

Syllabus for Memory and Attention Spring 2021 Psychology 303:01

MTh ON ZOOM 9:50 am – 11:10 am

Access through Canvas announcements with the link

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, 10 – 11 am 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 pre-recorded lectures, Monday, March 29. Class does not meet online on that day.** Zoom class sessions will be recorded and will remain available once posted. Exams are online, multiple choice exams.

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 about \$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. PowerPoint slides used in lectures will be posted, generally before class.

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.

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 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).

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. DO NOT USE CANVAS TO EMAIL EITHER ME OR THE TA.

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. These quizzes do **NOT** have a direct effect on your grade. However, students report that they help they realize whether or not they understand the material. Some questions may reappear on exams.

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 online classroom: As adults, students are expected to behave in a manner that is conducive to learning. However, should a student's behavior be perceived by the instructor to be disruptive to fellow students in the class, I will ask the student to leave the zoom session or exclude the student if necessary, and if this occurs again, then the disruptive student will be judged unable to successfully complete the course with a passing grade.

Attendance Online: Regularly joining our class sessions is likely to have a positive effect on your understanding of the material and on your grade in the class. I welcome questions in class. I am happy to go over material and explain it more clearly. If I don't know the answers to questions you have, I will try to find them. I welcome your curiosity. All 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 the zombie apocalypse or similar disasters. Seriously, we are in an uncharted time in public health and socio-political terms. Stuff happens.

Memory – Psych 303 Week of class	Dates/Days	Topics
1	1/21 Th	Introduction & Chapters 1 and 13 – history, methods, improving your memory
2	1/25 M 1/28 Th	M: Chapter 2 Memory and the brain TH: continued
3	2/1M 2/4 TH	M: Attention (not in the book) TH: Chapter 3 Working memory
4	2/8 M 2/11 TH	M: Chapter 3 Working Memory TH: Chapter 4 Episodic Memory
5	2/15 M 2/18 TH	M: Chapter 4 continued Exam 1, Chapters 1 – 4, 13 and supplemental material
6	2/22 M 2/25 TH	M: SUPPLEMENT Procedural Memory TH: continued
7	3/1 M 3/4 TH	M: Chapter 5 Semantic and Lexical Memory TH: Chapter 5 continued
8	3/8 M 3/11 TH	M: Chapter 6 Visual Memory TH: Chapter 6 continued
9	3/15 M 3/18 TH	SPRING BREAK NO CLASSES
10	3/22 M 3/25 TH	M: Chapter 7 Autobiographical Memory TH: chapter 7 continued
11	3/29 M 4/1 TH	Chapter 8 False Memory PRE_RECORDED LECTURE; class does not meet TH continued
12	4/5 M 4/8 TH	M: Exam 2, Chapters 1 – 8 Attention, Procedural Memory TH: Chapter 9 Metamemory
13	4/12 M 4/15 TH	M: Chapter 10 Memory Disorders TH: continued
14	4/19 M 4/22 TH	M Chapter 11 memory in infancy childhood TH: continued
15	4/26 M 4/29 TH	M: Chapter 12 Memory in older adults TH: continued
16	5/ 3 M	Conclusion and review Last day of class
	Final date TBD	FINAL EXAM

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

Exams:	100 points each	300 points maximum
On-line quizzes (2 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 360 points
- B 320 points
- C 280 points
- D 200 points
- F below 200 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 difficult circumstances (hospitalization, illness, death in the family) we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you start an exam late, you will not receive extra time.

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.