

**Psychology 6368**  
**Special Topics in Cognitive Psychology: Human Memory**  
**MW 3:00-4:20 UGLC 346**  
**Other weekly meeting time/location to be scheduled**

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Office Hours:

**Course Description**

This course will include a broad coverage of the major areas and issues in human memory, as well as a number of more specialized memory topics. Readings will include a textbook and articles from the primary literature. Graduate students will attend lectures together with undergraduate students and separate sessions for in-depth discussion of assigned articles. Lecture topics can be found below.

**Learning Objectives**

The primary objectives are for graduate students to (1) acquire a broad knowledge of cognitive theories on human memory and empirical literature on human memory that every cognitive psychologist should know about; (2) acquire an in-depth and advanced understanding of selected important topics, in terms of theory, methodology, and outcomes; (3) understand how memory researchers test theories; that is, how they go from a theory or model to a hypothesis to a specific experiment meant to test the hypothesis, and how the results are used to constrain, support, or reject a theory; and (4) apply empirically supported learning principles to teach key concepts to other students. These methodological issues will be discussed both in lectures and in discussions of articles.

**Basis of Grading (see below for details):**

20% Attendance and Participation  
50% Regular Assignments (submitting questions, gathering articles, etc.)  
30% Class Activity Project

**Course Requirements:**

***Attending Lectures.*** This class meets concurrently with the undergraduate Learning and Memory class (PSCY 3320). Graduate students will be expected to attend the lectures and participate in class activities along with the undergraduate students. Graduate students will not take the scheduled exams.

***Attending and Actively Participating in Graduate Student Discussion Sessions.*** These sessions will be scheduled weekly at a time that all graduate students and the professor can attend. We will also meet on days that the undergraduate students have exams. You are expected to participate regularly in the discussion.

***Reading Textbook and Assigned Articles from Primary Literature.*** Graduate students will be expected to read the textbook to get a better broad understanding of the topics covered in class. For greater depth, several articles will be assigned throughout the semester, roughly following the order of topics covered in class, although clearly there will

not be as many different topics discussed. Some of the articles are selected from the ones covered in a more general way in the lecture. Articles will be distributed electronically (uploaded to Blackboard).

**Assignments Related to Readings: Submitting Questions and Unexpected Information; Gathering Articles.** By the night before each meeting of the graduate discussion section, students will be expected to submit (a) a question about the assigned reading and (b) something that surprised them in that reading. The questions should be meaningful questions that demonstrated that you have read and thought about the material. For example, the question "do you think you would find the same thing in Group X" does not qualify – you could come up with that question without reading or thinking about the article. However, if some reasons are given as to why that group might be expected to produce a different pattern of results based on the mechanisms behind the phenomenon and the nature of the group, that would be a good question. For the surprising information, this could be an aspect of the theory, participant population, methodology, results, or interpretation that you would not have expected. Some weeks, we may instead have each person pick a topic to gather more information, report back to the group on the main points, and share articles with all.

**Class Activity Project.** Design a class activity to help the undergraduate students better understand a key concept within one of the designated lecture topics. (The professor will provide a list of topics to choose from.) The activity should take approximately 10-15 minutes of class time to implement. You will be asked to write and submit a report on the concepts demonstrated, your design strategy, what learning principles you used to make it an effective learning activity, and some reflections afterwards on how the activity worked and what you might change if you were to do it again. It is fine to ask the professor and/or other graduate students to help implement the activity.

**Required Readings:**

**Text:** Baddeley, A. D., Eysenck, M. W., & Anderson, M. C. (2015). *Memory, 2<sup>nd</sup> Edition*. New York, NY: Psychology Press. ISBN-10: 9781848721845

**Articles from Primary Literature (Here are the first two):**

Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. *Psychology of Learning and Motivation, 2*, 89-195.

- Read pp. 90-117 for discussion

Baddeley, A., Hitch, G. J., & Allen, R. J. (in press.) From short-term store to multicomponent working memory: The role of the modal model. *Memory & Cognition*. Online first 26-November-2018

**Tentative Schedule of Lecture Topics**

Day, Date	Topic	Reading
Wednesday, 1/23	Introduction to Class, Study Techniques	
Monday, 1/28	What is Memory, Memory and the Brain	Chapter 1-2
Wednesday, 1/30	Memory and the Brain	Chapter 2
Monday, 2/04	Short-Term Memory	Chapter 3
Wednesday, 2/06	Working Memory	Chapter 4
Monday, 2/11	Working Memory	Chapter 4
Wednesday, 2/13	<b>EXAM 1 - no lecture - Discussion</b>	

Monday, 2/18	Learning	Chapter 5
<b>Wednesday 2/20</b>	Learning	Chapter 5
Monday, 2/25	Learning	Chapter 5
Wednesday, 2/27	Organizing and Remembering	Chapter 6
Monday, 3/04	Semantic Memory and Stored Knowledge	Chapter 7
Wednesday, 3/06	Semantic Memory and Stored Knowledge	Chapter 7
Monday, 3/11	<b>EXAM 2 - no lecture - Discussion</b>	
Wednesday, 3/13	Retrieval	Chapter 8
3/18 and 3/20	Spring Break - No Classes	
Monday, 3/25	Incidental Forgetting, Motivated Forgetting	Chapters 9-10
Wednesday, 3/27	Autobiographical Memory & Eyewitness Memory	Chapter 11-12
Monday, 4/01	Prospective Memory	Chapter 13
Wednesday, 4/03	Memory in Childhood	Chapter 14
<b>Monday 4/08</b>	<b>EXAM 3 - no lecture - Discussion</b>	
Wednesday, 4/10	Memory in Aging	Chapter 15
Monday, 4/15	When Memory Systems Fail, Amnesia	Chapter 16
Wednesday, 4/17	When Memory Systems Fail: AD Improving Your Memory	Chapters 16-17
Monday, 4/22	Improving Your Memory	Chapter 17
Wednesday, 4/24	<b>EXAM 4 - no lecture - Discussion</b>	
Monday, 4/29	Bilingual Memory	TBA
Wednesday, 5/01	Memory in Psychological States & Disorders	TBA
Monday, 5/06	Effects of Physiological States on Memory	TBA
Wednesday, 5/08	Individual Differences	TBA
<b>Monday, 5/13</b>	<b>FINAL EXAM (EXAM 5) - no activity scheduled, graduate reports due.</b>	

### Other Policies

Graduate students are expected to behave professionally in graduate courses. This includes but is not limited to the following:

- Attending class consistently.
- Turning in homework on time -- Late homework will not be accepted.
- Taking exams on the scheduled dates -- Of course absences for professional conferences are acceptable and appropriate, but please give notice ahead of time if the absence will include an exam date. Otherwise, make up exams will be given only under extraordinary circumstances, and with appropriate documentation.
- Academic honesty and integrity – This means that cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.
- Showing respect for others in the class.

**UTEP Course Drop Policy:** February 6th is the last day to drop a course with full refund and no listing of the course on your record. April 5th is the last day to drop a course with an automatic “W.” It is the student’s responsibility to officially drop any course that he or she no longer wishes to attend.

**CASS: If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).**