

Syllabus for Memory and Attention Fall 2016 Psychology 303:01
MW 5th Period, Pharmacy 115, 3:20 – 4:40 pm
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Office: 227 Tillett Hall, Livingston Campus
Office hours: Tuesday 12N-1:30 pm; Thursday 10 am-11:30 am
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Please note that in the weekly schedule, there are four days in October, three Mondays and one Wednesday, for which a pre-recorded lecture will be delivered on-line. On these dates, class will not meet in person. The lectures will be posted in advance and will remain available throughout the semester.

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 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: Schwartz, Memory (2013). The book is available 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 app or device for in-class quizzes: The Turning Technology's ResponseWare (an app that will work on your phone, your laptop or your tablet device) OR Turning Technologies RF clicker is required, NOT the long white eClicker. You must pay for the app, to be able to continue to use it. Your license is good for an academic year. Your in-class quiz scores are 20% of your grade. Register your account ID or 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 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 and 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 required on-line quizzes associated with the material for most weeks. 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).

Communicating with me and the TA by email: Use your Rutgers email, include the name of the class in the subject line, 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.

In-class quizzes: most classes will include five or more multiple choice 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 scored is computed (e.g., if you answered 5 of 5 questions, and answered 4 correctly, you would have 9 of 10 available points for a score of 90% correct). 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 ResponseWare account ID or 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 responses were recorded. You are responsible for having a working account or 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 extremely helpful.

If you are a transfer student from a community college and this is your first semester at Rutgers: the academic demands at Rutgers are typically much more difficult. To do well, you should be spending at least five hours reading and reviewing for EVERY CLASS, EVERY WEEK. Really.

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 is subject to change, but the exam dates are fixed, barring hurricanes, the zombie apocalypse or similar disasters.

Memory – Psych 303 Week of class	Dates/Days	Topics
1	9/7 W	Introduction & Chapters 1 and 13 – history, methods, improving your memory
2	9/12 M 9/14 W	Chapter 2 Memory (and attention) and the brain
3	9/19 M 9/21 W	M: Chapter 3 Working memory SUPPLEMENT (and attention) W: Chapter 3
4	9/26 M 9/28 W	M: Chapter 4 Episodic Memory W: Chapter 4 SUPPLEMENT Procedural Memory
5	10/3 M online 10/5 W	Review before exam Exam 1, Chapters 1 – 4 and supplemental material
6	10/10 M 10/12 W online	M: Chapter 5: Semantic and Lexical Memory W: Chapter 5 concluded
7	10/17 M online 10/19 W	M: Chapter 6 Visual Memory W: Chapter 6 continued
8	10/24 M online 10/26 W	M: Chapter 7 Autobiographical Memory W: Chapter 7 continued
9	10/31 M 11/ 2 W	M: Chapter 8 False Memory W: chapter 8 continued
10	11/7 M 11/9 W	M: Chapter 9 Metamemory W continued
11	11/14 M 11/16 W	M: Chapter 10 Memory disorders W: continued
12	11/21 M 11/23 W NO CLASS	M: Exam 2, Chapters 1 - 10 W: NO CLASS, FRIDAY SCHEDULE, THANKSGIVING
13	11/28 M 11/30 W	M Chapter 11 Memory in Childhood W:
14	12/5 M 12/7 W	M: Chapter 12 Memory in Older Adults W:
15	12/12 M 12/14 W	M: Habits and addictions as memory phenomena W: Review
16	12/19 M 12/21 W 12/23 FRIDAY	M: You may have exams in other subjects W: You may have exams in other subjects 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
In-class 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.