

Syllabus for Memory and Attention Fall 2020 Psychology 303:01

Mondays and Wednesdays, 4:30 – 5:50 pm on Zoom

Dr. Margaret Ingate, email: mingate@psych.rutgers.edu

Please only email me from your scarletmail address. In general, I will respond to email within two days or less. However, I am generally not available on weekends.

Office: 227 Tillett Hall, Livingston Campus -- but I won't often be there

On-line Office hours: Tuesdays, 2 – 3 pm on Zoom AND at other times by appointment, on Zoom

TA: Patrick Barnwell, email: patrick.barnwell@rutgers.edu. Please also only use your scarlet email when contacting Patrick.

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. **There will be one scheduled cancelled class – Monday, September 28. Class does not meet on-line on that day.** Recorded lectures will be posted on-line for most classes. Exams will be on-line.

Required Text: Schwartz, Memory, **Third Edition** (2018) NOT THE FOURTH (it is organized completely differently and costs more). The publisher is Sage Publications <https://us.sagepub.com/en-us/nam/memory/book248685> The book should be available at the University Bookstore. There are also online options. A six-month e-book rental is available through the publisher's site (above) for \$60. There may also be required articles from both science magazines and scholarly journals for you to read. These will be posted on the Canvas site.

Required App or device for in-session quizzes: The iClicker/Reef cloud App is required. This enables you to respond to quizzes in our online 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-session quiz scores are 20% of your grade. There will typically be five or more questions in each session. The URL for purchasing the App is <https://www.iclicker.com/pricing/>. Just a hint... if you are browsing other sites during Zoom sessions, you are likely to miss quiz questions.

To participate in the class, you need a digital device and a reliable internet or wireless connection. All content and assessments are accessible from computers, tablet devices, and smartphones.

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

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 understand and be able to describe a variety of experimental protocols for studying memory.
5. Students will acquire practical knowledge of empirically supported methods for improving skill acquisition and retention of meaningful material.

Weekly topic quizzes: There will be required quizzes associated with the material for each topic. 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 Canvas, 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 be taken twice (the higher score counts) 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).

Modules in Canvas: PowerPoint slides used in lectures will be posted, before class. For most topics, pre-recorded lectures are also available in modules. HINT: You can understand speech that is accelerated, if you know what the speaker is talking about. The recordings can be played faster, and slowed down if a point is not clear.

Exams: There will be two mid-term exams and a cumulative final. Reviewing the quizzes and participating in the breakout group work will assist your retention of material covered in the course.

In-session quizzes: most sessions will include five or more multiple choice questions. 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.

In-session quizzes will ***begin to count*** after add-drop is over. That gives everyone time to set-up their account and for bugs to be worked out. The scores for initial sessions will be displayed in REEF, but I will delete them, from my worksheet, at the end of the term before averages are computed.

Participation and contribution: Threaded discussions, chat, resource contributions. These will be explained in sessions.

Break-out group work: to be explained in Zoom sessions

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.*** We can respond more quickly when you always include the name of the class in your email. PLEASE DO NOT USE CANVAS TO EMAIL EITHER ME OR THE TA.

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 virtual classroom: You are adults, and I anticipate you will behave in a manner that is conducive to learning in an online learning environment. However, should someone's behavior be disruptive to fellow students in the class, I will ask the student to leave the session. If this occurs on a regular basis, we will have a discussion with the appropriate dean and the disruptive student may be judged unable to successfully complete the course with a passing grade.

Attendance and Absences: Your scores on the in-session quizzes and Zoom chats tell me how engaged you are with the course. These contribute to your point total for your grade.

Lecture topics and planned exam dates are listed in the table below. The schedule is subject to minor change.

Memory – Psych 303 Week of class	Dates/Days	Topics
1	9/2 W	Introduction & Chapters 1 and 13 – history, methods, improving your memory
2	9/8 T (designated M) 1/9 W	M: Chapter 2 Memory and the brain W: continued
3	9/14 M 9/16 W	M: Attention (not in the book) W: Continued
4	9/21 M 9/23 W	M: Chapter 3 Working memory W: continued
5	9/28 M 9/30 W	M: Class does not meet W: Class meets! Chapter 4 Episodic Memory
6	10/5 M 10/7 W	Chapter 4 continued Exam 1, Chapters 1 – 4, Attention, Chapter 13
7	10/12 M 10/14 TH	M: Procedural Memory (not in the book) W: continued
8	10/19 M 10/21 W	M: Chapter 5 Semantic and Lexical Memory W: Chapter 5 continued
9	10/26 M 10/28 W	M: Chapter 6 Visual Memory W: Chapter 6
10	11/2 M 11/4 W	M: Chapter 7 Autobiographical Memory W: chapter 7 continued
11	11/9 M 11/11 W	Chapter 8 False Memory W: continued
12	11/16 M 11/18 W	M: Exam 2, Chapters 5 – 8, Procedural Memory W: Chapter 9 Metamemory
13	11/23 M 11/25 W	M: Chapter 10 Memory Disorders Friday schedule; Class does not meet
14	11/30 M 12/2 W	M Chapter 11 memory in childhood TH: continued
15	12/7 M 12/9 W	M: Chapter 12 Memory in older adults W: Last day of class
16 & 17		Final Exams
	Date and Time TBD	FINAL EXAM

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

Exams:		100 points each	200 points
On-line quizzes	(2 dropped)	Average % correct score	100 points
In-session quizzes	(4 dropped)	Average score	100 points

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

Participation and extra credit: you can earn additional points, for meaningful participation in threaded discussions, in chat, and for contributing resources to the class.

Extra credit for participating in research 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.

Current Academic Integrity Policy:

Summary:

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

Resources for Students:

<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

Honor pledge:

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

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 and quizzes. 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 wrong in this course, other courses, or your life: the University has many resources to help you. **Contact me about problems limited to this course.** 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. Don't wait for a problem to become a crisis.

Student-Wellness Services: All of these services are being provided remotely during Fall 2020.

Counseling, ADAP & Psychiatric Services (CAPS)

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
<http://health.rutgers.edu/medical-counseling-services/counseling/>**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.