

Syllabus for Memory and Attention Spring 2018 Psychology 303:01
MTh Academic Building 2160 9:50 am – 11:10 am
Dr. Margaret Ingate, mingate@psych.rutgers.edu
Office: 227 Tillett Hall, Livingston Campus
Walk-in Office hours: Monday 3:00 – 5:00 pm, other hours by appointment
TA: C. Hughes email: 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, and in-class quizzes. Lectures are traditional in-person lectures, and exams are traditional in-person proctored multiple choice exams.

Required Text: Schwartz, Memory, Third Edition (2018). The book is available at the University Bookstore. There are also online options. There are typically required articles from both science magazines and scholarly journals for you to read. These will be posted on the Sakai site.

PowerPoint slides used in lectures will be posted AFTER class.

Required app or device for in-class quizzes: The iClicker cloud app is required. This enables you to respond to quizzes in class with your phone, tablet or laptop. You must pay for the app, to be able to continue to use it after the 2-week trial period. You may purchase a license for varying periods. Your in-class quiz scores are 20% of your grade. There will typically be five or more questions in each lecture. Register your account ID or device ID on Sakai, using the iClicker link. Just a hint... if you are browsing other sites during class, you are likely to miss quiz questions.

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 or 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*. I teach three different classes and the TA assists in different classes: we can respond more quickly when you always include the name of the class in your email

Exams: There will be two mid-term exams and a 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. Questions for which you have no answer recorded receive 0 points. For each quiz, a percent of available points scored is computed. These quiz scores are averaged at the end of the term. Your four lowest scores will be dropped before the average is computed. Incidental absences are **not** excused. When you are absent, you get a 0, which counts as a low score.

Register your iclicker cloud 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 “iClicker Results” to confirm that your responses were recorded. You are responsible for having a working account or clicker. In-class quizzes will begin to count during the third week of classes, after add-drop is over. That gives everyone time to set-up and register their account and for bugs to be worked out.

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	1/24 Th	Introduction & Chapters 1 and 13 – history, methods, improving your memory
2	1/28 M 1/31 Th	M: Chapter 2 Memory (and attention) and the brain TH: continued
3	2/4M 2/7 TH	M: Chapter 3 Working memory SUPPLEMENT (and attention) TH: Chapter 3 continued
4	2/11 M 2/14 TH	M: Chapter 4 Episodic Memory TH: Chapter 4
5	2/18 2/21 TH	Review before the exam Exam 1, Chapters 1 – 4, 13 and supplemental material
6	2/25 M 2/28 TH	M: SUPPLEMENT Procedural Memory TH: continued
7	3/4 M 3/7 TH	M: Chapter 5 Semantic and Lexical Memory TH: Chapter 5 continued
8	3/11 M 3/14TH	M: Chapter 6 Visual Memory TH: Chapter 6 continued
9	3/18 M 3/21 TH	SPRING BREAK NO CLASSES
10	3/25 M 3/28 TH	M: Chapter 7 Autobiographical Memory TH: chapter 7 continued
11	4/1 M 4/4 TH	M: Chapter 8 False Memory TH continued
12	4/8 M 4/11 TH	M: Chapter 9 Metamemory TH: continued
13	4/15 M 4/18 TH	M: Exam 2, Chapters 1 - 9 TH: Chapter 10 Memory Disorders
14	4/22 M 4/25 TH	M Chapter 10 Memory disorders TH: Chapter 11 memory in infancy childhood
15	4/29 M 5/2 TH	M: Chapter 11 Memory in Infancy and Childhood TH: Memory in older adults
16	5/ 6 M	Conclusion and review Last day of class
	Monday May 13	FINAL EXAM 8:00 – 11:00 am

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

Exams:	100 points each	300 points maximum
On-line quizzes (2 dropped)	Average score	100 points maximum
In-class quizzes (4 dropped)	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.