

Memory, PSY 367
Fall 2019 Syllabus (updated 9/4/2019)
MWF 11:00 AM- 11:53 AM
Javits 103

Contact Information, Instructor

Instructor: Lauren Richmond, PhD

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Office Location: Psychology B-342

Office Hours: Wednesdays 3-5 pm and Friday 9:30-10:30 am

Contact Information, Teaching Assistant

Teaching Assistant: Nicholas Pepe

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Office Location: Psychology B-269

Office Hours: Tuesday and Thursday, 10-11 am

Course Description

A review of classic and current theories of memory and empirical research on memory in memory-intact and memory-impaired populations.

Prerequisite: PSY 250 or PSY 260

Advisory Prerequisite: PSY 310

Learning Objectives

By the end of this course, students will:

- Be able to describe and implement effective strategies for retaining information
- Have a good understanding of different memory systems
- Discuss the typical tasks cognitive scientists use to study memory
- Be able to describe how memory changes over the lifespan and describe disorders that can affect memory

Course Materials

Text: Schwartz, B. L. (2018). *Memory: Foundations and Applications* (3rd edition). Thousand Oaks, CA: Sage Publications, Inc.

ALSO REQUIRED: Turning Technologies clicker (see <https://it.stonybrook.edu/help/kb/buying-clickers>) & license (which allows us to read your clicker's answers). Alternatively, you can buy a license for your phone, but SBU provides support only for TurningPoint clickers in the event of signal problems. Buy online through Turning Technologies. Instructions for purchase, registration, and use (as well as tech support contact info) posted in Bboard Documents folder.

Grading Information

Assignment Weights

- Syllabus Quiz: 15 points
 - Exams (5): 50 points each (250 total)
 - Film Critique: 40 points
 - Memory & Brain Video Quiz: 10 points
 - Survey Participation (2): 5 points each (10 total)
 - Question for OLLI Panel Presentation: 10 points
 - Article Reactions (5): 10 points each (50 points total)
 - Participation: 25 points
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410 points total

Please note: There will be no extra credit assignments available. Make-up exams will not be offered, and late article reactions will not be accepted. In lieu of offering make up exams and accepting late article reaction assignments, your lowest exam grade and article reaction grade will be dropped without penalty.

Grading Scale

Grade cutoffs are at the 7s and 2s for +/- (e.g. 87-89 =B+, 80-82 =B-). Grades will not be rounded. For example, students earning 81.99% of the total points should expect to receive a B- in this course, and students with 89.99% of the total points should expect for their final grade to be a B+. There will be no exceptions to this policy.

Blackboard Gradebook & Correcting Grading Errors

Please be aware that it is your responsibility to keep an independent record of scores in this class and notify the professor or TA(s) promptly when you notice a discrepancy in scores. Updated scores will appear within one week for clicker points, and within two weeks for all other assignments (exams, reactions, quizzes, and film critique).

We will correct any errors in score calculation or grades uploaded incorrectly, but all requests for grade changes must be made **in writing within one week** of the exam or assignment score being posted and **include an explanation** for why the change is necessary.

Appealing Exam Questions

Students who wish to appeal any exam question must do so, **in writing**, 1 week from the date that the exam scores are posted on Blackboard. The student should be prepared to describe why the answer that they gave was better than, or equally viable as, the correct answer choice specified by the instructor. Students should defend their answer choice and cite relevant material from the course (lecture slides, notes, textbook, article) or other primary source materials (e.g., peer-reviewed research articles) that supports the students' perspective.

The instructor will review all appeals in a timely manner and decide on a case-by-case basis whether the appeal warrants an adjustment on the exam grade.

This is the only method by which additional points could potentially be awarded on your exam. Meeting with the instructor and/or TA during or outside of office hours to plead your case will not result in a grade change. All appeals must be submitted in writing within the specified timeframe in order to be considered.

Late Policy

Assignments turned in after the due dates will not be accepted unless first approved by the instructor. **Permission to turn in assignments after the deadline must be requested, and granted, *prior* to the deadline. That means your request should be made with reasonable allowance for the instructor to review and decide on your request. If you have not received communication from the instructor granting permission you must adhere to the original submission deadline.**

Expectations for Student Attendance

Students should plan to attend each class meeting, although formal attendance will not be taken. Participation credit will be awarded in class through participation in clicker quizzes/polls; students who do not attend class and engage in active participation in the course on a regular basis should expect to receive poor participation scores.

Calendar

<u>Date</u>	<u>Reading</u>	<u>Assignments</u>
Monday, August 26	Syllabus & Course Intro	
Wednesday, August 28	Chapter 1: Introduction to the Study of Memory	
Friday, August 30	Chapter 13: Memory Improvement and Learning Efficiency	
Monday, September 2- LABOR DAY, NO CLASS		
Wednesday, September 4	Chapter 13: Memory Improvement and Learning Efficiency	Syllabus Quiz due by 11:59 PM through Blackboard
Friday, September 6	Chapter 2: Memory and the Brain	
Monday, September 9- NO CLASS MEETING		Online video assignment and quiz (due by 12 noon)
Wednesday, September 11	Chapter 2: Memory and the Brain	

Friday, September 13		Exam #1 (Chapters 1-2, 13)
Monday, September 16	Chapter 3: Working Memory	
Wednesday, September 18	Chapter 3: Working Memory	Perceptions and Attitudes Towards Aging Assignment Part 1 Due (11:59 PM)
Friday, September 20	ARTICLE (1) Delaney & Sahakyan, 2007	Article Reaction Due (10:55 AM)
Monday, September 23	Chapter 4: Episodic Memory	
Wednesday, September 25	Chapter 4: Episodic Memory	
Friday, September 27	ARTICLE (2) Schacter, Addis, & Buckner, 2007	Article Reaction Due (10:55 AM)
Monday, September 30	Chapter 5: Semantic Memory	
Wednesday, October 2	Chapter 5: Semantic Memory	
Friday, October 4		Exam #2 (Chapters 3-5, Articles 1 & 2)
Monday, October 7- FALL BREAK NO CLASS		
Wednesday, October 9	Chapter 6: Visual Memory	
Friday, October 11	Chapter 6: Visual Memory	
Monday, October 14	Chapter 7: Autobiographical Memory	
Wednesday, October 16	Chapter 7: Autobiographical Memory	
Friday, October 18	ARTICLE (3) McRobbie, 2017	Article Reaction Due (10:55 AM)

Monday, October 21		Exam #3 (Chapters 6-7, Article 3)
Wednesday, October 23	Chapter 8: False Memory	
Friday, October 25	Chapter 8: False Memory	
Monday, October 28	ARTICLE (4) Shaw & Porter, 2015	Article Reaction Due (10:55 AM)
Wednesday, October 30	Chapter 9: Metamemory	
Friday, November 1	Chapter 9: Metamemory	
Monday, November 4	ARTICLE (5) Karpicke, Butler, & Roediger, 2009	Article Reaction Due (10:55 AM)
Wednesday, November 6	Chapter 10: Memory Disorders	
Friday, November 8	Chapter 10: Memory Disorders	
Monday, November 11		Exam #4 (Chapters 8-10, Article 5)
Wednesday, November 13	FILM SCREENING: PART I <i>Still Alice</i>	
Friday, November 15	FILM SCREENING: PART II <i>Still Alice</i>	
Monday, November 18	Chapter 11: Memory in Childhood	Film Critique Due (10:55 AM)
Wednesday, November 20	Chapter 11: Memory in Childhood	
Friday, November 22	Chapter 12: Memory in Older Adults	Question for OLLI Panelists Due (11:59 PM)

Monday, November 25	Chapter 12: Memory in Older Adults	
Wednesday, November 27- THANKSGIVING BREAK, <u>NO CLASS</u>		
Friday, November 29- THANKSGIVING BREAK, <u>NO CLASS</u>		
Monday, December 2	OLLI Panel Presentation	
Wednesday, December 4	ARTICLE (6) Hering, Phillips, & Kliegel, 2014	Article Reaction Due (10:55 AM)
Friday, December 6		Exam #5 (Chapters 11-12, Article 6)
Monday, December 9	Course Wrap-Up and Review Opportunity	Perceptions and Attitudes Towards Aging Assignment Part 2 Due (11:59 PM)
Friday, December 13th- <u>CUMULATIVE FINAL EXAM</u>		

Please note: This schedule is tentative and can be altered at the discretion of the instructor.

Assignment Descriptions and Details

- **Syllabus Quiz:** This quiz will consist of 15 multiple-choice questions, each worth 1 point. The answers for each question in this quiz can be found in the syllabus. This is an 'open-syllabus' quiz so feel free to consult the syllabus. There will be a 1.5-hour time limit to complete this quiz, and the quiz may only be attempted once. This quiz is due by 11:59 pm on Wednesday, September 4th.
- **Memory & Brain online video assignment and quiz:** For this assignment, you will watch videos online (links posted at least 1 week before the due date) and take an online Blackboard quiz on the content of the videos, worth 10 points. The videos will serve to reinforce and demonstrate methods and topics discussed in the context of the "Memory and the Brain" chapter (Chapter 2) of your textbook.
- **Exams:** Throughout the semester, there will be 6 exams given, 5 of which will count toward your final grade. **Therefore, the exam with the lowest grade will be dropped.** In other words, students may miss one exam without negatively impacting their final grade or may take all 6 exams and only the 5 top exam scores will count. **Because you are allowed one "free" missed exam, no make-up exams will be given.** Exams will consist of a mixture of multiple-choice and short-answer questions. Exams will consist of material covered in your textbooks, the article assignments and lectures.
- **Film Critique:** Students will screen a film, either by attending the class sessions in which the movie is being shown, streaming the film, or going to the library to watch the DVD version of the film on reserve, and write a critique of the film. The critique should include a short synopsis of the film, a brief reaction to the film itself, and a more detailed discussion of the ways in which the film represents

topics discussed in class (e.g., What did the movie represent accurately? What did the film get wrong?) A more detailed grading rubric will be provided as the assignment gets closer. Film critiques will be turned in through Blackboard using the SafeAssign feature, and will be due at 10:55 AM on Monday, November 26th.

- **Article Reaction:** Peer-reviewed journal articles and popular press articles that were written for a lay audience will be posted on the Blackboard site for students to access and read prior to the class in which the article will be discussed. **Although 6 articles will be assigned throughout the course of the semester, only 5 reactions will count towards your final grade. As a result, no late reactions will be accepted.** Reactions should be completed and turned in on Blackboard using the SafeAssign feature prior to the start of the class session (by 10:55 AM) in which the article is scheduled to be covered.
- Perceptions and Attitudes Towards Aging Assignment, Parts 1 & 2: You will be provided with a link through Blackboard to access the two parts of this assignment. Each part will contain a variety of questions asking about your attitudes, perceptions, and beliefs. You may also be asked to respond to open-ended questions. You will not be graded on your responses; you will only be awarded credit for having participated in each part of this assignment. Please be sure to enter your SBU ID number correctly in the form to receive credit for having completed the assignment.
- **Question for OLLI Panelists:** This semester, we will have a panel presentation from members of the Osher Lifelong Learning Institute (OLLI) located right here on campus. These members will do a panel presentation discussing topics such as life perspective, cognitive, physical, and social factors across the lifespan, and life story sharing. You are to prepare and submit through blackboard one (1) question that you'd like to pose to the panelists. A subset of these questions will be chosen for discussion during the panel presentation.
- **Participation:** Throughout the semester, students will be given the opportunity to earn participation points through the clicker system. Students who attend class will be "quizzed" or "polled" throughout the lecture and will receive credit for participation regardless of the accuracy of their response. Students will be able to earn up to 25 participation points; 1 point per question. Well over 25 quiz/poll questions will be asked throughout the semester.

Student Resources and Helpful Sites

- List of resources for students: <https://www.stonybrook.edu/for-students/>
- Undergraduate Education site: <https://www.stonybrook.edu/commcms/ue/index.html>
- Academic Success and Tutoring Center: https://www.stonybrook.edu/commcms/academic_success/

University Policies

Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected

instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Student Accessibility Support Center (SASC) Statement: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact SASC, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities>.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.