

Class Time: MTWR 4-6p
Location: 191 ANS (Anstett Hall)
Dates: 6/23-7/20

Instructor: Alex Bies
Office: 229 LISB (Lewis Building)
Office Hours: 3-4p Mondays & Wednesdays.
Office hours also by appointment; email me.
Contact: bies@uoregon.edu

You are expected to read this syllabus, and contact me if you have questions. If you have a question about the course, please check that it isn't addressed in this document before asking me.

I am available before, during, and after class, during office hours, and via email (I'll respond to email within ~24 hrs, unless the question is addressed by the syllabus). I'll be happy to discuss topics related to the course as well as not course-related things.

TEXTBOOK (optional):

Gluck, M. A., Mercado, E., & Myers, C. E. (2014). *Learning and memory: From brain to behavior* (2nd ed.). New York: Worth Publishers.

You can buy the book from the bookstore or an online store. I do not believe there are significant changes from the 1st edition (from 2008). I do not plan to test on material in the book that is not covered in the lecture, so you do not need to buy and read the book to answer questions on the test. Still, you may find that the book provides complementary information that enhances your understanding of the material and allows you to encode the information more deeply.

COURSE DESCRIPTION

Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information.

Topics:

We will start out by covering some relatively simple learning processes (e.g., habituation, operant conditioning), and how these are instantiated at the neural level. In-class discussions will be used to tie these back to examples that are of personal relevance (e.g., training a pet). We will then discuss relatively more complex learning and memory systems (e.g., working memory, social learning) and cover recent developments.

Goals, learning objectives and assessments:

- 1) Develop an understanding of the principles of learning and memory research and theory, and the evidence that supports these. Furthermore, you should be able to discuss these using the vocabulary of learning and memory. This will be assessed through discussions, quizzes and exams.
- 2) Relate physiological and behavioral evidence of a particular phenomenon to theories about that process, and be able to explain behaviors in such terms. This will be assessed through discussions in class and essays on exams.
- 3) Utilize your critical thinking skills during in class discussions and while writing for the exams.

4) Relate what you learn about these topics to education, law, and other fields of study. Though it will be assessed during discussions and through exam essays, the connections should last beyond these four weeks.

ATTENDANCE

Attendance is not mandatory. I will cover topics in lecture that are not presented to the same extent by the book, so you may find attending lecture is helpful, but missing some discussions will not significantly hurt that component of your grade.

GRADING

I will use a straight grading scale (i.e., 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 or lower=F). Grades will never be adjusted downward (e.g., if you have above a 90%, you will not be adjusted to a B), but I may adjust the cutoffs (e.g., 87-100=A, 77-86=B, etc.).

Those taking the class Pass/Fail must obtain a “C” to pass.

I may round up, but don’t count on it, especially if I’ve adjusted the cutoffs or if tests appear to be especially easy for the majority of students.

Your grade will be a composite of the following:

In-class discussion	5%
Quizzes	20%
Exams	65% (during term: 20 and 20; final: 25)
Paper	10%

If you believe I have made an error in calculating your grade, please let me know. I will be happy to recalculate, and hopefully change your grade (I wouldn’t change it downward).

COURSE COMPONENTS

In-class discussions: You are expected to participate in the discussions. You may participate a variable amount, depending upon how prepared you are and how interesting the day’s topic is to you. I strongly encourage you all to speak during class, but if you believe you are incapable of this, please let me know, and I will arrange alternate assignments (e.g., writing questions you would like addressed/discussed or writing a summary the discussion).

These should help your grade rather than hurt it, and facilitate collaborative efforts in learning.

Quizzes: There will be several quizzes throughout the term (see the calendar, below, for dates). Quiz questions may cover previous lectures and material I have assigned for reading (or viewing, in the case of videos) before class that are relevant to that day’s discussion. The quizzes should take no longer than 10 minutes. **There will be no make-up quizzes.**

Cheating will not be tolerated on quizzes (see Academic integrity section).

Exams: There will be 3 exams, 2 during the term and 1 final (see the calendar, below, for dates). The exams will cover assigned readings (and videos) along with materials covered during lecture not limited to what is on the slides. There will be multiple choice (~60%) and essay items (~40%) on each exam. Each exam will reflect the material covered through the lecture before the exam (i.e., 4 lectures for the first two exams, and 5 lectures for the final).

I will not provide a study guide, but I will give you a list of questions from which I will draw the exam's essays.

You may not provide or use assistance on exams (see Academic integrity section).

No make-up exams will be given without prior arrangement. I will consider offering make-up exams on a case-by-case basis. Make-ups will need to be scheduled at the discretion of the instructor, and will likely be offered within approximately 24hrs of the normally scheduled exam, given the short nature of this course.

Paper: You should write an APA style paper describing an experiment that you propose on a topic related to learning and memory. You should write (a) an introduction section (4-6pgs), (b) enough of the materials/procedures subsections of the methods (1-2pgs) to describe how you will manipulate the variables of interest, and (c) provide a references section. You should read and cite at least 4 primary research journal articles. These may be cited in the literature review/introduction and methods sections. Review papers, books, news articles, etc. are acceptable supplementary references, but will not count toward the 4 primary research articles. If you have not read a source that you wish to cite, but have read about it in another work, then you should refer to it as "as cited in...".

The rubric for the paper will be provided in a separate document on Blackboard (BB).

Your paper will be due on 7/14 by 4pm, turned in via SafeAssign on BB. You do not need to email me a copy or hand in a paper copy. The electronic version is sufficient.

ACADEMIC INTEGRITY

I will take violations of the Honor Code extremely seriously. Conduct code violations include various forms of academic misconduct. If you cheat (provide or use), plagiarize, etc., your actions will result in a failing grade for the course and a referral to the Dean of Students for further action. You can find more information here and at the associated links:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards>

ACADEMIC ASSISTANCE –

Students with disabilities:

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. The University of Oregon is working to create inclusive learning environments. Please notify me if there are any aspects of instruction or design of this course that are disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. Also, please request that an AEC adviser to send a letter verifying your disability and accommodation needs.

English as a Second Language:

If you are a non-native English speaker and think you may have language difficulties or need assistance, please see me as soon as possible to make special arrangements. I do not allow electronic translators/dictionaries during tests but you may use an unmarked paper dictionary as long as you ask me for permission earlier in the term.

Course Calendar*

<u>Date</u>	<u>Topic</u>	
Week 1		
6/23	Introduction to L&M (1,2**); Non-Associative Learning (3)	
6/24	Classical Conditioning (4)	
6/25	Instrumental Conditioning (5); Extinction	Quiz 1
6/26	Discrimination & Generalization (6)	Q2
Week 2		
6/30	Exam I**	
7/1	Modal Model	
7/2	Working Memory (9)	
7/3	Declarative and Implicit Memory (7,8)	Q3
Week 3		
7/7	Forgetting; Memory Distortions	Q4
7/8	Autobiographical; Meta-memory	
7/9	Exam II**	
7/10	Emotion and Learning (10)	
Week 4		Paper due via SafeAssign on BB by 4pm on 7/14
7/14	Social Learning (11); Memory across the Lifespan (12)	
7/15	Language (13)	Q5
7/16	Navigation & Animal Learning	
7/17	Exam III*** – Final Exam (same location, same time)	

*All readings, assignments, and exam dates may change. I will notify you of this during class time, and update the syllabus in the “Course Information” tab on BB.

**Associated chapter in Gluck, Mercado, & Myers (2014).

***Topics not covered before the review session at the end of the lecture preceding an exam will not be on the test.