

Syllabus for Memory and Attention Spring 2022 Psychology 303:01

MTh Van Dyck 211 12:10 pm –1:30 pm

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Office: 227 Tillett Hall, Livingston Campus

Walk-in Office hours: Wednesdays 11 am to 2 pm, other hours by appointment

TA: 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.

If we have to switch to online instruction at any point, Zoom classes will be recorded and recordings will remain available once posted. Exams are traditional in-person proctored multiple choice exams. Unless...

Required Text: Schwartz, Memory, Fourth Edition (2020). The cost of the book included in your term bill for this course, through the First Day program.

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 25% 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, if there is one) 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 I 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.

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 of this writing, masks continue to be required inside all university buildings, including classrooms. Masks must be worn properly, covering both the mouth and the nose. As adults, students 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 (*ME*) 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 blizzards, the zombie apocalypse, a novel pandemic, or similar disasters.

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Week	Dates/Days	Topics	Assignments this week
1	1/20 Th	Introduction & Chapters 1 and 13 – history, methods, improving your memory	Read Chapter 13, Chapter 1
2	1/24 M 1/27 Th	M: Chapter 2 TH: continued	Quiz Chapter 13 & 1 (one quiz) Read Chapter 2
3	1/31 M 2/2 TH	M: continued TH: Chapter 3 Working memory	Chapter 2 Quiz Read Chapter 3
4	2/7 M 2/10 TH	M: Chapter 3 continued TH: Chapter 4 Episodic Memory	Chapter 3 Quiz Read Chapter 4
5	2/14 M 2/17 TH	M: Chapter 4 continued Th: Review for exam	Chapter 4 Quiz
6	2/21 M 2/24 TH	Exam 1, Chapters 1 – 4, 13 and lecture material Procedural Memory (Not in book)	
7	2/28 M 3/3 TH	M: Chapter 5 Semantic Memory TH: Chapter 5 continued	Procedural Memory Quiz Read Chapter 5
8	3/7 M 3/10 TH	Chapter 6 Autobiographical Memory	Chapter 5 Quiz Read Chapter 6
9	3/14 M 3/17 TH	SPRING BREAK NO CLASSES	
10	3/21 M 3/24 TH	M: Chapter 7 False Memory TH: chapter 7 continued	Chapter 6 Quiz Read Chapter 7
11	3/28 M 3/31 TH	Chapter 8 Prospective Memory and Metamemory TH continued	Chapter 7 Quiz Read Chapter 8
12	4/4 M 4/7 TH	M: Exam 2, Chapters 1 – 8, (mostly 5 – 8 and lecture) Chapter 9 Memory and Development	Read Chapter 9
13	4/11 M 4/14 TH	Ch 9 continued TH: Chapter 10 Brain Based Amnesia and Alzheimer's Disease	Chapter 9 Quiz Read Chapter 10
14	4/18 M 4/21 TH	Ch 10 continued Chapter 11 Memory and Clinical Disorders	Chapter 10 Quiz Read Chapter 11
15	4/25 M 4/28 TH	M: Chapter 12 Legal Psychology	Chapter 11 Quiz Read Chapter 12
16	5/2 M	Conclusion and review Last day of class	Chapter 12 Quiz
	TBD	FINAL EXAM	

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

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