

**PSYCHOLOGY 330:
HUMAN MEMORY
FALL 2018
SYLLABUS**

Instructor: Dr. Alexander Swan

Office: Burgess Hall 106B

Email: aswan@eureka.edu

Office Phone: 309-467-6418

Office Hours: MW 10:30-12, TR 9:30-11, F 10:30-12, MTRF 3-5

OR GO HERE: <http://swanpsych.com/contact-about-me/>

My Website: www.swanpsych.com

BASIC COURSE INFORMATION

MEETING:

When: Mondays, Wednesdays, & Fridays 2:00 – 2:50 PM

Where: Burgess Hall 205

REQUIRED COURSE MATERIALS:

Cengage Coglab 5: <https://www.cengage.com/shop/isbn/9781285461083> This module is \$50--and is REQUIRED. The textbook is not, so if you have a situation that you have to choose your course materials, choose Coglab. **ALL STUDENTS NEED THEIR OWN COPY OF THE PROGRAM ACCESS—NO SHARING!!!**

RECOMMENDED TEXTBOOKS:

Baddeley, A., Eysenck, R. W., & Anderson, M. C. (2009). *Memory* (2nd ed.). New York: Psychology Press.

COURSE WEBSITE:

All the course announcements, readings, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

COURSE DESCRIPTION:

Course catalog description: An overview of theory and research in human memory. Topics may include: how knowledge is represented internally, cognitive processes involved in remembering, and an examination of different memory systems. An additional exploration of memory principles in an applied learning environment.

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed BEFORE the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

- A primary goal in this course is to develop expertise in issues of human memory - to understand what factors influence memory functioning and performance, and the theories about how and why they do so.
- In addition, you will gain experience in memory experimentation by participating in a number of classic memory studies. These studies are designed to provide insight into some of the questions addressed by memory researchers and the various methodologies they employ.

- You will also develop skills for summarizing, evaluating, and critiquing research in the primary literature by writing a blog for an incoming student audience on how to be a more effective learner (i.e., study tips based in scientific inquiry).
- A final aim in this course is to enhance your ability to think critically and scientifically about everyday cognitive problems (e.g., how can I study more effectively so that I have greater comprehension and recall?) so that you can begin to generate solutions for these problems in experimental courses.

COURSE REQUIREMENTS AND GRADING

Unit Quizzes (4)	10% each (40%)	Various Dates
CogLab 5 Assignments	15%	Various Dates
Educational Outreach Project	35%	Various Dates
In-class Participation	10%	Various Dates

GRADING SCALE:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. UNIT QUIZZES:

- The in-class Quizzes (4 “Units”) consist of multiple-choice and short-answer questions, and are based on the lectures. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
- Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up by taking an essay exam. A doctor’s note or some other formal verification of absence is required to make up a Quiz. This is the **ONLY** condition under which I will give a make-up. All make-up Quizzes are **ESSAY** in format and must be taken during a make-up period agreed upon by you and me.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

B. COGLAB 5 LABORATORY ASSIGNMENTS:

- We will be using an online laboratory engine to do and discuss classic memory experiments that align with the topics in this course.
- **Instructions for accessing our course website is available on Brightspace.** You must purchase a registration key using the link on the first page of this syllabus before you can gain access to the CogLab course site.
- Below is a list of due dates for each of the modules. The due dates correspond to the lecture topics we will be exploring throughout the semester. **YOU WILL ONLY BE GRADED FOR THESE ASSIGNMENTS, SO DOING OTHERS WILL NOT HARM YOUR GRADE, BUT YOU WILL LOSE POINTS FOR NOT PERFORMING THESE BY THEIR DUE DATES.**

Lab	CogLab 5 Experiment Module	Due by 2 PM:
1	False Memory	Friday, Aug 31
2	Operation Span	Wednesday, Sep 12
3	Partial Report	Monday, Oct 1
4	Brown-Peterson	Monday, Oct 8
5	Serial Position	Monday, Oct 22
6	Levels of Processing	Wednesday, Oct 31
7	Remember-Know	Monday, Nov 26

C. EDUCATIONAL OUTREACH PROJECT:

- Education is generally a collaborative process. Teachers engage with students to impart knowledge of some domain. However, sometimes a power and expertise gap erupts between instructors and students, and the knowledge doesn't get through. At the same time, college is a new environment for first-year students and learning becomes an individual motivation rather than a compulsory one. The goal of this outreach project is to take what you learn in a human memory class (the processes and theories associated with learning, remembering, and knowing things) and impart that knowledge to first-year college students. However, your goal is not to teach them the same thing you're learning in an upper-division class; the goal is to process that information and distill it to their level while giving practical tips for them as they start their college careers. Research suggests that when information is given by peers, the audience is more receptive. You will be the experts for 20-30 minutes with an audience of sponges.
- You will work in teams of two or three. You may work alone if you so desire, but recognize that this is will be a large workload commitment.
- You will choose an applied topic in memory and learning (like spaced practice) appropriate for educational settings. You will investigate several primary sources for a 20-30 presentation to one of the first-year seminars here at Eureka College. You should include the appropriate information on your topic, presented in an appealing way. Your presentation should include a demonstration or interactive/active learning component.
- Don't be afraid to go big with this project! We can start big and figure out ways to make something more feasible by the end of the semester.
- More details in Week 2!

D. PARTICIPATION GRADE:

- Small assignments will be given during class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:
Subject Line: "PSY 330: (insert your topic here)"

From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 330/Human Memory. I have a question regarding (insert your question here).

(Considerate closing of your choosing),

Your full name

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
 - First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
 - In addition, your lowest Participation assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with

the original assignment) in to me at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, I will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off and away in your bag/pocket. If your cell phone goes off during class or quiz, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit near a door or at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet/social media, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 2:00 PM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

5. LAPTOP & TABLET POLICY:

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. ATTENDANCE:

- **Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.**
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please send me an email to let me know.

7. ADVICE FOR COURSE SUCCESS:

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an "A," good but imperfect knowledge earns a "B," average or adequate knowledge will earn a "C," and poorer knowledge will receive grades of "D" or "F." By these criteria, the majority of grades should (and likely will) be "B/C" grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate

having difficulty (or when you are), I strongly urge you to do the following:

- Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
- Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don't wait until right before the exams!
- Manage your time wisely. This is an intense course with many moving pieces. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
- Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
- Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. **ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT WALLOW IN YOUR OWN CONFUSION.**

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. Cheating on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.

A specific note on plagiarism: Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your

grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE

Note: The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Topic	Readings	CogLab Module
1	M	8/20	----	NO CLASS – OPENING WEEK		
	W	8/22	1	Course Introduction and Requirements		
	F	8/24	2	Types of Memory I	Baddeley (2002); Tulving (1993); Klein et al. (2002); Klein et al. (2009)	
2	M	8/27	3	Types of Memory II		
	W	8/29	4	Types of Memory III		
	F	8/31	5	Types of Memory IV		False Memory
3	M	9/3	----	NO CLASS – LABOR DAY		
	W	9/5	6	Ebbinghaus' Memory Experiments I	Baddeley (1976a)	
	F	9/7	7	Ebbinghaus' Memory Experiments II		
4	M	9/10	8	Ebbinghaus' Memory Experiments III		
	W	9/12	9	Problems w/ Ebbinghaus I		Operation Span
	F	9/14	10	Problems w/ Ebbinghaus II		
5	M	9/17	11	Problems w/ Ebbinghaus III		
	W	9/19	----	<i>Review Day</i>		
	F	9/21	----	QUIZ 1		
6	M	9/24	12	Modern Approaches to Memory I	Baddeley (1990)	
	W	9/26	13	Modern Approaches to Memory II		
	F	9/28	14	Modern Approaches to Memory III		
7	M	10/1	15	Sensory Memory I		Partial Report
	W	10/3	16	Sensory Memory II		
	F	10/5	----	NO CLASS – HOMECOMING		
8	M	10/8	17	Short-term Memory I		Brown-Peterson Task
	W	10/10	18	Short-term Memory II		
	F	10/12	19	Short-term Memory III		
9	M	10/15	----	NO CLASS – FALL BREAK		
	W	10/17	----	<i>Review Day</i>		
	F	10/19	----	QUIZ 2		
10	M	10/22	20	Long-term Memory I	Bousfield (1953); Collins & Loftus (1975)	Serial Position
	W	10/24	21	Long-term Memory II		
	F	10/26	22	Long-term Memory III		
11	M	10/29	23	Long-term Memory IV		
	W	10/31	24	Depth of Processing I	Craik & Lockhart (1972); Hunt & Einstein (1981)	Levels of Processing
	F	11/2	25	Depth of Processing II		
12	M	11/5	----	<i>Review Day</i>		

	W	11/7	----	QUIZ 3		
	F	11/9	26	Film: <i>Eternal Sunshine of the Spotless Mind</i>		
13	M	11/12	27	Film: <i>Eternal Sunshine of the Spotless Mind</i>		
	W	11/14	28	Film/Film Discussion		
	F	11/16	29	Knowledge & Memory I	Klein (2013)	
14	M	11/19	----	NO CLASS – THANKSGIVING		
	W	11/21	----	NO CLASS – THANKSGIVING		
	F	11/23	----	NO CLASS – THANKSGIVING		
15	M	11/26	30	Knowledge & Memory II		Remember -Know
	W	11/28	31	Mood States & Memory I	Bower (1981)	
	F	11/30	32	Mood States & Memory II		
16	M	12/3	33	Exceptional Memory I	Baddeley (1976b)	
	W	12/5	34	Exceptional Memory II		
	F	12/7	----	<i>Review Day</i>		
F	T	12/11	----	FINAL QUIZ (3:30 – 5:30 PM)		