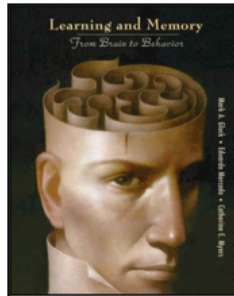


Summer 2012

University of Oregon

Learning and Memory

Psychology 433

**Instructor:** Scott A. Reed, M.A.**E-mail:** sreed@uoregon.edu**Phone:** 346-1585**Office Hours:** MTWR 10:30-11:30AM in 37 Straub**Class Schedule:** MTWR 8:00-9:50AM in 104 CON

Course Description

It has often been quoted that “the purpose of psychology is to give us a completely different idea of the things we know best.” This quote is of particular relevance to this course in that while we already may have an idea about what learning and memory is, when we attempt to define these processes we come to find that they span a great many more definitions and abilities than we might first expect. For instance, a sea slug reacts less and less to a light touch on its gill – is this learning and memory? A person looks up a phone number and recites the number over and over while walking towards the phone – is this learning and memory? A patient with amnesia still retains the knowledge of how to ride a bike – is this learning and memory? A dog salivates to the sound of a can opener – is this learning and memory? In addition to reviewing the many abilities that are based on the processes of learning and memory, we will also review the cognitive, behavioral, biological, and practical aspects as to *how* we learn and remember. The conciliation of these systems and how they are involved in different aspects of learning and memory, such as classical and operant conditioning, observational learning, and the encoding, storage, and retrieval of information, will be the main emphasis of the course.

Course Pre-Requisite

Successful completion of WR 121 and 122 or 123 and Psychology 303 (Research Methods) are pre-requisites for this course. Proficiency in research methods is particularly important as many of the concepts related to learning and memory that we will review in the course are based on findings from experimental research.

“The whole usefulness of education consists only in the memory of it” -Hugh of St. Victor, 12th Century

Required Books

Required Books (1):

Gluck, M. A., Mercado, E., & Myers, C. E. (2008). *Learning and Memory*. New York: Worth Publishers.

Course Components

Course Points and Components:

5 Quizzes (10 points each): 50 points
5 Thought Pieces (10 points each): 50 points
Midterm Exam: 100 points
Final Exam: 100 points

Total Possible Points: 300

Quizzes:

There will be 5 quizzes throughout the term. They will consist of 10 multiple-choice questions (worth 1 point each) and will be based on both lecture and textbook material. Each quiz will be handed back the following day and please note that if you are absent, quizzes cannot be made up. Be sure to keep the quizzes for later study materials, as some of the quiz questions may appear on exams.

Thought Pieces:

Five times throughout the term (see course calendar for specific dates), you will be asked to write an in-class reaction to a particular question posed during class. You will be given 5 to 10 minutes to write out your response and no preparation is required. Each thought piece will be worth 10 points and cannot be made up.

Exams:

There will be two exams throughout the term, 1 midterm and 1 final (see Course Calendar for specific dates). Each exam will cover the textbook chapters listed in the course calendar in addition to the lecture material we covered in class. The exams will consist of multiple choice and short answer questions. Each exam will be worth 100 points and the final exam will be comprehensive. Study guides will be handed out prior to the exam date. You will not need to bring scantron forms.

Blackboard:

Blackboard will be used in this course as an online resource for the syllabus, powerpoint lectures, and handouts. Please note that while you may have access to the lecture slides ahead of time, attending lecture will be crucial to doing well in the course. The blackboard site for this course can be found at: <http://blackboard.uoregon.edu>.

Grading

Grades will be assigned based on your total percentage points in the course:

A+ = 99-100%	C = 72-77.9%
A = 92-98.9%	C- = 70-71.9%
A- = 90-91.9%	D+ = 68-69.9%
B+ = 88-89.9%	D = 62-67.9%
B = 82-87.9%	D- = 60-61.9%
B- = 80-81.9%	F = 59.9% and Below
C+ = 78-79.9%	

All written work in this class (thought pieces and short answer exam questions) will be graded based on accurate demonstration of knowledge, critical thinking skills, and cohesiveness of writing, including spelling and grammar.

Course Expectations

Academic Honesty:

Group discussion outside of class is encouraged. However, all work submitted in this course must be your own and produced exclusively for this course. Copying or paraphrasing information from any source, print or electronic, without citation, is plagiarism. The use of sources must therefore be properly acknowledged and documented. The consequences of academic dishonesty will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues, please come and speak with me.

Academic Responsibility:

Attendance is critical to earning a good grade for the course. I do not take roll, however, it is very important that you show up to class to participate. This class will be guided by University Policies that entails a standard of responsibility, honesty, and integrity for me, your classmates, and the work that you do. This also means that you should do your absolute best to attend every class meeting, and to come to class prepared and ready to participate in our discussions. There will be topics in lecture that may not be in the textbook, and there will be exam questions based on lecture material. In addition, there will be certain things we shall do in class (demonstrations, videos, etc.) to which exam questions will apply, and therefore, you must show up if you wish to do well on the exams. Finally, the quizzes and thought pieces will also be an indirect measure of your attendance and participation, and once again, these cannot be made up. This is a psychology course – a class in which the subject we study will be *ourselves* – and therefore both of us should do our very best to put forth the greatest effort in this course. This course has been designed to comply with the psychology department's guidelines for teaching and learning. Please review these guidelines at <http://psychweb.uoregon.edu/guidelines/index.htm>

Student Accommodations

Students with Disabilities:

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me. Also, please request that the Counselor for Students with Disabilities, Molly Sirois, sends me a letter verifying your disability. The phone number for disability services is 346-1155 and the email address is disabsrv@uoregon.edu.

Students for Whom English is Not Their Native Language:

Foreign language dictionaries are permitted during exams. Exams will be designed to take approximately one hour to complete within an hour and twenty minute period; therefore, it is unlikely that you will need additional time. However, if you find that you do need additional time to complete the exam, please make arrangements with me ahead of time to stay after class so you can finish.

Learning Objectives, Activities, and Assessment

Learning Objectives	Activities	Assessment
1) To differentiate among theoretical and empirical approaches for understanding human learning and memory.	Lectures, readings, group discussions.	Objective exams, short answer essays, quizzes.
2) To demonstrate an understanding of the factors that facilitate and attenuate the proficiency of learning and memory processes.	Lectures, readings, group discussions, in-class demonstrations.	Objective exams, short answer essays, quizzes.
3) To gain a sound understanding of the behavioral, cognitive, and biological systems that underlie learning and memory.	Lectures, readings, group discussions, in-class demonstrations and videos.	Objective exams, short answer essays, quizzes.
4) To employ skeptical inquiry, critical thinking, and scientific analysis to the study of learning and memory.	Class and group discussions, quizzes, videos.	Short answer essays, thought pieces
5) To critically examine the learning and memory processes in ourselves and understand how they may be improved.	Class discussions, thought pieces	Thought pieces.

"The purpose of psychology is to give us a completely different idea of the things we know best."

--Paul Valery

Course Calendar

Date	Lecture Topic	Chapter Readings
July 23 (M)	Introduction; Memory Strategies Thought Piece 1: Volition	Chapter 1
July 24 (T)	The Neuroscience of Learning and Memory	Chapter 2
July 25 (W)	Non-Associative Learning Quiz 1: Chapters 1 & 2	Chapter 6
July 26 (R)	Classical Conditioning Thought Piece 2: Learning without Memory	Chapter 7
July 30 (M)	CLASS CANCELLED	
July 31 (T)	Instrumental Conditioning Quiz 2: Chapters 6 & 7	Chapter 8
August 1 (W)	Generalization, Discrimination, and Similarity Observational Learning	Chapter 9 Chapter 11
August 2 (R)	Midterm Exam Chapters 1, 2, 6, 7, 8, 9, & 11	
August 6 (M)	Skill Memory	Chapter 4
August 7 (T)	Working Memory and Executive Control	Chapter 5
August 8 (W)	Episodic and Semantic Memory Quiz 3: Chapters 4 & 5 Thought Piece 3: Creating a Mnemonic Device	Chapter 3
August 9 (R)	Episodic and Semantic Memory Thought Piece 4: The Case of Clive	Chapter 3
August 13 (M)	Emotional Learning and Memory Quiz 4: Chapter 3	Chapter 10
August 14 (T)	Learning and Memory across the Lifespan Thought Piece 5: Personal Learning Strategies	Chapter 12
August 15 (W)	Language Learning Quiz 5: Chapters 10 & 12	Chapter 13
August 17 (F)	FINAL EXAM on FRIDAY, AUGUST 17th at 10:15 AM in 104 CON	

NO WORK OF ANY KIND WILL BE ACCEPTED AFTER FRIDAY, AUGUST 17th

“If I have seen further than others, it is because I have stood on the shoulders of giants.”

--- Sir Isaac Newton