

PSY 433 – Learning and Memory
Syllabus
Summer 2015

Course Information:

Lectures: M T W TR 10:00 – 11:50 am
252 Straub

Instructors: Matthew Robison
mkr@uoregon.edu
Office: 248 LISB

Office hours: Friday 11am – 1pm

Melissa Latham
mlatham@uoregon.edu
Office: 365 Straub

Office hours: Tuesday 1pm – 3pm

Course Description:

This course will cover basic issues and research concerned with human memory. This includes both practical aspects of memory as well as theoretical concerns. The course will cover many of the classic issues in the study of memory as well as new developments. At the end of the course you should have an understanding of the basic principles of memory, experimental methods and data used to come up with those principles, as well as the importance of memory to other fields of inquiry.

Course Objectives:

The student who successfully navigates this course should have gained knowledge about the major findings and principles of the field, an ability to use the vocabulary, as well as an understanding of the various areas of human memory.

How to use this syllabus:

This syllabus contains most of the information that you need for understanding how the course is organized. I will not take up your time by going over all of the material in the syllabus in class. You should read the syllabus and make sure that you understand it. If you have a question, first check the material in the syllabus and if you still need information, by all means ask.

Grading:

Your course grade will have several components. The majority of your course grade will be determined by three exams (two midterm exams and one final exam). The remainder of your course grade will consist of grades on quizzes and activities.

Exams:

Each midterm exam will consist of 40 multiple choice questions (2 points each) and a few short answer free response questions (100 total points). The final exam will consist of 50 multiple choice questions (2 points each) and several free response questions (120 total points). Please be aware that **absolutely no makeup exams will be given without prior arrangements!** Excuses will not be considered, only the timeliness of the request. Requests for a make-up exam made prior to the exam period will be granted whenever possible. The make-up exam will need to be taken prior to the next class period at the discretion of the instructors.

Quizzes and activities:

During each lecture we will have either an in-class activity (usually a demonstration of an experiment) or a quiz. Quizzes will consist of 3-5 multiple choice or true/false questions based on the assigned reading. **We will not allow students to make up quizzes or activities. These must be completed in class on the day they are given.** Although we will not take attendance, this is your chance to earn points toward your grade for consistent attendance and diligent reading. Quizzes and activities will be 8 points each (80 points total).

Grading breakdown:

Midterm 1	25%	100 points
Midterm 2	25%	100 points
Final Exam	30%	120 points
Quizzes and activities	20%	80 points
Total		400 points

A straight grading scale is the default (e.g., 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 59% or lower=F). However, we reserve the right to adjust the grades up depending on the distribution of scores (i.e., curve). Grades will never be adjusted downward. Those taking the class Pass/Fail must obtain a “C” to pass.

Academic Integrity:

The university’s code of academic and classroom misconduct can be found at <http://conduct.uoregon.edu>. Please familiarize yourself with this code and be aware that academic misconduct such as cheating or plagiarizing will not be tolerated. All graded work in this course should be completed individually.

Reading:

Assigned readings should be completed before the lecture for which they are assigned, as they will provide a good preview of the material covered in lecture. We will also have several quizzes on the assigned reading in class. There is no assigned textbook for this course and the majority of information will come from lectures. However, articles have been assigned to give students historical experimental and theoretical examples of research in the field. The assigned reading should be completed *before* the lecture for which it is assigned, as the material covered in the reading will be covered in the lecture and is subject to being quizzed.

Accessible education:

The University of Oregon is working to create inclusive learning environments. Please notify us if aspects of the instruction or course design result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155. Please contact the instructors as soon as possible if we need to make any accommodations, and we will work closely with you and the Accessible Education Center.

SCHEDULE

Date	Topic	Reading	Lecturer
July	20	Introduction to course	---
	21	Sensory memory	Jevons (1871)
	22	Modal model	Atkinson & Shiffrin (1971)
	23	Working memory	Baddeley (2000)
	27	MIDTERM 1	---
	28	Multiple memory systems	Tulving & Schacter (1990)
	29	Implicit memory	Stadler (1995)
	30	Encoding/retrieval interactions	Eich et al. (1975)
Aug.	3	Forgetting	Gunter et al. 1981
	4	MIDTERM 2	---
	5	Knowledge	Smith & Sloman (1994)
	6	Memory distortions	Zhu et al. (2012)
	10	Autobiographical memory	Conway & Pleydell-Pearce (2000)
	11	Neuroscience of Memory	Squire (2008)
	12	Review session	---

FINAL EXAM: Thursday, Aug. 13 at 8:00 am