PSY 444 – Learning & Memory
Spring 2017 (4 credits)

Instructor Information
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ohanlons@oregonstate.edu

Course Information

Catalog Course Description
Experimental and theoretical work on learning, conditioning, and memory in animals and humans.
PREREQS: PSY 301 [D-] and PSY 340 [D-]

Instructor Course Description
This course is designed to give you a more in-depth examination of how we learn and store information for later use. We will examine several different structures, theories, and phenomena within the memory system, including some brief considerations of the development and eventual decline of the system.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. While there is great flexibility in online courses, this is not a self-paced course. There will be multiple assignments due every week and you will need to participate in our discussions on at least two different days each week.

Learning Resources
Schwartz’s Memory: Foundations and Applications (3rd edition). Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, and assignments. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
Upon successful completion of this course, the student should be able to:

1. Summarize the different ways we take-in information.
2. Identify the different memory systems and describe their basic structure.
3. Explain how information is stored and accessed within memory systems.
4. Explain the ways in which our memories can be incorrect.
5. Articulate how our learning and memory change over our lifespan.
Course Policies

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Proctored Exams
This course requires that you take exams under the supervision of an approved proctor. Proctoring guidelines and registration for proctored exams are available online through the Ecampus testing and proctoring website. It is important to submit your proctoring request as early as possible to avoid delays. Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Communication
Post all course-related questions in the Q&A Discussion Forum so the whole class may benefit from our conversation. For matters of a personal nature, please contact me privately via email. I will reply to course-related questions and private messages within 24 hours. Assignments and grades for course activities will be posted within three days of the due date.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Pursuant to OSU code 576-015-0020, no form of academic dishonesty or misconduct will be tolerated. Cheating, plagiarism, and other acts of academic dishonesty will result in a zero on the relevant assignment with the possibility of an “F” grade for the course, suspension, and/or expulsion from OSU. For further information, visit Student Conduct and Community Standards, or contact the Student Conduct and Community Standards Office at 541-737-3656.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in compliance with the university’s regulations regarding civility. In all you say and do for this course, be professional. All communications should be conducted constructively, civilly, and respectfully. Please bring any communications you believe to be in violation of this class policy to my attention.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Write in full, coherent sentences and proof-read your posts carefully before submitting them.
- Be respectful of others and their opinions and diversity in backgrounds, abilities, and experiences.
- Word your responses carefully and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible with the possible exception of additional supplemental materials that are posted in response to student questions. If you require accommodations, please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Electronic Student Evaluation of Teaching (eSET)
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. The eSET forms are available toward the end of each term; you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. The results on the form are anonymous and are not tabulated until after grades are posted.

Evaluation of Student Performance (400 pts. total)

Writing Assignments (4 at 25 pts. each = 100 pts.)
Four times during the term, you will be asked to write a 3- to 5-page paper in which you critically evaluate and discuss an assigned article. In your discussion, you should relate the contents of the article to other assigned readings (textbook and articles) and to our class discussions.

All assignments are due by midnight, Pacific Time. Late work will be accepted up to 24 hours after the deadline for 50% credit; submissions more than 24 hours late will not be accepted.

Online Discussions (10 at 10 pts. each = 100 pts.)
There are many interesting, discussion-worthy topics within the field of learning and memory. Additionally, talking about the material is a great way to deepen your understanding of it. Therefore, we will be using the Discussions tool on Canvas to discuss course content and related topics. You are expected to participate by providing well thought-out responses and are encouraged to ask questions. There will be one discussion topic per week and you must post at least twice per topic (see Canvas for details). If a chapter page comes before a discussion, you are expected to complete that chapter’s readings and activities prior to participating in the discussion board. Any hate speech, verbal abuse, etc. will result in a ban from Discussions, thereby forfeiting all points associated with that and future discussions.

Exams (2 at 100 pts. each = 200 pts.)
There will be two exams: a midterm and cumulative final. Both exams will include multiple choice, short answer, and essay questions; all course material is fair game. You will be allowed 110 minutes to complete each exam. Exams will only be administered under the supervision of an approved proctor. (See “Proctored Exams,” above, for further information.)
Grading Scale
Your final score will be rounded to two decimal places and your letter grade for this course will be assigned according to the scale below. The values in the table are the minimum percentage required to earn the letter grade indicated by the corresponding row and column headers. (E.g., you must earn a minimum of 87.00% to receive a B+ as your final grade.) Anything below 60.00% is an F.

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<td>73</td>
<td>63</td>
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Incomplete (I) grades will only be granted to students who have missed a small but important part of the course (e.g., the final exam) due to a documented, unforeseeable emergency (e.g., severe injury requiring hospitalization). If you are having any difficulty that might prevent you completing the coursework, please do not wait until the end of the term; let me know right away.

Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome (Start Here) Intro to the study of memory</td>
<td>Syllabus Ch. 1</td>
<td>Introductions</td>
<td>Syllabus Quiz</td>
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<td>2</td>
<td>Memory and the brain Working memory</td>
<td>Ch. 2 Ch. 3; Baddeley (2003)</td>
<td>WM and intelligence</td>
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<td>3</td>
<td>Episodic memory Levels of processing</td>
<td>Ch. 4 Craik &amp; Lockhart (1972)</td>
<td>EM and retrieval cues</td>
<td>Writing Assignment 1</td>
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<td>4</td>
<td>Semantic and lexical memory Visual memory</td>
<td>Ch. 5 Ch. 6, Tversky (2000)</td>
<td>Prototypes</td>
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<td>5</td>
<td>Autobiographical memory Memory and the self</td>
<td>Ch. 7 Rathbone et al. (2008)</td>
<td>Cognitive maps</td>
<td>Midterm Exam</td>
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<td>6</td>
<td>False memory Metamemory</td>
<td>Ch. 8; Loftus (2005) Ch. 9; Johnson (2013)</td>
<td>Repercussions of FM</td>
<td>Writing Assignment 2</td>
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<td>7</td>
<td>Memory disorders Implict memory</td>
<td>Ch. 10 Roediger (1990)</td>
<td>Losing yourself</td>
<td>Writing Assignment 3</td>
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<td>8</td>
<td>Memory in childhood Memory in older adults</td>
<td>Ch. 11 Ch. 12</td>
<td>Your earliest memory</td>
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<td>9</td>
<td>Memory improvement and learning efficiency</td>
<td>Ch. 13 Zimmerman (2002)</td>
<td>Course wrap-up</td>
<td>Writing Assignment 4</td>
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