

Human Memory
Spring 2021
PSY 31100
January 19th – May 8th

Instructor:

Michelle Coverdale, PhD
Email: mcoverda@purdue.edu

Teaching Assistant:

Amanda (Andi) Fordyce
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Office Hours (via zoom):

Andi Fordyce: Wednesday 9-11am (except 2/17)

<https://purdue-edu.zoom.us/j/96972602051?pwd=R0xzMENoYjE1eWRlMGJQVlJnSE84Zz09>

Meeting ID: 969 7260 2051

Passcode: memory

Michelle Coverdale: Thursday 10-11am (except 3/18) & by appointment

<https://purdue-edu.zoom.us/j/98377177243?pwd=UTFtbktCc2tjQTJRbDI1ZDhKOEUwQT09>

Meeting ID: 983 7717 7243

Passcode: memory

Course Information:

CRN: 27149 (3 credits)

Prerequisites: PSY 120 and PSY 200 are prerequisites for this course

Time and Location: Tuesday & Thursday 1:30 – 2:45pm in Stewart Center (STEW) 320 (face-to-face)

Modality: Face-to-face but may change to hybrid or online (synchronous) if circumstances require.

Course Description:**Purdue University Undergraduate Handbook Description:**

A survey of theories and research about how humans remember information and why they often forget. Topics include research on amnesia, forgetting, and sensory memory systems as well as on practical issues such as how to improve memory.

I would like class to be as interactive as possible, so if you have questions about the information, suggestions for class activities, or if you would like more information about a specific topic, please let me know and I will do my best to accommodate your needs, interests, and preferences.

Course Objectives:

By the end of this course, you should be able to:

- Explain how the science of human memory enriches understanding of the human mind.
- Describe what learning and memory are, how they work, and why they work that way.

- Critically apply the science of learning and memory to evaluate ideas presented in popular media.
- Use memory techniques to improve retention of information in your personal and academic life.

Course Websites:

D2L Brightspace: <https://purdue.brightspace.com/d2l/login> (West Lafayette)

Course materials, including grades, lectures, and readings, reflection, quizzes, etc. will be posted to Brightspace.

Optional Textbook:

Schwartz, B. (2020). *Memory: Foundations and Applications* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Title: Memory: Foundations and Applications

Authors: Bennett Schwartz

Edition: 4th

ISBN: 9781544363325 or 9781544363301

You may purchase/rent the paperback book, the e-book, or the interactive e-book, if you choose. This book is not required but may be helpful and informative. There will be additional readings that are required (discussed below).

Learning Activities and Evaluation:

Most of the information in this course will be presented in class via lecture and discussions about assigned readings. I believe that learning is increased when students actively engage with the information. Therefore, I encourage you to both ask and answer questions in class. Although unavoidable absences will be accommodated, you will get the most out of this class if you attend and participate regularly.

Assignments can be turned in up to 48 hours late for half credit (25% deduction from your score for each day they are late).

Readings: You will be assigned to read 1-2 scholarly articles/chapters per week. These readings will relate to and expand on the topic for the day(s) they are assigned. You should come to class having read them and prepared to discuss them. Beyond expanding your understanding of the topic, they are an opportunity for you to practice consuming and interpreting academically oriented writing. These papers may be written at a higher level than you are used to (e.g., more so than the typical text-book). As such, if there are parts that you find confusing or challenging, you should make a note and ask for clarification during class so that we can talk about that part in more depth. Please note: information from these readings are considered fair-game for your weekly quizzes.

Lecture and Discussion: We will have twice weekly in-person lectures/discussions (expect for exam days, reading days, and the final day of class). We will discuss the reading for that day (if applicable) and I will present information and demonstrations related to that day's topic. I encourage you to pay attention, take notes, and ask questions. Many of the lectures will include demonstrations of effects/findings we are discussing. **Please bring a pen/pencil and paper to**

each class so that you can participate in the demonstration. While participating in the discussion I expect each of you to be polite and respectful to your fellow students and to me. For your safety as well as your classmates' safety, **you are required to wear a mask to attend these lectures.** However, **if you feel sick, even if you suspect that you do not have COVID-19, please stay home.** If you feel ill, have any symptoms associated with COVID-19, or suspect you have been exposed to the virus, you should stay home and contact the Protect Purdue Health Center (496-INFO). Recordings of lectures and live streaming of lectures will be available on Brightspace. You are expected to watch the lecture that you missed if you are unable to attend class.

Quizzes: For each week of class in which new information is presented, except the final week of class, you will take a short, multiple-choice quiz on the information from the previous week's classes and readings. **You will have 10 minutes to complete each quiz. Quizzes are due by the start of class on Tuesdays (1:30pm EST), except for Quiz 10 which will be due on Thursday (4/15).** You will be given a total of 11 quizzes, each worth 8 points, but I will drop your lowest score so only 10 quizzes contribute to your final grade. These quizzes will be posted and completed on Brightspace but you are expected to take them without using your notes.

Vocabulary: On each week that you have a quiz you will be expected to complete a vocabulary check that is also **due before the start of class (1:30pm EST) on Tuesday, except for Vocab 10 which will be due on Thursday (4/15).** For each, you will be given a series of definitions and you will have 5 minutes to type the corresponding vocabulary key-terms. **Grading for these is unique:** before the first exam (Vocab 1-4) you will receive 2.5 points (full credit) simply for attempting the vocabulary check (typing an answer for at least 5 definitions); after the first exam (Vocab 5-8) you will receive 1.5 points for attempting the vocabulary check and an additional 1 point if you answered more than 50% correct; and after the second exam (Vocab 9-11) you will receive .5 point for attempting the check and 2 points for getting more than 75% correct (don't stress about spelling, I will correct misspelled vocab as long as it is clear what you were trying to type) . As with the quizzes I will drop your lowest score such that 10 of these will count towards your final grade. These key-terms are fundamental vocabulary that I expect you to know by the end of the semester, but I know that it will take time to learn them, so these checks are a chance for you to practice memorizing them. **To make it easier for you to study these, I will have a practice vocabulary check that will be available for you to repeatedly take all semester, as often as you like.**

Reflections: After each class (excluding review and exam days), you will need to complete a reflection that will be **due that night by 11:59pm EST.** You will be given 22 reflections, but I will drop the two lowest scored such that only 20 of these will count towards your final grade. For each there will be two parts. First you will be asked to summarize (without your notes) as much of the lecture and reading (if applicable) as you can remember. Then you will be asked to respond to a short answer question related to the topic we discussed. **Reflections are worth 4 points total.** Two points will be deducted for failing to do one of the two parts. 1-2 points may also be deducted for low quality responses (e.g., only responding with a few words or a sentence).

Presentation and Responses: At the end of the semester, you will record yourself giving a mini (15 minute) lecture on a memory topic we have not covered in class. Your presentation recording will be due at **11:59pm on 4/22** and will be posted on Brightspace for others to watch. In place of class on 4/27 you will be assigned to watch the presentations of 5 others and give a written response to them. Your responses to these presentations will be due on **4/29 at 11:59pm**. Additional details on your presentation and responses will be given later in the semester.

Exams: There will be 3 exams over the course of the semester (see schedule for dates). Each will be worth 70 points and will include a mixture of multiple-choice, vocabulary, and short-answer question. Questions will be related to the topics covered since the previous exam and will be graded based on the completeness and accuracy of your answers.

Extra Credit: I may occasionally grant extra credit to a person who goes above and beyond during in-class discussions by offering especially unique and original insights, giving a response or answer that generates a lot of positive discussion, or someone who writes an especially thoughtful response to a reflection question.

General Note:

I want you to enjoy this class, and be successful both in this class and here at Purdue. If you are struggling in this class, your academic life, or in your personal life, please talk to or e-mail me so that I can help. Contact me sooner, rather than later so that there is time to make changes and adapt. Additionally, if something is unclear or confusing please let me know (in class or via e-mail) so that I can explain and clarify.

Grades:**Graded Assignments:**

20 Reflections x 4 points = 80 points (16% of your final grade)

10 Vocabulary x 2.5 points = 25 points (5% of your final grade)

10 Quizzes x 8 points = 80 points (16% of your final grade)

1 Presentation x 80 = 80 points (16% of your final grade)

5 Comments x 5 points = 25 points (5% of your final grade)

3 Exams x 70 points = 210 points (42% of final grade)

Total points = 500

Grade Distribution:

	Percent	Points
A+	= 97% and above	485 – 500+
A	= 93 – 96%	465 – 484.9
A-	= 90 – 92%	450 – 464.9
B+	= 87 – 89%	435 – 449.9
B	= 83 – 86%	415 – 434.9
B-	= 80 – 83%	400 – 414.9
C+	= 77 – 79%	385 – 399.9
C	= 73 – 76%	365 – 384.9
C-	= 70 – 72%	350 – 364.9
D+	= 67 – 69%	335 – 349.9
D	= 63 – 66%	315 – 334.9
D-	= 60 – 62%	300 – 314.9
F	= 59% and below	0 – 299.9

Grades will be awarded based on the above scale. There will be no rounding.

Class Schedule:

Month/Date	Topic/Readings & Materials	Due
January		
Tuesday 1/19	<i>Introduction</i> Read: Syllabus	
Thursday 1/21	<i>Methods and Metaphors</i> Read: Roediger (1980)	11:59pm: Reflection 1 & Reflection 2
Tuesday 1/26	<i>Forgetting</i> Read: Nairne & Pandeirada (2008)	1:30pm: Quiz 1 & Vocab 1 11:59pm: Reflection 3
Thursday 1/28	<i>Forgetting</i>	11:59pm: Reflection 4
February		
Tuesday 2/2	<i>Exceptional Memory</i> Read: McGaugh (2017)	1:30pm: Quiz 2 & Vocab 2 11:59pm: Reflection 5
Thursday 2/4	<i>Retrieval Cues</i> Read: Roediger (2000)	11:59pm: Reflection 6
Tuesday 2/9	<i>Encoding Specificity</i> Read: Surprenant & Neath (2009) pp. 43-53	1:30pm: Quiz 3 & Vocab 3 11:59pm: Reflection 7
Thursday 2/11	<i>Match, Diagnosticity, and Cue Overload</i> Read: Surprenant & Neath (2009) pp. 59-68	11:59pm: Reflection 8
Tuesday 2/16	<i>Review</i>	1:30pm: Quiz 4 & Vocab 4
Thursday 2/18	<i>Exam 1</i>	
Tuesday 2/23	<i>Immediate Memory</i> Read: Nairne & Neath (2013), pp. 425-433	11:59pm: Reflection 9
Thursday 2/25	<i>Modal Model</i>	11:59pm: Reflection 10
March		
Tuesday 3/2	<i>Mnemonics</i> Read: Worthen & Hunt (2017)	1:30pm: Quiz 5 Vocab 5 11:59pm: Reflection 11
Thursday 3/4	<i>Levels of Processing</i>	11:59pm: Reflection 12
Tuesday 3/9	<i>Organization and Distinctiveness</i> Read: Hunt (2013)	1:30pm: Quiz 6 & Vocab 6 11:59pm: Reflection 13

Thursday 3/11	<i>Spacing Effects</i>	11:59pm: Reflection 14
Tuesday 3/16	<i>Retrieval Practice</i> Read: Karpicke (2017)	1:30pm: Quiz 7 & Vocab 7 11:59pm: Reflection 15
Thursday 3/18	NO CLASS – READING DAY	
Tuesday 3/23	<i>Review</i>	1:30pm: Quiz 8 & Vocab 8
Thursday 3/25	<i>Exam 2</i>	
Tuesday 3/30	<i>Amnesia</i>	11:59pm: Reflection 16
April		
Thursday 4/1	<i>Implicit Memory and Priming</i> Read: Stevens, Wig, & Schacter (2008)	11:59pm: Reflection 17
Tuesday 4/6	<i>Memory Illusions</i> Read: Wade, Rowthron and Sukumar (2017)	1:30pm: Quiz 9 & Vocab 9 11:59pm: Reflection 18
Thursday 4/8	<i>Memory Illusions</i>	11:59pm: Reflection 19
Tuesday 4/13	NO CLASS – READING DAY	
Thursday 4/15	<i>Eyewitness Memory</i>	1:30pm: Quiz 10 & Vocab 10 11:59pm: Reflection 20
Tuesday 4/20	<i>Metacognition and Metamemory</i> Read: Schwartz and Metcalfe (2017)	1:30pm: Quiz 11 & Vocab 11 11:59pm: Reflection 21
Thursday 4/22	<i>Adaptive Memory</i> Read: Nairne (2015)	11:59pm: Reflection 22 & Presentation
Tuesday 4/27	<i>Presentations</i>	
Thursday 4/29	<i>Review</i>	11:59pm: Presentation Comments
TBD	<i>Exam 3</i>	

This schedule is subject to change, but you will be alerted if any changes are made (and a new schedule will be posted).

Students and Accommodations:

If you need any accommodations (e.g., extra time on exams, alternative formats on exams, etc.), please let me know as soon as possible because I need to receive the proper documentation in time to make those accommodations for you. If you believe that you have a disability, the Disability Resource Center (DRC) in 830 Ernest C. Young Hall (www.purdue.edu/drc) can provide some resources for you.

If you are experiencing a stressful situation, consider visiting Counseling and Psychological Services (CAPS). Their walk-in location is Purdue Student Health Center (PUSH) 224 from 8 am – 5 pm Monday through Friday. Their website is www.purdue.edu/caps/ and their phone number is (765) 494-6995.

For family emergencies or inability to complete coursework due to the loss of a close family member, see the Office of the Dean of Students (ODOS; <http://www.purdue.edu/odos/>) in Schleman Hall Room 207 or call (765) 494-1747.

Academic Integrity:

All work that you submit for this class must be your own. Do not cheat (e.g. don't give other students the answers to any assignment, use someone else's answers to complete an assignment, or copy any information word-for-word from the textbook or any other source). Any academic dishonesty or plagiarism will result in a zero for the assignment. If you need to report an instance of cheating you may contact the Office of Students Rights and Responsibilities (OSRR; <http://www.purdue.edu/odos/osrr/>), by calling (765) 494-1747, or by e-mailing integrity@purdue.edu.

Emergency Statement:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Related Considerations and Guidelines

1. If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.
2. Keep your cell phone on to receive a Purdue ALERT text message.
3. Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.
4. If you have a "no cell phone" in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts.

Diversity and Inclusion Statement:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and

mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

You may want to refer students to Purdue's nondiscrimination statement:
http://www.purdue.edu/purdue/ea_eou_statement.html

Extenuating Circumstances:

Sometimes unanticipated events like an acute illness, major surgery and hospitalization, or diagnosis of a new psychological disorder occur during the semester. It is in these circumstances that you'll need to use the proper university services to get the accommodations to help you finish your courses. Do not wait until finals to get help.

For new physical medical emergencies, set up an appointment with the Disability Resource Center staff in Young Hall 830 via their website www.purdue.edu/drc and take your documentation from your primary care physician. They can recommend official accommodations which you can deliver to and discuss with your instructors.

For new mental health medical emergencies, see the counselors at the Counseling and Psychological Services in PUSH 224. Once you have a treatment plan, take that documented information to the Disability Resource Center staff in Young Hall 830. They can recommend official accommodations which you can deliver to and discuss with your instructors.

All faculty, including staff like me, are mandatory Title IX reporters. If you disclose any gender-based discrimination or sexual violence incident to me, I cannot guarantee confidentiality. Once an incident has been reported, you can work with Purdue's Title IX staff (purdue.edu/titleix/index.php) to determine which official accommodations you

need. Then you can deliver those recommended accommodations to and discuss them with your instructors.

Quarantine Due to Illness:

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Classroom Guidance Regarding Protect Purdue:

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus building, at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace before and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

I reserve the right to amend this syllabus should the need arise.