



Memory & Mind

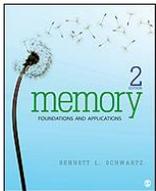
Tuesday & Thursday, 1:00 – 2:35, Carn 205

I. Instructor

Erica Kleinknecht, Ph.D. Office: Carnegie 301 Phone: x1542 E-mail: eko@pacificu.edu
Office hours: Wed & Friday 9:30 – 11:00, and by appointment

II. Course Resources

1. Required text: Schwartz, B. (2014). *Memory: Foundations and Applications, 2nd ed.* Sage Publications. Thousand Oaks, CA.



2. Recommended text (all papers must be in APA style). American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th edition.* Washington, DC: Author.

3. Moodle & Supplemental Readings. On the Moodle page for this course you will find class announcements, assignment handouts and class slides, as well as supplemental readings. Please get into the habit of checking our page regularly for updates and necessary materials.

4. 4 X 6 Note cards. Please purchase a set of notecards and bring them to each class period. When we do activities, you will turn in a card; if no activity, you will at least write down your biggest “take away” from the class period. Such reflection helps with memory & metacognition. No card, no credit (but most importantly, no card, no opportunity for reflection & growth).

5. Plain 3-Ring Binder (*Recommended; preferably white*). I recommend that you dedicate a plain 3-ring binder to this class, to keep track of all your reading annotations & papers. Keeping track of your annotations and notes will significantly help when it comes time to study for the midterms.

III. Course Description

Catalogue description. Students delve into Cognitive Psychology by studying the nature of memory-- a cognitive skill we all take for granted, but that is necessary for our survival. Topics covered include historical perspectives in the study of memory, theories and current research in Information Processing, Mental Representation, and Long-term Declarative Memory Systems, changes in memory abilities over the life-span, and applied issues related to memory (in)accuracy. Through in-class lab exercises, writing, and class discussion, students achieve a deep understanding of the nature of cognition and key role that memory plays.

Extended description. When it comes to the study of memory, the devil is in the details, but the pay-off for mastering the details is great. Everyone is interested in Memory, college student or no. Once folks find out what you are studying, I guarantee you they will want to talk about memory! They will tell you they have a bad one, they will share memories with you, and they will ask you to “study” or “fix” them. By the end of class, you might very well be able to help some folks out too, as well as yourself. A goal I have for you all is that with successful completion of this course, you will be able to intelligently address questions like the following:

1. Which would be “better” to have: more working memory capacity, or photographic memory?
2. If you had to choose, which (sh)would you rather?
 - The ability to remember every detail of every waking moment of your life, but no ability to categorize/abstract knowledge?
 - The ability to accurately “jump to conclusions” (i.e., to go straight to the “illustration” or “application” without missing a beat), but no ability to remember details?
3. I hear that scientists are working on ways to erase painful memories. When will that process be ready so I can use it?
4. Why can't I remember preschool? I even have trouble with early elementary school. Something must be wrong with me.
5. “That witness was so convincing! How could you deny their experience? Memory for such things is solid, I've heard, because of emotion.”

6. If I ever find myself in therapy, or as an eyewitness to a crime, or in a big “high stakes” argument with a loved one, what should I know about memory to protect myself (my good name, my mental health, and my social interactions/relationships)?

IV. Course Objectives/ Outcome Goal Illustrated via Instructional Logic Model

***OUTCOME GOAL.** Students: (a) attain a deep understanding of the nature of cognition and key role that memory plays; (b) are able to put this knowledge into practice in their own lives.

INPUTS →	ACTIVITIES →	OUTPUTS →
1. Carefully selected readings from the textbook and published articles	1. Regular reading & note taking	1. Engagement with and paraphrasing of course materials puts the information in mind
2. Reading annotation templates	2. Thoughtful completion of reading annotations	2. Elaborative rehearsal enhances knowledge acquisition
3. In-class discussion prompts to guide material understanding and application	3. Conscientious engagement in in-class activities	3. Enables opportunities for elaboration, integration, and repetition (<i>and builds actual social ties too</i>)
4. In-class lectures to clarify difficult concepts and elaborate on readings	4. Respectful and active engagement during lecture	4. Engagement with and paraphrasing of course materials puts the information in mind
5. Writing assignments with handouts explicating assignment guidelines	5. Deliberate attention paid to completion of writing assignments	5. Engagement with material enhances the likelihood of successful self-improvements
6. Exams that reinforce concept learning and demonstrate said learning	6. Exam prep and performance	6. Enables opportunities for elaboration, integration, and repetition
7. Office hours where you can comfortably seek support	7. Seeking out answers to questions and needs for clarification (should they arise)	7. Enables opportunities for elaboration, integration, and repetition

V. “Activities” Expanded: Course Structure and Grading

1. Regular reading & note taking. *No grade (but good for you ☺).*

This is expected of you all. Your notes won't be evaluated, but regular work on this will ensure that you are well-prepared for those aspects of the class that are evaluated.

2. Thoughtful completion of reading annotations. **10 points X 17 = 170**

*A template for reading annotations is posted on our course Moodle page. You are expected to complete one form for **each** assigned chapter and supplemental reading.*

3. Conscientious engagement in in-class activities. **5 points X 15 (5 points per week) = 75**

Whether lecture, discussion, or demonstration, it is expected that you engage in class activities with an open mind and with appropriate attention & behavior. There's something to be gained from all kinds of class practices and I will mix it up. Sometimes, lecture is called for, but other times, more can be gained by focused discussion with your peers. By bringing note cards to class and completing them as directed, your in-class behavior will be tracked and evaluated accordingly.

4. Respectful and active engagement during lecture. *(combined with #3 above)*

As with #1, this is just expected. I assume you all will be respectful and engaged, but if you are not, I reserve the right to adjust your accumulated points accordingly.

5. Deliberate attention paid to completion of writing assignments. **50 points x 2 = 100.**

To help reach the secondary course goal “putting course information to practice in your own lives,” you will write two essays, one that draws on the first half of the material, another on the second half of the material. You will use assigned course material as supporting evidence for a hypothetical situation posed in the assignment handout. Handouts for these assignments can be downloaded from Moodle. Writing tone, citation, and reference page formatting for these papers must be in correct APA Style.

6. Exam prep and performance. **100 points x 2 = 200.**

The effectiveness of your active engagement in all activities above will be evaluated twice: at mid-term and at the end of the term. Each exam will cover material to-date. Exam format TBA, though note that I usually create a mix-format exam.

7. Seeking out answers to questions and needs for clarification (should they arise). *No grade, (but good for you ☺).*

Sometimes cognitive psychology topics are not readily understandable at first pass -- it's normal for students to have questions. Whatever your question may be, feel free to ask! Ask in class, in office hours, or both. If you can't make my office hours, then feel free to make an appointment.

Final grades are based on the accumulation of points (545), according to the following scale:

Letter grade	Percent range	Point range	Letter grade	Percent range	Point range
A	100-93	545 – 506	C +	79-77	435 – 419
A-	92-90	505 – 490	C	76-73	418 – 397
B+	89-87	489 – 474	C-	72-70	396 – 381
B	86-83	473 – 452	D+	69-67	380 – 365
B-	82-80	451 - 436	D	66-63	364 – 343
			F	<63	< 343

VI. Course Schedule

WEEK	Topics & Readings	What's Due
1 8/26, 8/28	T-- Intro to class topics and themes R -- Chp 13: Memory improvement & learning efficiency	
2 9/2, 9/4	T -- Chp 1: Intro to the Study of Memory (and selective history) R -- Sup 1: Multiple causes of collaborative inhibition in memory ...	T: <i>Chp 13 annotation</i>
3 9/9, 9/11	T -- Sup 2 & 3: Handwriting, Typing, & Memory Functioning R – Interim Review	T: <i>Chp 1 & Sup 1 annotation</i>
4 9/16, 9/18	T & R -- Chp 2: Memory & the Brain	T: <i>Sup 2 & 3 annotation</i>
5 9/23, 9/25	T – Sup 4: Going Gaga: Investigating, creating, & manipulating the song ... R – Chp 3: Working Memory	T: <i>Chp 2 annotation</i>
6 9/30, 10/2	T -- Chp 3, continued R-- Sup 5: A cognitive perspective of mindfulness	T: <i>Sup 4 annotation</i>
7 10/7, 10/9	T—Mid-term Review R – Mid-term Exam	T: <i>Sup 5 annotation</i>
8 10/14, 10/16	T & R – Chp 5: Semantic & Lexical Memory	T: <i>Paper 1 Due</i>
9 10/21, 10/23	T & R – Chp 4: Episodic Memory	T: <i>Chp 5 annotation</i>
10 10/28, 10/30	T & R – Chp 7: Autobiographical Memory	T: <i>Chp 4 annotation</i>
11 11/4, 11/6	T – Sup 6: A basic systems view of autobiographical memory R -- Sup 7: The making of autobiographical memory ...	T: <i>Chp 7 annotation</i>
12 11/11, 11/13	T & R – Chp 8: False Memory	T: <i>Sup 6 & 7 annotations</i>
13 11/18, 11/20	T – Sup 8: Seven sins of memory: Implications for self R – Chp 9: Metamemory	T: <i>Chp 8 annotations</i>
14	T – Mid-term Review	T: <i>Sup 8 & Chp 9</i>

11/25	R -- Thanksgiving Holiday	<i>annotations</i>
15 12/2	T -- 2nd Mid-term Exam	
Mon 12/8	FINAL 3:00 – 5:30 Attendance & Participation Required	M: <i>Paper 2 due</i>
VII. Supplemental readings		

All articles are posted on Moodle in .pdf format. As noted in the class schedule, you are responsible for reading the articles and bringing your questions / comments to class for discussion. As well, it is expected that you will utilize relevant readings in your writing – both the unit papers and the take-home final.

Supp #	Complete Reference
	Unit 1
1.	Hyman, I. E., Cardwell, B. A., & Roy, R. A. (2013). Multiple causes of collaborative inhibition in memory for categorized word lists. <i>Memory</i> , 21, 875 – 890. DOI: 10.1080/09658211.2013.769058
2.	Keim, B. (2013). The Science of handwriting. <i>Scientific American Mind</i> , 24, 54 – 59. DOI: 10.1038/scientificamericanmind0913-54
3.	Mueller, P.A. & Oppenheimer, D.M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. <i>Psychological Science</i> , DOI: 10.1177/0956797614524581
4.	Hyman, I.E., Burland, N. K., Duskin, H. M., Cook, M. C., Roy, C. M., McGrath, J. C., & Roundhill, R. F. (2013). Going Gaga: Investigating, creating, & manipulating the song. <i>Applied Cognitive Psychology</i> , 27, 204 – 215. DOI: 10.1002/acp.2897
5.	Holas, P. & Jankowski, T. (2013). A cognitive perspective on mindfulness. <i>International Journal of Psychology</i> , 48, 232 – 243. DOI:10.1080/00207594.2012.658056
6.	Rubin, D. C. (2005). A basic-systems approach to autobiographical memory. <i>Current Directions in Psychological Science</i> , 14, 79 – 83. DOI: 10.1111/j.0963-7214.2005.00339.x
7.	Fivush, R., Habermas, T., Waters, T. E. A., & Zaman, W. (2011). The making of autobiographical memory: Intersections of culture, narratives, and identity. <i>International Journal of Psychology</i> , 46, 321 – 345. DOI: 10.1080/00207594.2011.596541
8.	Schacter, D. L., Chiao, J. Y., & Mitchell, J. P. (2003). Seven sins of memory: Implications for self. <i>Annual New York Academy of Science 1001</i> , 226 – 239. DOI: 10.1196/annals.1279.012.

VIII. Course & University Policies

From the Pacific University Faculty Handbook, section 4.1.3: The Classroom Relationship between Faculty Members and Students

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they enroll. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they enroll. Students must also recognize that, as members of a community of learners, they have an obligation to be responsible members of that community, and that the exercise of their freedom of expression must not impinge on the rights of others in their quest for learning. In addition, students must acknowledge the responsibility of the professor to create and preserve an environment conducive to the learning of all students.

A. Academic Misconduct Policy

Pacific University has no tolerance for academic misconduct/dishonesty. It is university policy that all acts of misconduct and dishonesty be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an "F" for the assignment, an "F" for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

B. Learning Support Services for Students with Disabilities

If you have documented challenges that will impede your learning in any way, please contact our LSS office in Scott Hall (ext.2107). The Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

C. Tutoring and Learning Center (TLC)

The TLC is located in Scott Hall 127. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects. Students should consult with the center's director for information on tutoring available for other subjects. **Day and evening hours; walk-ins welcome!**

D. Exam Attendance.

An exam may only be missed in the case of serious illness, outstanding emergency situations, or participation in a University sponsored activity such as a game or tournament. If such an event should occur, you **MUST** contact me via phone (503-352-1542) or email (eko@pacificu.edu) **BEFORE** the exam in order to qualify for a make-up; documentation of the reason for the absence is also recommended. All make-up exams will differ from the unit exams given in class. If you do not contact me before the time of the exam, a grade of "0" will be given for that test and you will not be allowed to make it up.

E. Late Papers.

Late papers will be accepted up to three days (not class periods, and including weekends) after the due date, with the following penalty. Final exams will not be accepted late however.

One day	= 5% deduction
Two days	= 10% deduction
Three days	= 15% deduction
> Three days	= 0

F. Inclement Weather Policy.

The College of Arts and Sciences will remain open on all snow days, as most students live on campus, unless the President rules that the University should close to assure the safety of all students, faculty, and staff. Please check the University Web Pages for weather-related bulletins if you are uncertain.

IX. Focal Studies Inclusions

A. The Science and the Philosophy of the Mind