

Syllabus for: PSY 433 Learning and Memory

Instructor: Eric J. Belky, Ph.D.

Office Hours: 1:30PM – 2:30 PM, Monday, Wednesday

Email: ejbelky@uoregon.edu

Class Time: 12:00 PM – 1:20 PM, Monday, Wednesday

Location: 146 Straub

Department Contact: 131 Straub, 346-4881

psychweb@uoregon.edu

Text: *Human Memory* (First edition, 2006) by Gabriel Radvansky.

A copy of this book is on two hour reserve at the Knight Library.

Goals: The overall goal of this course is to give students a broad overview of the vast research endeavor attempting to explain how environment, genetics, and physiology interact to generate specific human behaviors. Special emphasis will be placed on research methods, biological psychology, and learning and memory.

How to Ace This Course: Read each assigned Chapter before class. Have a friend or lover quiz you on key terms in each chapter. Complete the self-quizzes at the end of each Chapter. If you have trouble on the quiz or concept checks, read the chapter again. Two thorough scans is all you should need.

Attend the lectures. I do not take attendance, but be advised that about 10% to 30% of the questions on each exam come from my lectures and not necessarily from the text.

Grade Schedule: Your grade for the course will be determined from the cumulative percentage of a total of 200 test points:

Exam #1	40 Points
Exam #2	40 Points
Exam #3	40 Points
Final	40 Points
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Best 3 of 4	120 Total
Quiz/Homework	40
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Grand Total	160 Test Points

Test Requirements: There will be three (3) chapter exams during the course of the semester. Each section exam will cover about two to three chapters worth of material. In addition, there will be one (1) final exam during the Final Exam period. Only the final exam will be comprehensive. All tests will each have forty (40) points of multiple choice/short answer questions plus a few extra credit questions.

Your grade will be based on the best three (3) out of the four (4) total exams. (For calculating your grade, the final exam counts the same as any of the other four exams.) This means that your

lowest exam grade will automatically be dropped. The benefit to you is that a bad hair day will not adversely affect your grade. Because of this policy I must insist on the following:

I absolutely will not grant permission for any make-up exams. In other words, the final exam IS the make-up exam for any one missed section exam.

On the other hand, if you know beforehand that some legitimate obligation will call you away from class on a particular test day (say jury duty, doctor's appointment, etc.), you can inform me beforehand, and I will be happy to allow you to take the exam *earlier* than scheduled. Please notify me at least the week before the scheduled exam in order to give me time to prepare the early exam.

The best 3 out of 4 exams will constitute 75% of your grade for the class. This means that each exam is worth about 25% of your total grade points. Point-wise, each exam is worth 40 points. Note that homework and quizzes also add 40 test points to your grade.

Homework/Quiz: There will be a number of homework assignments and/or quizzes worth a varying number of homework points. Homework points will be converted into 40 test points at the end of the semester. For instance, say I assign 60 points of homework and quizzes during the semester and you complete 50 of these homework points. At the end of the semester I will convert 50 / 60 homework points into 34 / 40 test points (i.e. 83.3% of 40 test points) for the purpose of determining your overall grade. Unlike exams, in-class quizzes can be made up if the absence is due to a legitimate excuse like a doctor's appointment, etc., but you must bring a written statement explaining the absence.

Quizzes are always unannounced because I usually use these as a gauge of attendance and an attendance motivator. The plus side is that I usually grade these very leniently.

There will be a number of writing assignments counting toward your homework grade. At least two of these, possibly three, will be research review papers. For each paper, you will be asked to review a recent scholarly article describing original psychological research. Here is exactly how I would like to to complete this assignment:

A. Go to the library and look for a research article from a scholarly psychological journal. The library should have dozens to choose from: Here are just a few possibilities:

American (Canadian) Journal of Psychology
Psychological Science
Journal of Experimental Psychology (General, Memory and Cognition, Human Perception and Performance, Social, etc.)
Journal of Experimental Social Psychology
Memory and Cognition
Perception and Psychophysics

These are also two good sources if the article pertains to the brain or the biology of behavior:

Nature

Science

Neuroscience, Psychiatry, or Neurology journals are usually good sources too.

Any journal with “Brain” in the title

However, glossy magazines (lots of advertisements) are NOT allowed:

Psychology Today

Scientific American

- B. Find an article you like. It doesn't have to be a topic discussed in class, but it does have to be psychology. Short is OK (for you and me). The article must be more recent than December, 2006. The article must be original research: That is, the article must describe the results of one or more experiments or studies conducted by the authors and reported for the first time in that journal. In other words, don't use a review article or a news column describing someone else's findings.
- C. Photocopy the article. Bring the photocopied article to me for my OK to use it.
- D. Answer some questions about the article (see attached page). Type your answers. I do not accept hand-written assignments. Answers should be complete sentences or whole paragraphs. **Use your own words.** Do not lift whole sentences from the article (this is plagiarism) unless you specifically reference each and every quote. The attached page describes exactly what is required. Make sure your full name and class section is on the document.
- E. Hand in the typed responses as well as the photocopied article to me by the assigned due date. I do not accept paper submissions by email.

Extra Credit: There will often be a few extra credit questions added to exams. As of this time, there will be no other provision for extra credit. It is possible that the instructor might change his mind regarding this possibility. If this occurs, the instructor promises to announce this decision by November 7.

Academic Honesty: Exams are all closed book, no notes. In addition, students must follow these university guidelines when submitting assignments:

"All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course."

Suspected incidents of cheating will be dealt with according to university guidelines found at the following location:

http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life (346-1141). These guidelines allow the Instructor to assign a failing grade for the assignment or even a course grade of F to students found guilty of cheating on an exam. The Instructor may waive this right if the student agrees to complete a remedial assignment, as sanctioned by the University of Oregon.

Learning accommodations: Instructors will accommodate students with documented disabilities and will comply with individualized instructions provided by Disabilities Services. However, students must take the initiative in discussing arrangements with the instructor in the first week of class and providing documentation as soon as it is available. Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155). Without documentation, special accommodations are not guaranteed and are to be made at the discretion of the instructor.

Disability Services

Voice: 541-346-1155

TTY: 541-346-1083

Email: disabsrv@uoregon.edu

Web: <http://ds.uoregon.edu/>

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructor as soon as possible to make special arrangements.

Other Considerations:

1. Leave Britney alone.
2. Don't talk about Fight Club.

Tentative Schedule: (subject to change)

January 7, 9	Chapter 4, Sensory Memory, Short-Term Memory
January 14, 16	Chapter 5, Working Memory
January 21	Martin Luther King Holiday, No Class
January 23	Chapter 6, Non-declarative Memory
January 28	Chapter 6, Non-declarative Memory
January 30	Exam #1
February 4, 6	Chapter 7, Episodic Memory
February 11, 13	Chapter 9, Semantic Memory, Chapter 11, Autobiographical Memory
February 18, 20	Chapter 12: Memory and Reality
February 25	Exam #2
February 27	Chapter 2, Physiology of Memory
March 3, 5	Chapter 2: Physiology of Memory
March 10	Chapter 2, Physiology of Memory
March 12	Exam #3
Final Exam:	10:15 AM Tuesday, March 18

Psychology 433/533 Research Review Questions Dr. Belky

Refer to your journal article to answer the following questions. Please type your answers on a separate sheet.

1. What was the general purpose of this study?
2. What specific questions were the authors trying to answer? In other words, what had previous research left open or failed to find? (One paragraph). This information is typically stated in the introduction.
3. Does the article describe an experiment or descriptive/correlational research? If this article describes an experiment, what is the independent variable? What is the dependent variable? If the article describes correlational research, which variables were determined to be correlated? (Brief whole sentence answers).
4. Briefly describe the basic method used. Paraphrase and sum up, don't quote, and don't get bogged down in details. Focus on how this method will lead to the results the researchers are hoping to find. (One paragraph)
5. What did these authors find? (This could be different than what they expected to find.) (One paragraph). This is typically stated in the results section. Refer to specific charts and graphs showing these results.
6. What did the authors conclude? In other words, how do their findings relate to a theory about how brain structure/function relates to human behaviors? (One paragraph).