PSY-433/533- Human Learning & Memory

Fall 2016   **Instructor:** Nash Unsworth
Time: TR 2:00-3:20   **Office:** RM 327 LISB
Location: 112 Lillis Hall   **Office Hours:** 11:00-12:00 Friday
                                                           Contact: nashu@uoregon.edu

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OPTIONAL TEXT: *Learning and Memory: An Integrated Approach* by John R. Anderson (2000) 2nd Edition.

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.

COMPONENTS OF THE COURSE GRADE

Exams: Students will be graded on three exams. Each of the exams will consist of 40 multiple choice questions, and 3-5 short answer/fill-in-the-blank questions. The exam questions will come from both text and course lectures (and possibly videos). Two of these exams will occur during the semester while the third exam will be given during the final exam time slot. None of the exams are cumulative. 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 instructor.

Final Paper: Everything discussed in this class is based on research findings of scientists in some area of learning and memory. While research in psychology is similar to research in many other disciplines, the nature of the topic also poses special challenges to carrying out rigorous scientific study. I think it is extremely important that students in this course get some exposure to how research is conducted. This research exposure will be obtained by writing a final paper of no more than 8 pages (1 inch margins, doubled spaced, 11-12 pt font, excluding references) on a topic of your choice closely related to cognitive psychology. The paper should culminate in a proposal for an experiment that could be conducted on this topic. As a model, I would recommend organization similar to the Introduction section in a Journal of Experimental Psychology article. Your experiment should be tractable and concrete (and a true experiment with at least one manipulated independent variable). You do not need to include a complete Methods section. Primary source material for your paper must be peer review journals from some area of experimental psychology. There must be a minimum of 5 such references. Books, tech reports, and other sources are acceptable but are not a substitute for peer reviewed research and these do not count towards the minimum references required. Please be aware that it is inappropriate to cite papers that you have not actually read. If you wish to refer to sources that you have not directly accessed, you should refer to it "as cited in ...".

If you have never written a research paper of this type, I also strongly recommend speaking with me soon.

GRADING BREAKDOWN:
- 75% of the final grade will be composed of three exam grades, each worth 25%
- 20% will be based on the final paper
- 5% will be based on class participation
  Total = 100%

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, I 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.
Criteria used in making grading decisions:
- I will usually round up, for example from 79.5% to 80%, but do not count on it (sometimes the tests may have been extra easy, for example—then the cutoffs will be firm).
- **As a general principle, I will never work harder for your grade than you do.** Students who have poor attendance should not expect me to "make up" points for them. Students who have done all that is in their power to do their best can be assured that will be carefully considered in making any borderline decision. I try to apply consistent standards and treat students fairly, as well as fulfill my responsibilities to U of O in making difficult decisions about grades.

Grading problems: If you feel there has been an error in working out your grade please let me know as soon as possible. Work out your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".

ATTENDANCE
I recommend attending class as there will often be material presented in class that is not presented equivalently in the book. That said, the decision to attend class or not is entirely up to you.

OFFICE HOURS/CONTACTING THE INSTRUCTOR
I strongly encourage students that have questions or concerns to talk to me either before/after class or during office hours. If you are unable to meet with me during my office hours, please let me know and we will find a mutually convenient time to meet. Other than office hours, the best way to reach me is via email rather than by phone.

ACADEMIC INTEGRITY
All students are assumed to have read the Honor Code and consented to be bound by it. Violations of the Honor Code are taken extremely seriously and will result in a failing grade for the course and referral to the Dean of Students for further action. Specific violations include (but are not limited to):
- Use or provision of prohibited assistance during exams
- Plagiarism- this includes both the use of the words and ideas without attribution.

All exams administered in this course are to be taken without the use of notes, books, ancillary materials and without the assistance of any other person or group, in the class or outside of the class. Use of electronic devices such as PDAs, cell phones, or audio devices during the exams is prohibited. Use of these devices during exams is viewed as a violation. All students should also plan on removing or turning their hats around during exams. If you have any questions please ask. I will assume that all students enrolled in the course know and understand what constitutes academic misconduct and agree to be bound by these rules.

COURTESY
Included here are some general rules that seem obvious but I will emphasize them anyway. Your cell phone should NEVER ring audibly during class. Do not chat with others during class. Please be on time-- I start class at the listed time, please be here at that time. If you absolutely are unavoidably late or absolutely must leave early, please sit at the very back of the class near the door.

IMPORTANT DATES
Exams   Final Paper
Exam 1 October 20   Due December 1
Exam 2 November 10
Exam 3 (Final) December 5

Schedule of Topics **

Tentative Date	Topic
Week 1	
9/27	Introduction to Class
9/29	Overview of Memory
Week 2	
10/4	Sensory Memory
10/6	Modal Model I
Week 3	
10/11	Modal Model II
10/13	Working Memory I
Week 4	
10/18	Working Memory II
10/20	**Exam 1**
Week 5	
10/25	Multiple Memory Systems
10/27	Encoding Retrieval Interactions (context)
Week 6	
11/1	Forgetting I
11/3	Forgetting II
Week 7	
11/8	Memory Distortions
11/10	**Exam 2**
Week 8	
11/15	Knowledge
11/17	Autobiographical Memory
Week 9	
11/24	Meta-Memory
11/26	No Class
Week 10	
11/29	Cognitive Neuroscience of Memory
12/1	Individual and Developmental Differences
Week 11	
12/5	**Exam III- Final Exam** **Same Location, Tentative Time 12:30 pm**

**All readings, assignments, and exam dates are tentative and subject to change. Any revisions to this syllabus will be announced during class time. It is your responsibility to make a note of any changes in this syllabus.