

Sins of Memory

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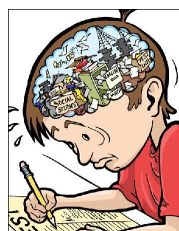
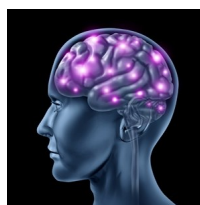
Why take this course? 3 good reasons:

1. **Develop expertise in issues of human memory.** For example,



How credible is eyewitness testimony?

What brain structures mediate memory?



What is the best way to study for exams?

How does memory change with age?



2. **Develop skills for summarizing, evaluating, and critiquing research, and presenting logical ideas in written and oral format.**

Do you know how to present research to make a cogent and compelling case in support of a cause? If you were on the school board, could you evaluate different learning programs? Alternatively, could you design an experiment to test the effects of a new memory medication or intervention?



3. **Can you think critically and apply scientific principles to every situations?** How would you market your business or product so that it is highly memorable? What is the best way to help patients remember to take their medication?



Office Hours

Mon 1:00—2:15

Thurs: 11:00-12:00

Or by appt

Pre-Reqs

Psyc 103
211, 220, & 215

Helpful Links

Writing Support

[Improve APA writing](#)

[APA format support](#)

[Online APA support](#)

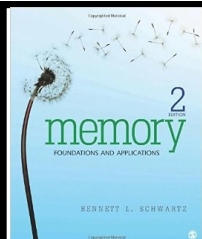
CofC Resources

[Student handbook and Honor Code](#)

[Center for Student Learning](#)

[Library](#)

Required Materials



Memory (2nd E)

Schwartz

9781452259116

WITH FREE ONLINE SUPPORT

<http://studysites.sagepub.com/schwartz2e/study/default.htm>

PLUS READINGS

ON OAKS



and

Iclicker ISBN:

9781429280471



Course Assignments

There are five general course requirements, each designed to achieve one or more of the educational goals outlined for the course. The five requirements are:

- (1) Assigned readings
- (2) Journal article presentations
- (3) Tests/Final Exam
- (4) Research proposal
- (5) Discussion questions

Details about each of these course requirements is provided below.

1. READINGS Readings for this course will include chapters from Schwartz and journal articles posted on Oaks. Be sure to follow the syllabus carefully, as you will not always read the chapters from the Schwartz book in sequential order, and most assignments include readings from multiple sources.

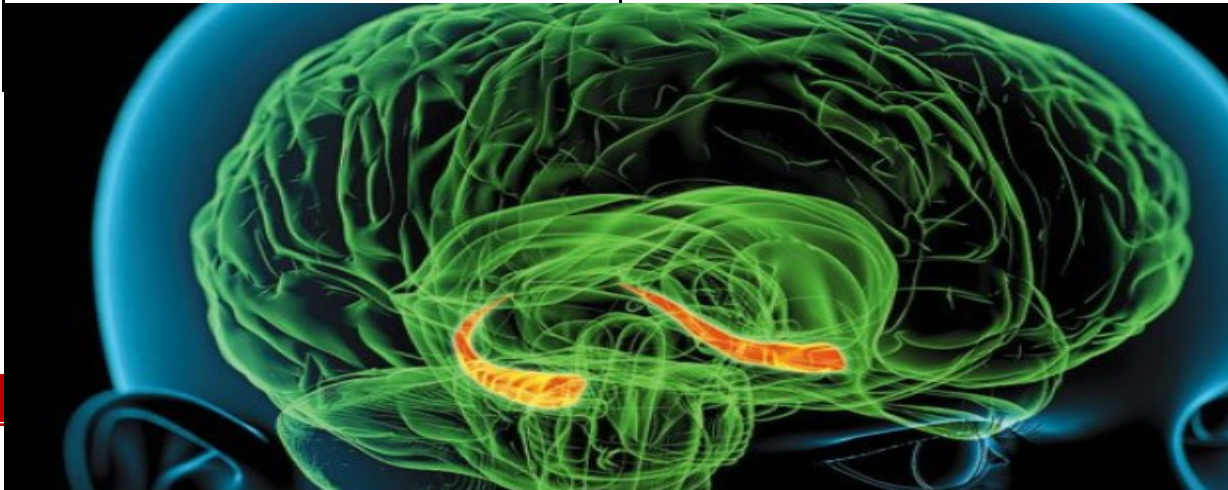
Calendar of Reading Assignments

August

TUES

THURS

| | |
|--|---|
| | Welcome and Introduction 1/07 |
| Background: History and Methods 8/23 Chap 1 in Schwartz | Memory Systems/Memory and Brain 8/25 Chap 2 in Schwartz Shors (2014) Optional: Quiz 1 |
| Memory and the Brain 8/30 Squire (2009) Miller (2010) | Working Memory 9/1 Chap 3 in Schwartz Optional: Quiz 2 |




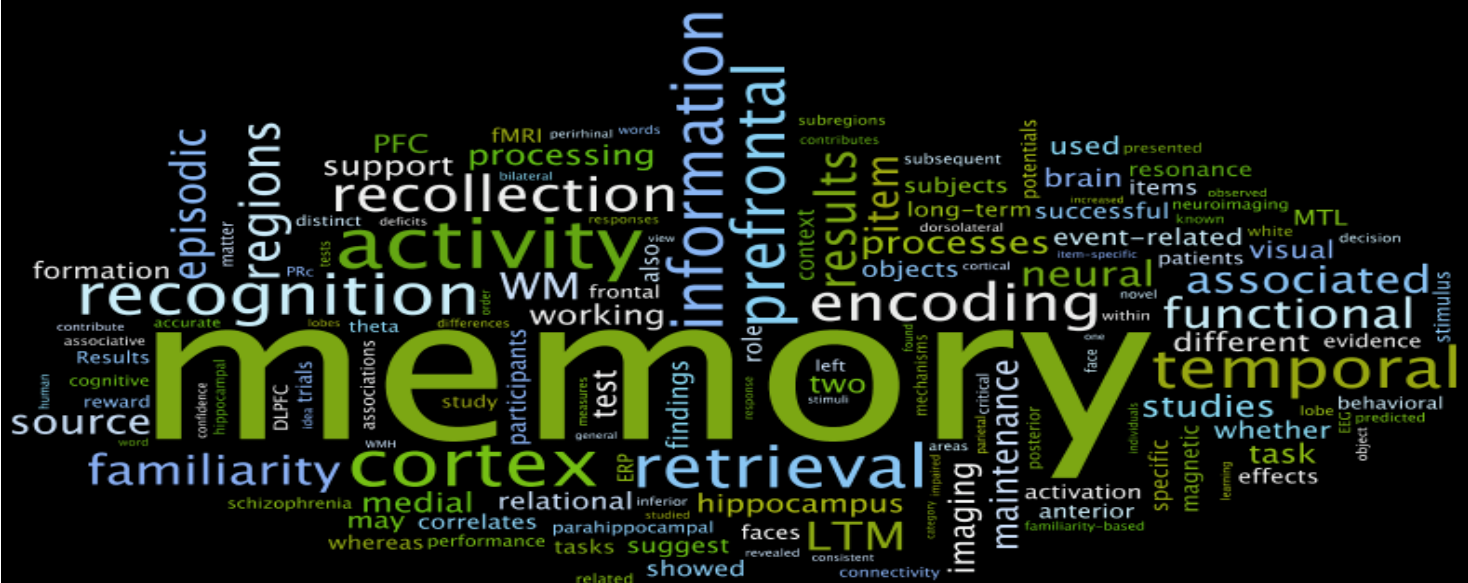
September-October

TUES

THURS



| | | | | |
|--|------|---|------|---|
| Working Memory Healey et al. (2010) | 9/6 | Implicit Memory May et al. (2005) Pages 292 –293 in Schwartz Optional: Quiz 3 | 9/8 |  |
| TEST 1 | 9/13 | Episodic Memory Schwartz Chap 4 Nairne & Pandeirada (2008) | 9/15 | |
| Episodic Memory Storm (2011) Optional: Quiz 4 | 9/20 | Prospective Memory May et al. (2014) | 9/22 | |
| Prospective Memory Loft (2014) | 9/27 | Autobiographical Memory Schwartz Chap 7 | 9/29 | |
| Autobiographical Memory Kensinger (2007) Optional: Quiz 7 | 10/4 | TEST 2 | 10/6 | |



October—November



TUES

THURS

| | | | |
|--|-------|---|-------|
| Memory Distortions Schwartz Chap 8 | 10/11 | Memory Distortions Nash, Wade & Lindsay (2009) Optional: Quiz 8 | 10/13 |
| Memory and the Law Nash and Wade (2009) Ornstein et al. (1998) | 10/18 | Memory and the Law Wright et al. (2009) Bernstein and Loftus (2009) | 10/20 |
| Memory and the Law Schwartz Chap 13 | 10/25 | Improving memory McDaniel et al. (2009) Optional: Quiz 13 | 10/27 |
| TEST 3 | 11/1 | Memory Disorders Schwartz Chap 10 | 11/3 |
| FALL BREAK NOVEMBER 8TH! | | | |

Snapshots



Bob woke up with a splitting headache and no idea where he had been. Fortunately, the tattoos would jar his memory.



November - December

TUES

THURS

| | | | |
|---------------------|-------|--|-------|
| Fall Break | 11/8 | Memory Disorders | 11/10 |
| | | Storandt (2008) | |
| | | Optional: Quiz 10 | |
| Memory in Childhood | 11/15 | Memory in Childhood | 11/17 |
| Schwartz Chap 11 | | Newcombe et al. (2000) | |
| | | Optional: Quiz 11 | |
| Memory and Aging | 11/22 | Happy Thanksgiving | 11/24 |
| Schwartz Chap 12 | | | |
| Memory and Aging | 11/29 | TEST 4 | 12/1 |
| Biss et al. (2013) | | | |
| Optional: Quiz 12 | | Final Exam on Tues, Dec 8th at 8:00 AM | |

As you read, use the online resources!

Your *Memory* text comes with online resources. To access them:

Go to <http://studysites.sagepub.com/schwartz2e/study/default.htm>

Bookmark it to make it easy to return to every day

Make use of the flashcards, chapter quizzes, and other resources

Testing yourself is a highly effective way to study, as it gives you practice with the test format and allows you to evaluate your knowledge (what you do and do not know). **I strongly recommend that every student complete every online quiz.** These are optional, but participation should enhance course performance.

Student Resources

- Introduction
- Chapter Resources
- Journal Articles

Introduction to the Student Study Site

This site is intended to enhance your use of *Memory 2e* by Bennett L. Schwartz. Please note that all the materials on this site are especially geared toward maximizing your understanding of the material.

The following materials are available on this site:

Chapter Resources

Quizzes: Flexible self-quizzes allow you to practice the concepts from each chapter.

Flashcards: These study tools reinforce your understanding of key terms and concepts that have been outlined in the chapters.

Video Links: Carefully selected, web-based video resources feature relevant interviews, lectures, personal stories, inquiries, and other content for use in independent or classroom-based explorations of key topics.

Learning From SAGE Journal Articles

A "Learning From SAGE Journal Article" feature provides access to recent, relevant full-text articles from SAGE's leading research journals. Each article supports and expands on the concepts presented in the chapter. This feature also provides discussion questions to focus and guide student interpretation.

Acknowledgments

We gratefully acknowledge Bennett L. Schwartz for creating this outstanding ancillary package to accompany this text.

Important Information about Tests and the Final Exam

There will be four tests in this course, plus a final cumulative exam. The dates for the tests are listed on the calendar; the final exam will be held on the date designated by the College (Tuesday, Dec 8th at 8:00 AM). Students are responsible for knowing test and exam dates, and for completing the tests on the assigned dates.



If you are an athlete and know that you will be out of town for an exam, you must notify me at least one week before the exam so that we can make appropriate arrangements for you to take it.

If you are a student registered with SNAP and qualify for support, please see me at your earliest convenience. I am happy to accommodate students, but you must provide SNAP documentation and provide the test envelope at least one week prior to an exam.

If you must miss an exam for any reason, you must have a documented excuse (e.g., doctor's note, dean's note, police report - heaven forbid).

IF YOU ARE SICK OR HAVE AN EMERGENCY ON A TEST DAY, YOU MUST DOCUMENT YOUR ABSENCE BY TAKING THE FOLLOWING STEPS:

—Complete the forms online at: <http://studenthealth.cofc.edu/absence-memo/index.php>.

—Students will need documentation for health, personal or emergency situations. Documentation includes a written note (with name and phone number) from a physician or government official. This documentation must be given to Dr. May. Be sure to email me or come to office hours.

Only students who provide approved documentation may take a make-up exam. All make-up exams will be administered on READING DAY – December 6th—no exceptions. Make up exams are all essay.

Resources

In addition to the [online textbook resources](#), the College of Charleston offers other support.

I encourage you to utilize the [Center for Student Learning's \(CSL\)](#) academic support services for assistance in study strategies, speaking & writing skills, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at **no additional cost**. The CSL includes a **Speaking Lab** and the **Writing Lab** (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

Journal Article Presentation

Each student will be responsible for presenting an overview of an assigned journal article. Each student may work alone or with one other classmates. Assignments will be given at the start of the term. **Students should prepare questions about the article *one week* in advance,* and send these to classmates** by emailing through Oaks. Presenters will provide an overview of the theory, methodology, and results for each article, and will be responsible for leading a discussion that ties the article to related topics in the course. **All presentation files should be submitted via dropbox on Oaks after the presentation.** Click [HERE](#) for a rubric that provides guidelines for this presentation.



Research Proposal

All students will learn how to research a topic using peer-reviewed journal articles, how to summarize that research, and how to construct logical, effective arguments about behavior on the basis of empirical research. **Students will write a proposal for a new memory experiment.** The proposal will be written in APA format, 8-12 pages long, and will include a title page, abstract, introduction, proposed methods, projected results, discussion and references (do not include the references in the page count). **All papers are due November 15th by 9:00 AM, and should be turned in via Dropbox on Oaks.** Please save an electronic copy until final grades have been submitted. Click [HERE](#) for a rubric that will guide the content of the paper. Papers will be penalized ten points for each day they are late.



Discussion Activity: Chew on THIS!

Discussion questions for each journal article will be sent by presenters one week in advance. You will work in small groups answer these discussion questions. On the day we discuss a journal article, you will have 5-10 min at the start of class to meet with your group to review the answers (come to class with your own answers prepared). A different group member will take the lead for each article, and will be responsible for putting together the “best answers” after class. The lead student will then distribute the answers to group members. Save these answers and use them to prepare for tests!

I will assign groups, but you will have the option at mid-term to “vote out” a group member if s/he is not contributing. Three sets of answers (selected at random) from each group will be graded (25 pts each).



GRADING

| Assignment | Total Possible Points |
|------------|-----------------------|
|------------|-----------------------|

Tests

| | |
|---------------------------|-----|
| 4 tests @ 100 points each | 400 |
|---------------------------|-----|

Grading Scale

| | |
|------------------------------|----|
| Journal Article Presentation | 50 |
|------------------------------|----|

92% -100% = A

90%-91.9% = A-

88%-89.9% = B+

| | |
|-------------------|-----|
| Research Proposal | 100 |
|-------------------|-----|

82%-87.9% = B

80%-81.9% = B-

| | |
|----------------------|----|
| Discussion Questions | 75 |
|----------------------|----|

78%-79.9% = C+

3 @ 25 pts each

70%-71.9% = C-

68%-69.9% = D+

| | |
|-----------------------|-----|
| Cumulative Final Exam | 150 |
|-----------------------|-----|

62% -67.9%= D

60%-61.9%= D-

<60% = F

TOTAL POINTS FOR THE COURSE 775



This course is a cell phone FREE zone.
Kindly silence your cell phones and
keep them out of sight.

Extra Credit

Movie/Book Review

There are now many popular books about memory, and in particular about memory improvement. Some of these offer terrific strategies that are research-based, while others promote “snake oil” solutions to memory issues. You will select a book and evaluate its merits on the basis of the current scientific evidence. Your review should highlight both the strengths and limitations of the book, and should be two typed pages, double spaced. Be specific in your praise and critique.

OR

Take the memory challenge! See if you can become a master of memory by demonstrating your terrific memorization skills. Memorize the lyrics to the song, “I’ve been everywhere” by Johnny Cash OR the lyrics to “One Week” by the Bare Naked Ladies. You must recite them live in front of the class.

You can earn up 10 points for either option A or B.

