

Memory & Cognition

Instructor: Dr. Claudia Stanny

Class Meets: 4:00 PM - 5:15 PM Tuesday & Thursday
Room 121 / Building 11

Offices: CUTLA: Room 210 / Building 53
Psychology: Room 214 / Building 41

Phone: CUTLA: 857-6355

E-mail: cstanny@uwf.edu

Contacting me by e-mail: Please include **EXP4507** in the subject line and sign your message with your first and last name. On weekdays, I will respond to your message within a day; I might take longer on weekends and holidays.

Web Site: <http://uwf.edu/cstanny/website/index.htm>

Office Hours: By appointment (contact Mary Hallford at CUTLA for an appointment – 473-7435)

Teaching Assistant: Kelly Manning

E-mail: kjm40@students.uwf.edu

Office: Room 250 (SPBS Main Office), Building 41

Office Hours: 3:00-4:00 PM Tuesday & Thursday, 10:00 -11:00 AM Wednesday

Required Text:

Goldstein, E. B. (2011). *Cognitive psychology: Connecting mind, research, and everyday experience*. (3rd ed). Belmont, CA: Wadsworth CENGAGE Learning.
ISBN-13: 978-0-495-91497-6 / ISBN-10: 0-8400-3355-9

COURSE CATALOG DESCRIPTION

Prerequisite: PSY 2012, STA 2023, EXP 3082

A survey of theory and literature related to the study of human memory and cognition. Topics will include attention, memory, imagery, language and bilingualism, problem solving, metamemory, expertise, and the development of language and cognitive processes.

Description of Course Topics

This course will survey theories and research concerning memory and cognitive processes. Topics include the history of research on memory and cognition; information processing models of perception, pattern recognition, attention, and memory; models of short and long term memory; factors involved in the acquisition, retention, and retrieval of information; language; imagery; thinking, reasoning, and problems solving; and individual and cross-cultural differences in cognition.

Student Learning Outcomes

The learning outcomes for this course include learning related to disciplinary content and skills in critical thinking, communication, and integrity as these are applied to scholarly work in memory and cognition. You will be evaluated on these learning outcomes through course exams, in-class written assignments,

and short essays submitted through eLearning.

After completing this course, successful students should be able to:

Identify and evaluate key characteristics of current models of memory and cognitive processes.

Identify and describe the components of the memory system.

Explain the role of encoding and retrieval mechanisms in successful memory function.

Apply your knowledge of memory and cognition to identify specific strategies you can use to improve your ability to learn and remember events or acquire new knowledge.

Evaluate the limitations of memory accuracy for real-life recollection of events. Identify and describe conditions that contribute to distortions and inaccuracies in memory and identify examples of these distortions in real-life situations.

Explain and discuss how cognitive psychologists use empirical research evidence to develop and evaluate models and theories of memory and cognition. Identify examples that illustrate how specific models have been modified and improved in response to new research findings.

Describe the various research methods used to study memory and cognition.

Identify the ethical issues raised in the conduct and use of research in memory and cognition.

Identify brain structures that contribute to the encoding or retrieval of memories.

Describe how memory and cognition contribute to your ability to process language, reason, and solve problems.

Describe the development of expertise in a knowledge domain and explain the differences between expert and novice performance.

Correctly use the editorial style of the APA to write clearly and professionally about concepts and issues in memory and cognition.

Adhere to principals concerning the ethical use of information in written communication.

COURSE GOALS

Memory and cognition are core functions in psychology that have immediate and broad applications to everyday life. I have two primary goals for this course. First, I hope students will discover how researchers in memory and cognition use research findings to develop and evaluate models about how we acquire new information, solve problems, and make decisions in daily life. Second, I hope students will apply these models to select effective strategies for developing their own expertise, monitor their own cognitive performance, and improve how they make decisions. Many students will one day serve on a jury, evaluate memory claims as evidence, learn a new skill, make important decisions about complex problems, or cope with an individual with memory impairment. I hope this course will improve your ability to competently engage in these important tasks.

A bit about me and my approach to teaching

As an undergraduate, my first interest was in second language acquisition. I discovered that psychology would enable me to study how people learn and remember new information. By studying psychology, I could also explore my interest in how people think about problems and make decisions. I find that the study of memory and cognition has many immediate applications. It influences the strategies I adopt to develop my own expertise. It also influences how I teach. I use strategies based on theories of memory and cognition to structure my courses and design assignments. In this course you will learn that distributed practice is important for long-term retention of information. In addition, you will learn that research on metacognition indicates that people are accurate when making immediate judgments about the quality of their learning. For these reasons, I schedule multiple exams to encourage students to distribute their study. The feedback on exams should help you determine whether the study strategies you use are effective or whether you are devoting enough time to study. I schedule the first exam early in the term so you can make adjustments. I schedule frequent writing assignments (short in-class writing and

longer essays submitted through eLearning) to create opportunities for you to practice articulating your thoughts in clear, professional writing. I believe that learning to communicate clearly in written work is an important general skill. Multiple writing assignments with feedback about the quality of writing will enable you to develop this important skill. In addition, the activity of writing short essays about new concepts discussed in readings and during class is an effective strategy for improving your understanding and retention of new material. I want students to be able to think about the world and evaluate new situations the way a cognitive psychologist would. Every exam will include some questions that will require you to apply models of memory or empirical research findings to make predictions about specific realistic situations. I also provide you with opportunities to practice these skills with in-class responses to questions and in the chapter discussion question essays you submit through eLearning.

CLASS PARTICIPATION: In-Class Writing Assignments (10% total grade)

I want to encourage students to read assigned material before coming to class and to attend class regularly. From time to time I will present a brief question in class for a short (less than 5-minutes) writing assignment. You *must* be in class to complete these assignments. In-class writing assignments *cannot* be made up if you are absent from class that day. Each in-class writing assignment is worth 2 points. Satisfactory assignments (✓) will earn 2 points. Unusually well-written or insightful assignments (✓+) will earn a bonus point (3 points total). Writing that indicates poor preparation or need for improvement (✓-) will earn 1 point. If you are absent or do not turn in an assignment, you will receive zero points. Your grade for in-class writing assignments will consist of a percentage based on the number of points earned on in-class assignments divided by 2 times the number of writing assignments given in class.

CLASS ATTENDANCE

I do not take attendance. However, performance on exams is strongly correlated with attendance. Students who expect to do well in the course should also expect to attend class regularly. In addition, students who have read the material before class benefit most from attending class. Reading the text first provides an overview of the topics that will be covered and allows you to be selective while taking notes during class. (You will know, for example, that the procedures of an experiment discussed in class have been described in detail in the text and you need not record all of these details while taking class notes.) Exams are based primarily on topics discussed in class. Attending lectures will clarify material presented in the text and will help you identify those topics I consider most important. Lectures will also include some material that has not been discussed in the text but you will be expected to know. Finally, regular attendance will ensure that you are present for in-class writing assignments. You must be present for these assignments. They cannot be made up at a later time.

COURSE COMPONENTS IN eLearning (D2L)

Part of this course will be implemented on the eLearning (D2L) system. The material that follows describes the components of the course that will appear in eLearning. This section also provides information about using eLearning for students who may be new to the D2L system.

Class Discussion

The course area in eLearning includes a discussion forum. I will use this forum (as well as e-mail) to notify you of any important changes to the class schedule. This forum is also a useful way to ask me questions about the class. I will post my answers to these questions in the class discussion, where all students can read and benefit from the question and my response. The online forum is not an appropriate place for questions of a more personal nature (e.g., your grade on an assignment, a conflict you might have regarding class attendance, etc.). Please visit me in my office, call me, or send me an e-mail about

these matters. Remember to include EXP4507 in the subject line of your e-mail and sign the message with your first and last name.

Grade Book

Exam grades, in-class writing grades, Chapter Discussion Question grades will be posted in the grade book on eLearning. This is a secure site. Each student will have access only to his or her own grades on this site. The bonus question will be added to exam grades posted in eLearning, so exam grades might exceed 100%.

Participation grade calculation in eLearning

I created slots in the grade book for entering scores for multiple in-class writing assignments but may add or delete slots depending on how many in-class assignments I actually schedule during the term. The grade displayed for participation will reflect the accumulated in-class activities. I will adjust the computation of this grade at the end of the term based on the actual number of in-class activities assigned.

Writing Assignments: Chapter Discussion Questions (10% total grade)

There will be a short essay assignment posted on the eLearning site for reading assignments beginning with Chapter 3 (Perception). Individual scores for these essays are posted in the grade book as points earned. Each essay will be graded with the rubric provided on the eLearning. Although each essay can earn as many as 20 points, based on the rubric, the top categories for the content-related elements of the rubric describe the quality of work produced by a professional in the field. Thus, these levels describe the quality of work that a student who aspires to attend graduate school and work professionally in psychology should strive to produce. These points should be treated as bonus points. Typically, student essays submitted for this assignment earn between 8 and 15 points. Your grade on the chapter discussion essays component of the course will be based on the total number of points earned on all of the questions you answer. A maximum of 100 points can be earned. The percentage of 100 points earned is worth 10% of the grade in the course. Individual essays contribute to this total score. If you earn 85 points across all the essays you write, the chapter discussion component of the final grade will be treated as 85%. If you earn 110 points across all the essays you write, the Chapter Discussion component will be treated as 100%. Exam scores and participation scores can exceed 100%, but chapter discussion scores will not earn bonus percentage points.

You can choose which questions you want to answer, but **each question will be available for a limited time.** Your answers must be submitted to the drop box in Rich Text Format by the closing date for that question. Closing dates are posted in eLearning and in the course calendar at the end of the syllabus.

The drop box closes at 1:00 PM on the submission date and will not be reopened after the submission date. Late submissions will not be accepted. If you do not save and submit your file as an RTF file, I might not be able to open or read your file. You are required to resubmit your file in a readable format to be considered an on time submission. *Make sure you submit your essay for each question to the correct drop box!*

How do I access the course materials in eLearning?

You will automatically be enrolled in the eLearning section of EXP 4507 when you register for this course. Consult the help pages on online learning provided by Information Technology Services for guidance on using eLearning if you are using the UWF eLearning system for the first time (<http://uwf.edu/helpdesk/support/stuelearning.cfm>).

How do I save something in Rich Text Format?

When you submit written assignments to the drop boxes in eLearning, you should submit these as Rich Text Format files. (This is also a good practice for sending e-mail attachments.) When you are ready to

save your file, click on the **Save As ...** option (found under the **File** menu). This will open a window in which you will be asked to enter a name for your file. Just below the file name window is a second window (**Save as type**). The default file type is the file format for your word processor (Word Document, WordPerfect, etc.). You can select a different format for your file by clicking on the small down arrow on the right side of the **Save as type** window. This opens a pull-down menu of file format options. Select **Rich Text Format**. When Rich Text Format has been selected, this will appear in the file type window. Click on the **Save** button to save your file in the format selected. Your file will be saved with a file name such as **myessay.rtf**. You will also find a file format known as **Plain Text**. If you select this format, your file can be opened by other programs but it will lose any special fonts or other formatting you used in your document. Rich Text Format preserves basic format functions in a way that can be read by most word processing programs.

What is a rubric and why is it useful to me?

The rubric posted on the eLearning site describes the criteria that will be used to grade Chapter Discussion Questions. You can improve the quality of your essays (and improve your grade) by using the rubric to self-evaluate and edit your work before you submit your assignment. The rubric identifies components that students are expected to include in their assignment and describes the criteria that differentiate outstanding, satisfactory, and unsatisfactory work. Use the rubric to evaluate your assignment before you submit it for grading. Did you address each issue that is described? If you ignore an issue described in the rubric or if you discuss it in a minimal way, you can expect that your paper will not earn all of the available points.

Use of APA style for written assignments

APA style is the standard style for written communication in psychology. You should make the use of APA style a habit for all written work submitted in psychology courses. Not all details of APA style are relevant for a short assignment such as the Chapter Discussion Question essays you will write for this course. However, you should include a properly formatted Title Page, use appropriate margins and follow APA style on editorial matters (abbreviations, use of numbers and numerals, units of measure, editorial voice). If your assignment includes citations of source material, these should be cited properly in your paper with a properly formatted References page at the end of your assignment. If you do not already own a copy of the *APA Publication Manual*, you should consider obtaining a copy to assist you with formatting papers for this course and other psychology courses.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. . . . Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct. (UWF Academic Misconduct Code, UWF Student Planner and Handbook 2011-2012, p. 38)

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF Student Handbook for a list of behaviors that fall under the definition of academic misconduct. The handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed.

The Student Code of Conduct is posted at the following URL: <http://uwf.edu/osrr/>

The UWF Academic Misconduct Policy is posted at the following URL:
<http://uwf.edu/academic/policies/misconduct/misconduct.cfm>

Additional Information on Plagiarism

I reserve the right to submit written assignments to the Turnitin service or use other methods to evaluate the originality of written work submitted. I will remove personal identifiers from any electronic files I submit to the Turnitin database for evaluation.

Plagiarism is a serious violation of academic standards. Students who plagiarize will be referred to the Dean for appropriate evaluation of evidence for academic dishonesty. Some students are surprised to learn that they can plagiarize themselves by submitting work produced for an assignment in one course for use in an assignment in another course if they do not sufficiently elaborate on the earlier work. If you are unsure about whether you may include previous work when preparing an assignment, ask your instructor for guidance. See the UWF Student Planner and Handbook and the Student Code of Conduct for information about the University policy on academic conduct and plagiarism and the consequences for students who engage in academic misconduct.

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

EXAMS AND GRADING

Exams will be administered on the dates indicated in the schedule of readings and exams. To enable you to plan your personal work and study schedule, I rarely change scheduled exam dates. Instead, I will adjust the content of the scheduled exam. Make-up exams will be permitted *only* in case of *serious illness* (that is, one that requires consultation with a physician). Should you miss an exam due to serious illness, you *must contact me no later than the first class meeting following the exam*. Make-up exams must be taken within **one week** of the exam date. You must bring documentation for your absence on the regular exam date. Only one make-up exam will be permitted per student during the term. Students will not be allowed to answer the bonus question when making up an exam.

Students who receive prior approval to miss an exam for a *University approved function* will be permitted to make up the exam, but *must* make arrangements to do so *before the exam date*. These exams must also be taken within one week of the exam date.

Exams on lectures and readings (80% total grade)

There will be **four (4) exams**. Each exam will contain approximately 50 multiple choice questions based on material from lectures and readings. These exams are one-hour exams that will test material covered in the interval following the last exam.

Scores on each exam will be based on a percentage of the highest score in the class. This system corrects for the difficulty of exams and imposes no preconceived distribution on letter grades. Percent scores are computed as follows:

$$\text{Your Percent Score} = \frac{\text{your raw score}}{\text{highest score on exam}} \times 100$$

An optional short essay question (the bonus question) will be included on each exam. Students who answer the bonus question can earn up to 5 additional percentage points on their exam. These points are added to the percent score computed for the objective part of the exam. ***Only students who take the exam at the scheduled time will be allowed to answer the bonus question.***

Final grades will be based on the combination of exam grades and the grade for the in-class written assignments. Scores will be weighted as follows:

Class Exams (4)	20%	(each exam)
In-Class Writing Assignments	10%	
Chapter Discussion Questions	10%	

Letter grades will be assigned as follows:

93% or better	A	77% to 79%	C+
90% to 92%	A-	73% to 76%	C
87% to 89%	B+	70% to 72%	C-
83% to 86%	B	60% to 69%	D
80% to 82%	B-	50% or less	F

Classroom Behavior

Classroom courtesy is essential. Students who attend class are motivated to learn and are annoyed when other students engage in disruptive behavior. Cell phones, beepers, chatting with friends, making noise with food and food wrappings, and similar behaviors are annoying and distracting to other students. Please respect the right of each student to hear the lecture and participate in class discussion. Student anxiety during an exam increases their sensitivity to noise and distractions. Please be particularly attentive to the effects of your actions and help maintain an appropriate environment during exams.

Use of technology during class. Turn off all cell phones and beepers during class (or put them on *buzz* and sit near the door if a personal emergency requires that you be available to the outside world during class). If you must respond to a call or feel the need to converse with a classmate, please leave the room so that your activities will not disrupt class or interfere with the attention of other students. You have my permission to make an audio recording of class meetings to assist you with your study. Please be respectful of other students if you bring a laptop or other device to class to take notes. Do not use your device to check e-mail, visit facebook, play games, or engage in other activities unrelated to class. These activities are visible to other students and create a distraction.

Weather Emergency Information

WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast. In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus (MyUWF) will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:

Information about hurricane preparedness plans is available on the UWF web site:

<http://uwfemergency.org/hurricaneprep.cfm>

Information about other emergency procedures is available on the UWF web site:

<http://uwfemergency.org/>

Memory & Cognition
Schedule of Lecture Topics, Assigned Readings, and Exams

NOTE: Dates are provided only for the day on which an exam is scheduled or discussion of a new topic begins. Classes will meet on all scheduled meeting days. Any changes made to the course calendar will be posted in eLearning.

Lecture Topics, Assigned Readings, and Exams			
Date	Lecture Topics / Exams	Assigned Reading	eLearning Due Date 1:00 PM
Jan 10	Course mechanics & overview; History & General research methods for topics in memory & cognition	Goldstein, Chapters 1 & 2	
Jan 16	Dr. Martin Luther King Holiday		
Jan 17	Perception	Goldstein, Chapter 3	Jan 20
Jan 24	Attention	Goldstein, Chapter 4	Jan 27
Jan 31	EXAM 1		
Feb 2	Short-Term and Working Memory	Goldstein, Chapter 5	Feb 10
Feb 3	Last day to withdraw from a single course with a partial tuition refund and automatic grade of WR		
Feb 14	Long-Term Memory: Structure	Goldstein, Chapter 6	Feb 17
Feb 21	Long-Term Memory: Encoding and Retrieval	Goldstein, Chapter 7	Feb 24
Feb 28	EXAM 2		
March 1	Everyday Memory and Memory Errors	Goldstein, Chapter 8	March 9
March 13	Knowledge	Goldstein, Chapter 9	March 16
March 16	Last day to withdraw from individual courses with an automatic grade of W		
SPRING BREAK March 19 - 24			
March 27	Visual Imagery	Goldstein, Chapter 10	March 30
April 3	EXAM 3		
April 5	Language	Goldstein, Chapter 11	April 13
April 17	Problem Solving	Goldstein, Chapter 12	April 27
April 24	Reasoning & Decision Making	Goldstein, Chapter 13	
May 3	EXAM 4 – Thursday, May 3, 2012	EXAM TIME: 2:30 – 5:00 PM	