

PSY 444/544 Learning & Memory

TERM: Winter 2003 January 6th to March 14th

TIME & LOCATIONS: Tue & Thu 11:00-12:20 @ MORE 130

Professor: Bob Uttl

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OVERVIEW

This course examines human memory from several different perspectives: historical, information processing and cognitive psychological, and neuropsychological.

The historical perspective highlights different metaphors that have guided research and thinking about human memory throughout history. The information processing and cognitive perspective, which dominates contemporary investigations of human memory, holds that memory is a complex information processing device that works in a manner analogous to computer programs or to neurons in the brain. The focus of the neuropsychological perspective is on the link between behavior and the brain; it seeks to ferret out different aspects or systems of memory, and how they are related to each other.

PREREQUISITES

PSY 301 and PSY340. If you do not have these prerequisites, you will be disenrolled from the course unless you obtain my permission to enroll or to remain in this course.

REQUIRED TEXTS AND ASSIGNED READINGS

Schacter, D. L. (1996). *Searching for Memory: The Brain, the mind, and the past*. Basic Books.

PLUS Journal Articles. All readings are available in the OSU library, including on Reserve.



INSTRUCTIONAL METHODS

We will use several complementary instructional methods: readings, lectures, discussions, and presentations. The readings and lectures are efficient means of communicating basic knowledge. The conference style presentation and discussion sessions give you an opportunity to try-out your understanding of the material covered in the readings and lectures.

RELATION BETWEEN LECTURES AND READINGS

The lectures will be in step with the assigned list of readings. The lectures will not cover all material covered in your readings. They are designed to augment the readings. You are responsible both for the material covered by your readings and the material covered in your lectures.

EVALUATION

Your work in PSY444 will be formally evaluated by means of:

5 SECTION TESTS (non-cumulative; best 4 count, 20% each; 80% of your final grade in total) Each test will have a mix of multiple choice questions, short answer and fill-in-the-blank questions (each test's duration will be 30 minutes).

READING & PARTICIPATION ASSESSMENTS (20% course grade) Take home assignments will be used to assess your reading and participation. For each assignment, you will be asked to answer 2-4 questions about your readings and/or discuss specific issues (as a guide, each answer will be about a paragraph long). The questions for each set of readings will be posted on the website or distributed via course mail list at least 3 days in advance. You have to have your answers ready on a due date and be ready to hand them in. I will grade reading assignments on a FAIL=0, MARGINAL=0.5, PASS=1 basis. Each week you need to hand in one reading assignment. Your grade for Reading and Participation will be based on the 10 assignments you hand in. Because these assignments serve as a measure of your attendance, you must hand them in in person.

EXTRA CREDITS (up to 5% course grade) You can earn up to 5% course grade extra credits in Assignments, Media Credits and Conference Style Presentation.

THE FINAL GRADING SCALE.

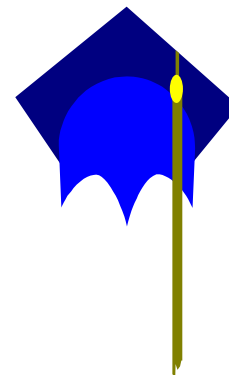
The final grade scale is non-competitive scale; it is WYSIWYG or What-You-See-Is-What-You-Get scale. The feature advantage of the WYSIWYG scale is that it promotes interaction between you and your colleagues; you can form study groups and generally help each other to understand the material without lowering your relative standing (and receiving a worse grade on a curve grading system).

GRADUATE STUDENT EVALUATION

Graduate students are required to write a paper (10-20 pages not counting tables and figures) worth of 40% toward their final grade. Their final grade will be determined out of 140 rather than out of 100.

OPPORTUNITIES FOR EXTRA CREDITS

ASSIGNMENT CREDITS. You will have an opportunity to earn extra credits by completing special assignments that will be announced from time to time. For example, I may ask you to summarize and critically evaluate a research report in a brief written report. If you receive credits for the assignment, you must be ready and willing to make a brief 5-10 minutes presentation on your assignment to the class. Not everyone will be asked to make a presentation but if you are asked and you choose not to



Grade scale	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59



make the presentation, you will receive no credits for the assignment. The assignment credits will be multiplied by 1 and added to your extra credit total.

MEDIA CREDITS. You can submit newspaper, popular magazine stories, videos that grabbed your attention and that are directly relevant to the material covered by the course. The submission should grab the attention of your colleagues, if presented. You need to submit a hard copy. Each submission is graded on a PASS/FAIL basis and is worth of 1 media credit. If I ask you to present your submission to class and you agree, you will earn additional 1 media credit. Your media credits will be multiplied by 1 and added to your extra credit total. (Max 2 credits)

CONFERENCE STYLE PRESENTATION (talk + overheads + presentation; 5% course grade extra credits; availability not guaranteed) The purpose of the presentation is to learn to present research findings to your colleagues in an effective and understandable way, and to be able to answer your colleagues' questions effectively. After your presentation, you have to hand in your overheads (you can pick them up from me later) + a copy of article the presentation was based on. Your grade for each presentation will be determined equally by quality of your overheads, by your in-class presentation and by your ability to answer your peer's questions. Your peers will grade and evaluate your presentation. I reserve the right to override their grading, although I have rarely done so.

RESOURCES

COURSE WEB SITE (www.oregonstate.edu/~uttlb) Course web site will have: online syllabus, announcements, lecture overheads, study guides, practice exam questions, other links to help you succeed in the course, hints on how to study and how to take exams. The web site is also a place to visit to check your grades and your progress.

COURSE MAILING LIST (psy444utt1@lists.orst.edu) You are required to subscribe to the course mailing list and to monitor its mail. You are responsible for all announcements posted to the list. You can use this list to communicate with your peers, ask questions, help others. **Coherent, course relevant messages including help provided to your peers in answering questions posted to the mail list may earn you extra credit points.**

OSU Computer Labs OSU has numerous computer labs open either 24 hours or into the late night hours.

FAQ Frequently Asked Questions and answers will be posted on the course website.

REQUESTS, COMMENTS, FEEDBACK, & WISHES

You may and you are encouraged to post to the mail list or to communicate to me directly any requests, comments, or any ideas related to this course for benefits of your classmates. You can also submit you requests, comments, feedback & wishes via email to me (anonymous submissions from any computer worldwide will be considered).

COURSE POLICIES: READ THESE POLICIES VERY CAREFULLY!

MISSED TESTS, ASSIGNMENTS AND OTHER DEADLINES

The tests will be given on published dates only. There will be no make-up examinations or tests. **MISSED EXAMS RECEIVE GRADE ZERO UNLESS YOU ESTABLISH** valid medical and other serious excuses (please note that parties, snow-boarding trips, visits by family and friends are not serious excuses). Documentation (i.e., a valid, current note from a

medical practitioner) is required to establish a valid excuse within 10 days of the illness end. If you are going to miss a test or exam for a valid medical reason, you must inform me *in advance of the test or examination*. No after-the-fact excuses will be accepted. Please call my office or email me.

Late assignments receive zero.

CLASSROOM PARTICIPATION

Your comments and questions are welcome in class. Classroom discussions are an important part of this course, and you are expected to share your questions, comments and ideas. Your regular attendance in class is required and expected.

You are responsible for all materials, including all announcements and changes in the course schedule that are made in class, announced via the course mail list and/or the course website

You are required to subscribe to a class mail-server. You are responsible for each and all announcements made on the server. If you have difficulties signing up, CONTACT ME IMMEDIATELY.

STUDENTS WITH DISABILITIES

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

ACADEMIC DISHONESTY

Academic dishonesty does not help you to learn the material, it is not fair to other students, and it will not be tolerated. You are responsible for reading and being knowledgeable about the University's policies on cheating and plagiarism (consult <http://www.orst.edu/admin/stucon> and <http://www.orst.edu/admin/stucon/regs.htm>). In particular, note that:

ACADEMIC DISHONESTY INCLUDES BUT IS NOT LIMITED TO

"CHEATING" (the intentional use or attempted use of unauthorized materials, information, or study aids);

"FABRICATION" (the intentional falsification or invention of any information including data, medical notes, excuses, etc.);

"ASSISTING IN DISHONESTY OR TAMPERING" (intentionally or knowingly helping or attempting to help another commit an act of dishonesty or tampering with evaluation instruments and documents); and

"PLAGIARISM" (intentionally or knowingly representing the words or ideas of another person as one's own).

IN CASES OF ACADEMIC DISHONESTY, THE GRADE OF F WILL BE AWARDED FOR THE COURSE, AND A REPORT OF ACADEMIC DISHONESTY WILL BE FILED AS REQUIRED BY UNIVERSITY POLICY.

LECTURES, READINGS & DEADLINES

WEEK	TOPICS & READINGS (IN PARENTHESES)
#1	Outline, Grading Policies, Academic dishonesty, & Introduction Strategies for Effective Learning Methodology of Memory Research & Memory Assessment)
#2	Modal Model/Atkinson & Shiffrin (Atkinson & Shiffrin, 1971) **THURSDAY JAN 16 SECTION TEST #1** Levels of Processing (Craik & Lockhart, 1972)
#3	Transfer Appropriate Processing (Morris, Bransford, & Franks, 1977) Working Memory (Baddeley, 1992)
#4	Remembering & Forgetting (Neath, 2003; Chapter 6) **THURSDAY JAN 30 SECTION TEST #2** Knowledge (Neath, 2003, Chapter 10)
#5	Autobiographical memory (SCHACTER Chapter 3; Rubin, 2002) Eyewitness Memory & Suggestibility (Schacter, 2001, Chapter 5)
#6	Prospective memory (Graf, Uttl, & Dixon, 2002) **THURSDAY FEB 13 SECTION TEST #3** Memory Across the Lifespan (Craik, 2000)
#7	Amnesia (SCHACTER Chapter 5) Implicit Memory (SCHACTER Chapter 6)
#8	Memory & Emotions (SCHACTER Chapter 7) **THURSDAY FEB 27 SECTION TEST #4** Memory Wars (SCHACTER Chapter 9; Bowers & Farvolden, 1996)
#9	Alzheimer's Disease (Cooney, 2001) Memory Improvement (Higbee, 2001; Chapter 7 & 8)
#10	Memory & Decision Making (Hastie & Dawes, 2001; Chapter 6) **THURSDAY MAR 13 SECTION TEST #5 The seven sins of memory (Schacter, 1999) ***** THIS COURSE HAS NO FINAL *****

SCHACTER: Schacter, D. L. (1996). *Searching for memory*. New York: BasicBooks.

JOURNAL REFERENCES

- Atkinson, R. C., & Shiffrin, R. M. (1971). The control of short-term memory. *Scientific American*, 225, 82-90.
- Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11, 671-684.
- Morris, C., Bransford, D., & Franks, J. D. (1977). Levels of processing versus transfer appropriate processing. *Journal of Verbal Learning & Verbal Behavior*. 16, 519-533.
- Baddeley, A. (1992). Working Memory. *Science*, 255, 556-559.
- Neath, I. (2003). *Human Memory* (Chapter 6: Forgetting). Belmont, CA: Wadsworth.
- Neath, I. (2003). *Human Memory* (Chapter 10: Knowledge). Belmont, CA: Wadsworth.
- Rubin, D. C. (2002). Autobiographical Memory across the Lifespan. In P. Graf & N. Ohta (Eds.), *Lifespan development of human memory*. Cambridge, MA: MIT Press.
- Schacter, D. L. (2001). *The Seven Sins of Memory* (Chapter 5: The sin of suggestibility, pp. 112-1137). New York, NY: Houghton Mifflin Company.
- Graf, P., Uttl, B., & Dixon, R. (2002). Prospective and Retrospective Memory in Adulthood. In P. Graf & N. Ohta (Eds.), *Lifespan development of human memory*. Cambridge, MA: MIT Press.

- Craik, F. I. M. (2000). Age-related changes in human memory. In D. C. Park, N. Schwarz, et al., *Cognitive aging: A primer.*, pp. 75-92,. Philadelphia, PA, US: Psychology Press/Taylor & Francis.
- Baddeley, A. (1998). *Human Memory* (Chapter 13: Knowledge, pp. 229-255). Needham Heights, MA: Allyn and Bacon.
- Bowers, K., & Farvolden, P. (1996). Revisiting a century-old Freudian slip—From suggestion disavowed to the truth repressed. *Psychological Bulletin*, *119*, 355-380.
- Cooney, E. (2001). Death In Slow Motion: A Descent into Alzheimer's. *Harper's Magazine*, *303*, 43-58.
- Higbee, K. L. (2001). Your memory: How it works & how to improve it. New York, NY: Marlowe & Company.
- Hastie, R., & Dawes, R. M. (2001). *Rational Choice in Uncertain World.* (Chapter 4: Judgments from Memory, 73-98). Thousand Oaks, Sage Publications.
- Schacter, D. L. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, *54*, 182-203.

DISCLAIMER

The syllabus is tentative and subject to change.