2	18%
Exam period	Final exam	30%

Course Webpage/Quercus

The website associated with this course is accessible via <http://q.utoronto.ca>

This site will be used to post course materials (e.g. syllabus, slides, links), to make announcements, and this is where you will view your grades. Please check here for general course information before contacting the instructor or TAs. It is a good idea to check the site regularly (at least every week) for any updates about the course. *If you have any general questions regarding Quercus, please visit <https://q.utoronto.ca/courses/46670>.*

Course Policies

What to expect

This class will be delivered in-person and discussion is encouraged. Classes will not be recorded. Slides will be posted on the course website to assist with note taking and to aid those occasionally missing class due to illness or other factors outside their control.

Reading assignments will be due approximately every two weeks. Please see the schedule for exact dates. You will complete a series of questions for each assigned reading(s) and submit these to Quercus. Key concepts related to the readings will be covered in lecture but the readings will illustrate a real life application of course materials. Reading assignments are due before class. If you know about scheduling conflicts in advance please get in touch well before the assignment is due. We will often discuss responses in class and once material is discussed or feedback returned to the class, late submissions will not be accepted.

Quizzes will assess lecture material whereas the Reading Questions assess applications covered in the readings. The final exam will be comprehensive (covering material from the entire course) and include questions related to both.

If you miss a reading assignment or quiz due to illness or other factors, declare your absence via ACORN and the missed marks will be allocated to the final exam.

Staying connected in the course

If something doesn't make sense to you, please ask questions early. I am happy to arrange a meeting and you are welcome to email questions to myself or the TAs. Please also make use of the Discussion board to interact with your peers and help each other with the material.

Please use your utoronto email addresses for all course-related communications, and check this address regularly for any announcements related to this course. Please include PSY360 in the subject line of the email. While I will attempt to answer straightforward questions over email, more complex questions are often better addressed by discussion and you may be asked to bring your question to office hours. We will try to respond promptly but please allow 48 hours for a response excluding weekends and holidays before sending a reminder. Common questions and my response will be posted to the Discussion Board and so you may be directed there.

Absences

The Verification of Illness form or other documentation is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN. Students should also advise their instructor of their absence within one week of the absence. If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and additional assistance.

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Make-Up Quizzes/Assignments

There will be no make-up quizzes or assignments. In you miss a quiz or assignment deadline you must complete the absence declaration on ACORN as soon as possible and notify me within one week via email. **If you miss a quiz or reading assignment during the semester and provide the absence declaration, the weight will be transferred to the exam.** If the final exam is missed, a deferred exam will be scheduled for a future date. If you have an ongoing issue that is likely to affect your performance in the course, please contact accessibility services (more details below) and contact me if this is likely to impact your ability to meet course due dates.

Questions about grading

Any questions regarding a grade received in this course must first be brought to the attention of the TA. The student and TA must first discuss the grade and how it was reached. If the student

is not satisfied with the response of the TA, the student can submit an appeal to Dr. Corbit. This must be done within two weeks of when the work was returned. You must present a clear argument for why the mark is in error and detail the item(s) that were not assessed accurately. Claims that the assigned marks were simply too low (or too high) will not be considered. A legitimate request will result in a re-grade of the entire work which may result in a higher, lower or identical grade.

Course materials (slides, notes etc.)

Course materials are provided for the exclusive use of enrolled students to support their personal learning. Do not share them with others unless they are also enrolled in the course.

Academic Resources

Students with Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS. Please note that the registration process can take time and so if you anticipate needing their services at any time in the semester register now.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear before submitting your work. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website

(<https://uoft.me/pdt-faq>).

Other Resources

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. There are many helpful resources available through your college Registrar or through Student Life (studentlife.utoronto.ca). An important part of the University experience is learning how and when to ask for help. Please take the time as early as possible to inform yourself of available resources and do not hesitate to seek assistance to help learn what supports are available.

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

Feeling overwhelmed?

Get help now, with school or general life!

Connect with uoft's "MySSP"

☎ 844-451-9700 in North America
☎ 001-416-380-6578 outside North America
🌐 studentlife.utoronto.ca/service/myssp/

Are you overloaded by coursework?

Get help planning & negotiating across classes

Contact your College Registrar

🌐 www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices

COMMUNITY SUPPORTS

Spectra Multilingual
Helpline
905-459-7777

Canada Suicide
Prevention Service
833-456-4566

Black Youth Helpline
833-294-8650

Anishnawbe Health
Toronto
416-360-0486

Lesbian Gay Bi
Trans Youth Line
647-694-4275

Toronto Rape Crisis
Centre
416-597-8808

Looking for self-education on
stress management?

Register for **BounceBack**
🌐 online.bouncebackonline.ca/

Course Outline/Schedule

Date	Topics	Assessments
Week 1 Jan 10	Introduction to the course. Non-associative and associative learning.	
Week 2 Jan 17	Classical conditioning principles and conditions necessary for learning	12pm Tues. Jan. 17 - Reading Assignment 1 – Chemotherapy and conditioned taste aversion.
Week 3 Jan 24	Some more surprising findings and updated view on the conditions necessary for learning	
Week 4 Jan 31	Prediction error and the Rescorla-Wagner Model	12pm Tues. Jan. 31 – Reading Assignment 2 – dopamine and prediction error
Week 5 Feb 7		Tues Feb. 7th Quiz 1 (covers weeks 1-4)
Week 6 Feb 14	Conditioned Responses	
	READING WEEK – NO CLASS	
Week 7 Feb 28	Instrumental learning – the basics	12pm Tues. Feb. 28 – Reading Assignment 3 – the contribution of learning to drug use and addiction
Week 8 Mar 7	Instrumental learning and behaviour modification techniques	
Week 9 Mar 14	Expectation and Learning	12pm Tues. Mar. 14 th – Reading Assignment 4 – ABA therapy
Week 10 Mar 21		Tuesday Mar 21 – Quiz 2 (covers weeks 6-9)
Week 11 Mar 28	Inhibition and Extinction	
Week 12 Apr 4	The stability of learning and behaviour: Harnessing learning principles to remove unwanted behaviours.	12pm Tues. Apr. 4 th – Reading Assignment 5 – cognitive enhancers and exposure therapies
TBA		EXAM (cumulative) in the final examination period

Note: Lecture topics may be updated if more or less time is needed for particular topics based on feedback from the class. Any changes will be posted to the course website.

Details on Assignments

Reading Questions (35% (5 x 7%)). The purpose of the reading questions is to guide you through readings about a specific application of learning principles and help you evaluate a piece of research. The questions will be posted along with the readings and will be due BEFORE CLASS on Tuesdays throughout the semester (please see schedule above for exact dates). These questions will often be discussed in class.

Quizzes (35% (total, there are two quizzes)). Quizzes will assess lecture material. They may contain a combination of multiple choice and short answer questions. Further details (number of points, exact composition) about each quiz will be provided closer to the assessment date. Quizzes will be administered through Quercus and will be timed (once started must be completed within a time limit) but you can start and complete the quiz at a time of your choice within a 24 hour window. There are no make-up quizzes. If you miss a quiz and complete the absence declaration, the points will be allocated to the final exam.

Final Exam (30%). The final exam will be administered during the exam period. It will be comprehensive but with heavier weighting of material covered after the last term Quiz. The course readings will also be assessed in the exam. The style of questions will be similar to those found on the previous quizzes. Further details and the exact date will be provided closer to the time of the exam.