Psychology 398—Research in Memory  
Section 1  
Winter, 2012

Time:  MW 10:30-12:20  
Place:  HH 373  
Instructor:  Jennifer Stolz, Ph.D.  
Office:  PAS 4056  
Office hrs:  M 2:00-3:00, and by appointment.  
Phone:  888-4567 ext. 35937  
e-mail:  jstolz@uwaterloo.ca

Required Text:  
There is no required text for this course.

Teaching Assistant  
Name  
Christie Haskell  
e-mail  
crmhaske@uwaterloo.ca  
Office  
PAS4248  
Office Hours  
T 1-2 pm

Course Philosophy  
General Goals  
As a student in this course, your goals should be to increase your knowledge about memory through readings and lectures, and also to begin to develop research skills that will enable you to interpret, criticize and perhaps even conduct research in memory. You should also strive to learn to distinguish good research from sloppy research. This will allow you to distinguish claims about memory (and other things) that are based on sound research techniques and appropriate logic from sloppy work producing misleading claims.

Hands-on Approach  
I have tried to structure the course such that each student will get to participate in the execution (and perhaps design) of real experiments. We will work together to analyze the results of these experiments, and students will learn to convey the results of these experiments through brief, written reports. Because writing is a skill vital to your future (as a student or in your chosen career), I will be happy to spend time with each student in order to improve his or her writing. Students will also be encouraged to ask questions, contribute in class, and will also be required to make at least one oral presentation to the class.
**Laboratory Work**

As I noted above, we will conduct two experiments throughout the course of the term. Data collection will most likely take place on Mondays (specified in advance), during class time. Each student will have the chance to test him or herself. For the first project, I will analyze the data in class and provide students with a summary of the results that they can use for their write-ups. For the remaining project, students will get to put their Psych 391 skills to use! (Help is always available, however.)

**Computer Stuff**

All undergraduate students in the Faculty of Arts may obtain a free computer account on Waterloo Polaris. The account gives students free access to applications such as word processing, statistical and graphics packages, spreadsheets, and electronic mail, as well as the Internet. Students are charged for printing and can put money for printing on to their Arts Computing Resources Account at PAS 1080 using their WATCARD. Instructions for obtaining a Polaris account are available from the Arts Computing Office.

**Course Web page: Desire2Learn**

Our course web page will be available on the new Desire2Learn site. I will post the syllabus there, along with all lecture notes and readings. This is the first term that this site is being used, so please bear with me.

**Message from the Faculty of Arts Council**

All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (p. 1:10, and on the web at [http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html](http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html)). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.
Requirements and Grading

1. **Class participation (10% based on quality and quantity):** As an instructor, I’m very keen to hear from students. This means that I encourage you to speak up when you have a question or a comment. Although I will be lecturing some of the time, you should never feel that it is only my time to talk.

2. **Short summaries/critiques (5% each = 10%)** During the term I will assign two journal articles. Each student will be required to read these articles and to write a short (2 page) summary of the article. I will provide a short description of the type of information that one should include in the article summary.

3. **Laboratory work and write-up (15% each = 30%)** As noted above, we will conduct memory-related experiments and students will provide a brief write-up of the lab. The write-up will be quite similar to the Methods, Results and Discussion (but very brief discussion) sections found in a journal article. For the first one, I will guide you through by providing the data analysis and an outline of the project.

4. **Class Presentation (20%)** Each student will be responsible for giving a presentation based on one of the papers that I have selected for the class. In addition to that paper, each student will find no fewer than 1 additional paper that also addresses that issue, and will incorporate material from that paper(s) into the presentation. This will allow each student some experience with library research techniques. Each student will be asked to email his or her presentation to me no later than 4 pm of the day prior to the presentation. In addition, students are encouraged to see me (or Christie) prior to his or her presentation in order to get feedback/guidance. On the days that students give class presentations, we will aim to have 2 presentations per class. Thus, each student should plan to have approximately 45-50 min for his or her presentation. A good way to schedule this is to plan for a 35-40 min presentation, and aim for a 10-15 min discussion section. Remember, however, that although all students are encouraged to participate in the discussion (and will be graded on their contributions), you are ultimately responsible for keeping the discussion going. We will have the presentations on Wednesdays, so that on Mondays I can give the class some background, or some general information, related to the topics of the presentations.

5. **Paper (30%):** For this project, I would like each student to think about an issue in memory that really interests him or her. Do you have a particular question that you would like answered? Are you curious about how memory operates under certain conditions? What you will do, with guidance from Imran and me, is turn your question or idea into a testable hypothesis. That is, you will learn to do a bit of research to determine what work has already been done (if any) on your question. With the results of your literature search in hand, you will devise your own question. From there, we will operationalize your question and create a research design. This project, therefore, will actually be a research proposal. If you find the task of developing your own question to be highly daunting, don’t panic. We would be happy to help you with this, as well!
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<th>Week of</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>1/4</td>
<td>Overview, Syllabus, Intro</td>
<td>Review 207 textbook on memory</td>
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| 1/9, 1/11 | Sensory/Modal Memory  
Working Memory |                                                                 |
Vogel et al. (2001). Storage of features conjunctions, and objects in visual working memory.  
Kane et al. (2001). A controlled-attention view of working-memory capacity.  
*Journal of Experimental Psychology: General, 130*, 169-183.  
*Psychological Science, 15*, 634-640.  
*Psychological Science, 7*, 7-11. |
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