University of Waterloo
Department of Psychology
Waterloo, ON N2L 3G1

Psychology 398—Research in Memory
Winter, 2005

Time: MW 12:30 – 2:20
Place: HH 373
Instructor: Jennifer Stolz, Ph.D.
Office: PAS 4056
Office hrs: MW 3:00-4:00, and by appointment.
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Required Text:
Neath, I., & Surprenant, A. M. (2003). *Human memory. Second edition*. Belmont, CA. Thomson/Wadsworth.

Teaching Assistant

Name	e-mail	Office	Office Hours
Chris Blais	cblais@watarts	PAS 4042	W 2 - 3

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 of her writing

(this means ample opportunity to rewrite work). 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 three experiments throughout the course of the term. Data collection will take place on Wednesdays (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 two projects, 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.

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****). 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.*

In addition, I would like to direct your attention to the following link to the Arts Faculty Web page, "**How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors**" (**http://watarts.uwaterloo.ca/~sager/plagiarism.html**)

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. After getting feedback on the first version of the paper, each student will have the opportunity to do a re-write to increase their mark (the final mark for each paper will be an average of the two attempts).

3. Laboratory work and write-up (15% each = 45%): 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, Chris and I will guide you through by providing the data analysis and an outline of the project.

4. Paper (35%): 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 Chris 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!

Tentative*Schedule

Week of	Topic	Text Reading
1/5	Overview, Syllabus, Intro	Chpt. 1
1/10, 1/12	Sensory Memory	Chpt. 2
1/17, 1/19	The Modal Model	Chpt. 3
1/24, 1/26	Working Memory	Chpt. 4
1/31, 2/2	Perspectives on Processing	Chpt. 5
2/7, 2/9	Forgetting	Chpt. 6
2/14, 2/16	Implicit Memory	Chpt. 7
2/21, 2/23	**Reading Week**	
2/28, 3/2	Memory, Brain and Amnesia	Chpt. 8
3/7, 3/9	Recognition	Chpt. 9
3/14, 3/16	Knowledge	Chpt. 10
3/21, 3/23	Reconstructive Processes	Chpt. 12
3/28, 3/30	Memory Development	Chpt. 14
4/4	Mnemonics	Chapt. 15

***Note that this is a tentative lecture schedule. My experience is that each group has its own "feel." Sometimes we are able to move a bit faster than what is scheduled, and other times we move a bit slower than what I have projected.**