

Syllabus for Memory and Attention, Psychology 303 Summer 2015

M-Th 10:10 am to 12 Noon, Room 226 (classroom wing) Tillett Hall

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Office: 227 Tillett Hall, Livingston Campus

Office hours: After class, Tuesday – Thursday until 2 pm.

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 weekly on-line assessments. Given the small size of the class, I will run the class as a seminar rather than a traditional lecture.

Required Text: Baddeley, Eysenck and Anderson (2015) *Memory* Available at New Jersey Books on Somerset Street in New Brunswick, and at the University Bookstore. 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.

Objectives of the course

1. Students will develop an understanding of the major theories and controversies that shape research in memory and attention and the experimental evidence that supports (or challenges) theoretical accounts .
2. Students will understand and be able to describe developmental changes in memory and attention and pathological changes in disturbances of memory and attention.
3. Students will be able to characterize major brain mechanisms of memory and attention.
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. Deadlines for all but the last quiz will be 5 pm Friday. You may take each quiz TWICE (questions may vary) and receive credit for the higher score.

The percent correct scores of the weekly quizzes (the higher of each week's if you take a quiz twice) are averaged to produce an "On-line" average. You may have ONE RESET for a week'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 me with QUIZ RESET REQUEST 303** in the subject line. Be sure to specify which chapter's quiz you want to have reset. You cannot have a reset for a SECOND quiz for a week.

On-line reviews before exams: Before 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 one midterm exam and a (semi) cumulative final. Reviewing the online assessments will assist your retention of material covered earlier in the course.

Extra credit: Every week you may have the opportunity to earn extra credit in several ways (#1 may not be available every week).

1. Some researchers run experiments over the summer and will be recruiting subjects. You may receive a small amount of extra credit for participating in this research.
2. You may also earn extra credit each week by finding journal articles, related to the topics of the week, in the Rutgers library and writing a two page paper summarizing the article, including the full bibliographic

information, a description of the main ideas of the paper, and a description of how it relates to the material we discuss in class. These will be submitted on Sakai, along with a pdf of the article.

3. You may also earn a small amount of extra credit by writing original questions based on the material we cover.

Learning and remembering the material covered in this course: Preview the text before you begin any serious reading. Before you read a chapter, read the chapter summary. Then skim through the chapter 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. If you like, summarize the major points of the section in writing. If you don't want to write a summary, verbalize it. Take a break, even if just to stand up and stretch. Then go on to the next section, using the same technique: read for answers, read for questions, write or verbalize answers to your questions and major summary points. Later in the week, attempt to recall the major points; review your chapter questions and notes, review the PowerPoint slides, review your class notes. Then take the 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.

Summer session is intense. You will learn and retain much more if you attend all classes. Reading the related chapters in the book before attending class will also be helpful.

Behavior in the classroom: As adults, you are expected to behave in a manner that is conducive to learning in a classroom 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, particularly in a class of this small size!. Class topics and exam dates are listed in the table below. The topic-coverage schedule below is subject to minor change.

Week	Dates	Topic/Assignments Tillet Room 226 10:10 am to 12 Noon
1	T May 26 W 5/27 Th 5/28	Chapters 1 – 2, 17; Introduction to the study of memory and attention: history and methods, improving your memory; improving attention. Memory and the brain; attention and the brain
2	M June 1 T 6/2 W 6/3 Th 6/4	Chapters 3, 4, 5 Short-term memory Working Memory Learning
3	M June 8 T 6/9 W 6/10 Th 6/11	Chapters 6, 7, 8 Episodic memory: organizing and remembering Semantic memory and stored knowledge Retrieval
4	M June 15 T 6/16 W 6/17 Th 6/18	Exam 1 Chapters 1 – 8; Chapters 9 – 11 Incidental forgetting Motivated forgetting Autobiographical memory
5	M June 22 T 6/23 W 6/24 Th 6/25	Procedural memory (not in book); Chapters 12 – 14 Eyewitness testimony Prospective memory Memory in childhood
6	M June 29 T 6/30 W 7/1 Th 7/2	Chapters 15, 16; disorders of attention Memory and aging When Memory systems fail Final exam

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

Exams:	100 points each	200 points
On-line quizzes	Average score	100 points (none are dropped)
Class participation		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

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, 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.

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.