

Syllabus for Memory Fall 2015 Psychology 303:01
MW 5th Period, Beck Auditorium, 3:20 – 4:40 pm
Dr. Margaret Ingate, mingate@rci.rutgers.edu
Office: 227 Tillett Hall, Livingston Campus
Office hours: Wednesday, 10:30 – 1:00, Friday, 10:30 - 12
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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, and in-class clicker quizzes. Lectures are traditional in-person lectures, **with the exception of four scheduled on-line lectures**, and exams are traditional in-person proctored multiple choice exams.

Required Text: Baddeley, Eysenck and Anderson (2015) Memory. The book is available at New Jersey Books on Somerset Street in New Brunswick, and at the University Bookstore. There are also online options. There are going to be required articles from both science magazines and scholarly journals for you to read. These will be posted on the Sakai site.

Required Clicker: The TurningPoint RF clicker is required, NOT the long white eClicker. Your clicker quiz scores are 20% of your grade. Register your clicker device ID on Sakai, using the Turning Technologies link.

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 required on-line quizzes associated with the material for every week. These will vary in length. The online quizzes are 20% of your grade. 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.

These 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 single missed quiz. This is NOT an opportunity for a better score, it is an opportunity to take a quiz that you forgot about or were 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. Use your Rutgers email and include your full name in the email.

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.

Clicker quizzes: most classes will include five or more clicker questions, interspersed through the lecture. Some questions may review information from the previous class. Some questions will assess your understanding of a point just made in lecture. You get two points for every correct answer and one point for an incorrect answer. Questions for which you have no answer recorded receive 0 points. For each quiz, a percent of available points score is computed. These quiz scores are averaged at the end of the term. The denominator for computing the average will be the number of quizzes given, reduced by four. The resulting quotient will be capped at 100%. The effect is that you can miss four quizzes, but if you miss fewer, you receive a little boost to your average score. Incidental absences are not excused. Register your clicker's device ID on the Sakai site. The morning after every class with a clicker quiz, check in Resources, in the folder "Clicker Results" to confirm that your clicker was working. You are responsible for having a working clicker.

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 healthy snack, 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, testing your memory for the material as you go. Review the PowerPoint slides and your lecture notes the same way, by testing yourself.

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.

Memory – Psych 303 Week of class	Dates/Days	Topics
1	9/3 W	Introduction & Chapters 1 and 17 – history, methods, improving your memory
2	9/7 M Labor Day 9/8 T – M schedule 9/9 W	TUESDAY (Monday schedule) Chapter 2 Memory and the brain W: Chapter 2 and start Chapter 3 Short term memory
3	9/14 M online 9/16 W	M: podcast lecture, Finish Chapter 3 W: Chapter 4 Working memory
4	9/21 M 9/23 W online	M: Chapter 4 continued W: podcast lecture, start Chapter 5 Learning
5	9/28 M online 9/30 W	M: podcast lecture, finish Chapter 5 W: Chapter 6 Episodic memory
6	10/5 M online 10/7 W	M: podcast lecture finish Chapter 6 W: Review before exam
7	10/12 M 10/14 W	M: Exam 1 , Chapters 1 – 6 W: Chapter 7 Semantic memory
8	10/19 M 10/ 21 W	M: Chapter 8 Retrieval W: chapter 8 continued
9	10/26 M 10/28 W	M: Chapter 9 Incidental forgetting W continued
10	11/2 M 11/4 W	M: Chapter 10 Motivated forgetting W: continued
11	11/9 M 11/11 W	M: Chapter 11 Autobiographical memory W: continued
12	11/16 M 11/18 W	M Chapter 12 Eye witness testimony W: Procedural memory (not in book)
13	11/23 M 11/25 W– Friday schedule	M: Exam 2 , Chapters 1 - 12 W: No class meeting – Thanksgiving week schedule
14	11/30 M 12/2 W	M: Chapter 13 Prospective memory W: Chapter 14 Memory in childhood
15	12/7 M 12/9 W	M: Chapter 15 Memory and aging W: Chapter 16 When memory systems fail
16	12/14 – Exam week	I will be on campus for office hours and appointments
17	12/22 TUESDAY	FINAL EXAM 12:00 – 3:00 pm

Grading: Grades will be based on a 500 point system, as follows

Exams:	100 points each	300 points maximum
On-line quizzes	Average score	100 points maximum
Clicker quizzes	Average score	100 points maximum

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

- A 450 points
- B 400 points
- C 350 points
- D 250 points
- F below 250 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.