Learning and Memory
PSYC3320; CRN 33558
M-F 2:00-4:10, 6/9-7/3
PHYS 314

Professor: Ciara Kidder
Email: ckconnally@utep.edu
Office: PSYC 222C
Office hours: Tuesday and Thursday 10-11, or by appointment


The goal of this course is to provide an introduction to two major areas of cognitive psychology, Learning and Memory, through the study of human (and animal) behaviors. The focus of this course is to establish that learning and memory are multi-process systems that are highly integrated. Furthermore, this course is designed for students to go beyond the material and learn to apply these concepts to their own lives.

Grading: Reading Checks (13) 10%
Article Responses (4) 10%
Unit Exams (4) 58.5%
Mini Exam 6.5%
Presentation and Paper 15%

Reading Checks:
Every night, you should read the chapter that we will be discussing in the next class. To ensure that you are completing these readings, there will be daily reading checks. These checks will be short online quizzes that will be based on the book. The purpose of these reading checks is to ensure that you have actually read the book and have paid attention to what you have read, so the quizzes will be timed in such a way that just looking up the answers will be difficult. There will be 13 quizzes in total, covering each chapter. Your three lowest quiz grades will be dropped, so in the end, each quiz will be worth 1% of your overall grades. These dropped grades will include quizzes you miss for any reason, including technical difficulties. I advise taking these quizzes on real computers and not on mobile devices, to decrease technical problems. All quizzes for a particular unit will be available after the previous exam until 1 hour before the class period during which the chapter covered by the quiz is lectured. The chapters covered on exam days will have quizzes due that evening, instead of the previous evening. See the schedule below for the corresponding due dates.

Article Responses:
We will be reading 4 articles throughout the semester and will discuss them in class. On the day that we discuss the articles there will be a short reading check quiz and a small group assignment. The reading checks will be done individually before the discussions and will test your basic knowledge of the articles’ contents. After the quizzes, you will be broken up into small groups and assigned a point of discussion. As a group, you will talk about that point and come up with a
formal written response, which will be summarized in a class discussion and handed in. These responses and the reading checks will be combined into a grade for each article, so it is important to do well on both parts.

**Exams:**

There will be 4 unit exams. Each exam will be short-answer questions only. DON’T BE SCARED!! For each of your exams, I will provide plenty of resources to prepare you for the exams, including but not limited to study guides, review sessions, and example questions to help you focus your study efforts on concepts I believe to be most important from each unit and the class as a whole.

You are required to attend exam days. Make-up exams are only available by pre-arrangement with the professor and must be taken prior to the exam date. In case of emergency, alternative exam options will be provided given proper documentation. Exams will be taken during the first hour of class on Exam day. Once the first person turns in their exam, no other exams will be given out. This means that you must be on-time.

There will be an additional mini-exams worth 6.5% of your grade. This mini-exams will only cover chapter 1 and will be shorter, and more general than the unit exams. The mini-exams will follow the same format as the unit exams.

**Presentations and Paper:**

Instead of a final exam, you will be conducting a formal literature review about a topic related to learning and memory that we did not extensively cover in class. Topics will be selected during the first week of class. You will present your research in two ways: an in-class presentation and a short paper. The information in your presentation and your paper should be nearly identical, you will just be presenting the information in different ways, to practice both forms of communication. A third of your grade for the assignment will be based on the quality of the information you present and the remaining two-thirds will be based on the quality of the presentation.

**Literature review.** The information you present should be based on at least three sources (not including the book) and should cover all aspects of your topic. You will be required to submit a detailed outline of your paper/presentation on Monday, June 23rd in class and you will be given feedback by Wednesday, June 25th.

**Oral presentations.** Your oral presentations will be approximately 5 minutes long. You will be required to provide me with a few key points to include on a handout for the other students prior to your presentation. Your presentation should include a power point with a maximum of five content slides. You will also be expected to answer questions directly related to your presentation, from the students and/or the professor. You will be graded on how well you organize and give your presentation. In class, we will discuss the components for a good oral presentation. Presentation grades and feedback will be provided by noon Saturday, July 5th. This will give you time to make any last minute changes to your paper before submitting it.

**Paper.** Your paper will essentially be a written, formal copy of your oral presentation, however it is likely to include more detailed information. Your paper should be in APA style, including language, format, references, etc. You your paper will likely be no more than 5 pages. Remember that sometimes, writing is much more formal than an oral presentation, so while the information is the same, how it is said is not. As with the oral presentation, you will be graded on how well your paper is organized and how well you write (including APA). We will discuss components for a good paper in class. Papers will be due on blackboard on Sunday, July 6th by 11:59pm.
Your review will require time spent researching these topics. I will provide some guidance in class and online, however if you need additional help, contact me as soon as possible. Additionally, I expect that your paper conforms to the APA guidelines. If you are unfamiliar with APA, a great resource is the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/section/2/10/). This will give you the basics for citations, referencing, and formatting. Seek help if you need additional guidance.

Extra Credit:
I will offer up to 3 percentage points of extra credit for participating in studies in the psychology department or completing formal article reviews. Instructions for participating in studies are available on Blackboard. If you choose to complete the article reviews, contact me by Friday, June 20th for instructions. Each credit will be worth 1 percentage point. This opportunity is given so that if you are on the border between letter grades, you will be bumped up. I will not bump your grade to the next letter grade beyond the percentage points you earn for extra credit. There will be NO OTHER extra credit opportunities.

Grade Assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5% and above</td>
</tr>
<tr>
<td>B</td>
<td>79.5% to 89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% to 79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% to 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>59.4% and below</td>
</tr>
</tbody>
</table>

Make-up work:
Make-up work will be rarely granted. If you become seriously ill during the semester, or become derailed by unforeseeable life problems and have to miss so many assignments that it will ruin your grade, it is your responsibility to drop the course in order to save your grade point average. **Don’t wait until too late to see me if you get into trouble regarding your grade.**

“Incompletes” are rarely granted and only under very special circumstances. The drop date for Summer Session 1 is June 27th.

Academic Dishonesty:
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. The handbook states that academic dishonesty “includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one’s own. This includes close paraphrasing. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.”

Students with Disabilities:
I will make any reasonable accommodations for students with limitations due to disabilities. If you have a documented disability and require specific accommodations, contact the Center for
Accommodations and Support Services (CASS) office in the East Union Bldg., Room 106 within the first week of classes. Please see me personally within the first few days of class to make me aware of any special needs you might have. The CASS office can also be reached in the following ways: Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or TTY Fax: (915) 747-8712. E-Mail: cass@utep.edu

Course schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 9-13</td>
<td>Introduction to the Course&lt;br&gt;Chapter 1&lt;br&gt;<strong>Quiz Chpt. 1</strong>&lt;br&gt;<strong>Quiz Chpt. 2</strong></td>
<td>Review&lt;br&gt;Mini-Exam&lt;br&gt;Chpt. 1&lt;br&gt;Chapter 2&lt;br&gt;<strong>Quiz Chpt. 3</strong></td>
<td>Paper Topic Due&lt;br&gt;Finish Chpt. 2&lt;br&gt;Chapter 3</td>
<td>Article 1 <strong>quiz</strong>&lt;br&gt;Exam 1 Review</td>
<td>Exam 1(2&amp;3)&lt;br&gt;Chapter 4&lt;br&gt;<strong>Quiz Chpt. 4</strong>&lt;br&gt;<strong>Quiz Chpt. 5</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 5&lt;br&gt;<strong>Quiz Chpt. 6</strong></td>
<td>Chapter 6&lt;br&gt;<strong>Quiz Chpt. 7</strong></td>
<td>Chapter 7</td>
<td>Article 2 <strong>quiz</strong>&lt;br&gt;Exam 2 Review</td>
<td>Exam 2 (4-7)&lt;br&gt;Chapter 8&lt;br&gt;<strong>Quiz Chpt. 8</strong>&lt;br&gt;<strong>Quiz Chpt. 9</strong></td>
</tr>
<tr>
<td>June 16-20</td>
<td>Paper Outline Due&lt;br&gt;Chapter 9&lt;br&gt;<strong>Quiz Chpt. 10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Paper Outline Due&lt;br&gt;Chapter 9&lt;br&gt;<strong>Quiz Chpt. 10</strong></td>
<td>Chapter 10</td>
<td>Article 3 <strong>quiz</strong>&lt;br&gt;Exam 3 Review</td>
<td>Exam 3 (8&amp;9)&lt;br&gt;Chapter 11&lt;br&gt;<strong>Quiz Chpt. 11</strong>&lt;br&gt;<strong>Quiz Chpt. 12</strong></td>
<td>Chapter 12&lt;br&gt;Chapter 13&lt;br&gt;<strong>Quiz Chpt. 13</strong></td>
</tr>
<tr>
<td>June 23-27</td>
<td>Article 4 <strong>quiz</strong>&lt;br&gt;Review Exam 4</td>
<td>Exam 4 (11-13)</td>
<td>Presentations</td>
<td>Presentations</td>
<td>No Class</td>
</tr>
<tr>
<td>Week 4</td>
<td>Article 4 <strong>quiz</strong>&lt;br&gt;Review Exam 4</td>
<td>Exam 4 (11-13)</td>
<td>Presentations</td>
<td>Presentations</td>
<td>No Class</td>
</tr>
<tr>
<td>June 30-July 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter 1: Assumptions of Scientific Research (Especially Learning and Memory)

Chapter 2-3: Classical Conditioning

Chapter 4-7: Operant Conditioning

Chapter 8-10: Memory Systems

Chapter 11-13: Memory II, Neural Networks
Literature Review Topics

Below are some ideas for your literature review projects. You will turn in a list of three topics you are interested in studying. You can select all three from below or include ideas of your own. You will also need to rank them, so I know which is your most preferred. I will do my best to give you your top choice. While choosing your topics, keep in mind the shortness of the assignment and that you need to approach your topic from a learning and memory perspective.

For example, to compile a good review on Alzheimer’s disease, you cannot possibly cover everything that is known about the disease, instead, you should focus on the effects Alzheimer’s has on learning and/or memory. Alternatively, you could focus on treatments for Alzheimer’s’ symptoms, and how they work, keeping in mind what you have learned about the role of the brain in learning and memory.

The topics presented below are relatively broad so when you create your list, it is a good idea to also know how you might approach the topic. If you do this, I can distinguish your interest in the topic from someone else’s interest, and would be able to assign both of you the topic. This may require a little bit of research on your part. I will also be available for questions during office hours, by appointment, or through email.

**Topics in Learning:**
How do we learn skills?
How do we acquire language?
What is intelligence?
Social learning in humans.
Social learning in animals.
What are mirror neurons?
Stereotypes.

**Topics in Memory:**
What leads to extraordinary memorizers?
What is false memory?
What is flashbulb memory?
How does emotion affect memory?
The effects of sleep on memory.

**Topics in Clinical Psychology:**
Down’s syndrome
Alzheimer’s disease
Parkinson’s disease
Drug Addiction
Stroke
Behavioral Addiction
Schizophrenia
Functional Amnesia
Transient Global Amnesia
Apraxia
Huntington’s disease
ADHD
Phobias
PTSD
Autism

Topics in Developmental Psychology:
Pre-Natal
Infant
Childhood
Adolescent
Adult
Older Adults

Other topics:
Animal models of learning and memory (a particular focus not discussed in the book)
The role of genetics in learning and/or memory.
Researchers’ impact on the field (a particular person not discussed in the book)
Gender differences in learning and/or memory.