

Syllabus for Memory

Fall 2014

Psychology 303:01 Memory

MW 5th Period, Beck Auditorium, 3:20 – 4:40 pm

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Office: 227 Tillett Hall, Livingston Campus

Office hours: Walk-in hours on Thursdays, 3 – 5 pm. By appointment on Wednesdays 11 am – 1 pm

TA: TBD

Read the syllabus all the way to the end. It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus. There are multiple on-line assessments. Lectures are traditional in-person lectures, and exams are traditional in-person proctored multiple choice exams.

Required Text: Baddeley (2014) *Essentials of Human Memory* Available at New Jersey Books on Somerset Street in New Brunswick, and at the University Bookstore. Recommended readings: Foer *Moonwalking With Einstein*; Neisser & Hyman *Memory Observed*. There are also very likely to be required articles from scholarly journals for you to read. These will be posted on the Sakai site.

Objectives of the course

1. Students will develop an understanding of the major theories and controversies that shape research in memory and the experimental evidence that supports (or challenges) theoretical accounts .
2. Students will understand and be able to describe developmental changes in memory and pathological changes in disturbances of memory.
3. Students will be able to characterize major brain mechanisms of memory.
4. Students will acquire practical knowledge of empirically supported methods for improving skill acquisition and retention of meaningful material.

On-line quizzes: There will be multiple **required** on-line quizzes associated with the material for every week. These will vary in length. The quizzes are primarily drawn from the book, as indicated in the quiz titles. However, questions may also be drawn from material presented in class, posted on Sakai, or material you should remember from General Psychology. **There is a deadline for every quiz.** Complete the quizzes EARLY (early, as in a day or so before the deadline, rather than 15 minutes before the deadline) and you will not run into trouble. If you miss the deadline, you get a zero for the quiz.

Weekly Assessments may only be taken once and the percent correct scores are averaged to produce an “On-line” average. The on line average excludes your two lowest scores (zeroes for missed quizzes count as low scores). You may have ONE RESET for a chapter’s missed quiz. This is **NOT** an opportunity for a better score, it is an opportunity to take a quiz that you forgot about or got too busy to take on time. **Send an email request to the TA with QUIZ RESET REQUEST 303** in the subject line. Be sure to specify which chapter’s quiz you want to have reset.

On-line reviews before exams: Before each of the exams and the final exam, review exams will be posted on the Sakai site. Scores on these reviews will not affect your grade.

Exams: There will be two mid-term exams and a (semi) cumulative final. Reviewing the online assessments will assist your retention of material covered earlier in the course.

Learning and remembering the material covered in this course: Preview the text before you begin any serious reading. Before you read a chapter, skim through it to understand the structure of the authors' presentation and formulate questions that interest you about the topics covered. Write your questions down, on paper, in your laptop, or on index cards. Then begin to read the chapter, reading for answers to your questions. Stop after every major section. Write (or type) any answers to your questions that you have found. Note any additional questions that you have. Take notes reviewing the major points of the section. Run up and down the stairs, go get a soda, take a health break. Then go on to the next section, using the same technique: read for answers, read for questions, record answers to your questions and major summary points. Later in the week, review your chapter questions and notes, review the PowerPoint slides, review your lecture notes. Then take the distributed practice quiz. When you've met your criterion, take the associated graded quiz.

The material will be easier to remember — for retrieval on exams or in real life -- if you actively organize it and relate it to information that you have already learned.

You will learn and retain much more if you attend class regularly. Reading the related chapters in the book before attending class will also be helpful.

Behavior in the classroom: As adults, students are expected to behave in a manner that is conducive to learning in a lecture environment. However, should a student's behavior be perceived by the instructor to be disruptive to fellow students in the class, the instructor will ask the student to leave the class room, and if this occurs on a regular basis, then the disruptive student may be judged unable to successfully complete the course with a passing grade.

Attendance and Absences: You are expected to attend all classes unless you are ill or involved in a university sponsored event. Absences for religious observances and participation in university sponsored events (such as varsity athletics) will be excused and you will be permitted to make up any missed work. That said, I do not take attendance, but I do notice and remember who attends regularly and asks and answers questions.

Lecture topics and exam dates are listed in the table below. The topic-coverage schedule below is subject to change, but the exam dates are fixed, barring hurricanes or similar disasters.

Week	Dates	Topic/Assignments 303 Beck Auditorium MW 3:20 – 4:40
1	M Sept 1	NO CLASS LABOR DAY Introduction to the study of memory: history and methods, improving your memory
	W Sept 3	Memory and the brain
2	M Sept 8	Short-term memory
	W Sept 10	Working Memory
3	M Sept 15	Learning (+more on improving your memory)
	W Sept 17	
4	M Sept 22	Organizing and remembering
	W Sept 24	Procedural memory
5	M Sept 29	Recent research
	W Oct 1	Exam 1 Chapters 16, 1 – 5, lecture notes
6	M Oct 6	Forgetting
	W Oct 8	Repression

7	M Oct 13 W Oct 17	Storing knowledge
8	M Oct 20 W Oct 22	Retrieval of knowledge (and skill) (+Conflicting models of retrieval)
9	M Oct 27 W Oct 29	Eye witness testimony Transactive memory
10	M Nov 3 W Nov 5	Memory and emotion Exam 2 Covering primarily Chapters 6 – 10, lecture
11	M Nov 10 W Nov 12	Amnesias
12	M Nov 17 W Nov 19	Memory in childhood
13	M Nov 22 W Nov 27-NO CLASS	Memory and ageing
14	M Dec 1 W Dec 3	Prospective memory Memory and the brain revisited
15	M Dec 8 W Dec 10	Improving memory revisited Review before final; LAST DAY OF CLASSES
16	Friday Dec 19 12Noon	Final Exam: Cumulative but with emphasis on Chapters 11 - 15

Grading: Grades will be based on a 400 point system, as follows

Exams: 100 points each 300 points

On-line quizzes Average score 100 points

Grading standards (B+ and C+ will be at the midpoints of the A – B range and B – C range)

A 360 points

B 320 points

C 280 points

D 240 points

F below 240 points

There are no extra credit opportunities currently available, though these may become available over the course of the semester. If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents off your back, attend class regularly, study actively, take the quizzes, test yourself for retention frequently. Elaborative encoding, elaborative rehearsal, and distributed review and testing of course material will lead to greatly improved retention of the material....and decent grades.

Missed exams: If you miss an exam, in general, you get a zero. Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take a makeup.

Special arrangements: If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams. Identify yourself early in the term. If you wait until just before an exam, there may be a considerable delay in scheduling your exam.

If things go horribly wrong in this course, other courses, or your life: the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, I will refer you.
