



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

Psychology 398—Research in Memory Winter, 2009

Instructor: Shannon O'Malley
Office: PAS 4211
Class Location: HH 334

E-mail: somalley@uwaterloo.ca
Office Hours: 2:30-4:30, Wed (or by appointment)
Time: 12:30-2:20, Mon. & Wed.

General Goals

The goal of the course is to introduce students to the theoretical and practical aspects of memory research. The course will follow a “learning by doing” philosophy where students are encouraged to engage the material in a “hands on” fashion. Lectures will focus on popular topics in memory research with emphasis on the research process. As well, the course will focus on learning how to read and evaluate primary source material in a critical manner. To this end there will be a strong focus on class discussion and participation. Class activities are designed to allow students first hand experience with the topics discussed in lectures.

Course Content/Readings

We will sample research from a number of different areas. The first part of the course will focus on traditional issues in memory research while the latter half will focus on “everyday” memory. Readings for the course will consist of primary source material (i.e., journal articles). On average there will be approximately 20 pages of required reading a week. You may be tested on material from required readings that is not discussed in class. Reading primary source material is typically much more challenging than textbooks so you should be prepared to read papers more than once. All readings are available on UW-ACE. There is no textbook for this course.

Requirements and Grading Scheme

Class Participation (10%) The course includes class activities designed to expose students to the practical aspects of memory research. You are expected to participate in these activities. Also, I encourage you to participate in class by asking questions or sharing your opinions in class discussions.

Writing Component (15%) You will each be assigned one article taken from a journal. Please read the article and become familiar with the research in it. You will then write a 4 page research paper based on your article.

These papers will consist of two components:

- a) **Summary.** You should write a summary of your article, indicating the goal of the research, the design of the experiments, the principal results, and how these results were interpreted theoretically. This should be two typed, double-spaced pages (i.e., not an abstract). It should be clearly written in normal prose (i.e., not "point form").
- b) **Extension.** Using your own ideas, you should suggest one way in which the research in your article might be extended in a meaningful way. Provide sufficient methodological and theoretical detail for a good understanding of the experiment you propose. This should be a principled and substantive proposal, taking two pages. You are most welcome (and encouraged) to consult with me about your ideas.

The final product will be a 4-page paper (not longer), with 1-inch margins and *double*-spaced. Type font must not be smaller than 12-pitch elite. You may not use either of the Summary pages for Extension (or vice versa). Note that this paper is meant to be a self-contained task, so use of reference material is not required. A title page with a brief descriptive title of your own creation should be the first page of your submission, and should be submitted through UW-ACE. You are also responsible for keeping a copy of the final version of your paper.

Oral Component (15%) The oral component of the course will consist of the presentation of a research paper in the form of a poster. Poster presentations constitute an important avenue for the communication of research. Students will present their posters in one of three poster sessions on the last three days of the course. There are additional instructions on the format of posters and there will be some examples on UW-ACE.

Testing (60%) There will be two tests (FEB 11th and APRIL 1st) each worth 30%. Tests will consist of short answer and multiple choice questions. You will be tested on in class material and required readings.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict

arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca
Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts incorporate the following note on avoidance of academic offenses:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

For further advice from the Faculty of Arts on the avoidance of academic offenses, see the following website:

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Tentative Schedule and Required Readings

Date	Topics and Articles
Week 1 January 5 & 7	<p>Topic: History Bower, G. H. (2000). A brief history of memory research. In E. Tulving and F. I. M. Craik (Eds.), <i>The Oxford handbook of memory</i> (pp. 3-32). New York: Oxford University Press.</p>
Week 2 January 12 & 14	<p>Topic: Working Memory Baddeley, A. (1996). The fractionation of working memory. <i>Proceedings of the National Academy of Sciences</i>, 93, 13468-13472. Baddeley, A. D., Thomson, N., & Buchanan, M. (1975). Word length and the structure of short-term memory. <i>Journal of Verbal Learning and Verbal Behavior</i>, 14, 575-589.</p>
Week 3 January 19 & 21	<p>Topic: Memory Systems Tulving, E. (1989). Remembering and knowing the past. <i>American Psychologist</i>, 77, 361-367. Tulving, E., Schachter, D. L., McLachlan, D. R., Moscovitch, M. (1988). Priming of semantic autobiographical knowledge: A case study of retrograde amnesia. <i>Brain & Cognition</i>, 8, 3-20.</p> <p><i>Articles for Summary & Extension paper will be assigned – Jan 21</i></p>
Week 4 January 26 & 28	<p>Topic: Attention & Memory Craik, F. I M., Govoni, R., Naveh-Benjamin, M., & Ander, N. D. (1996). The effects of divided attention on encoding and retrieval processes in human memory. <i>Journal of Experimental Psychology: General</i>, 125, 159-180. Lane, S. M. (2006). Dividing attention during a witnessed event increases eyewitness suggestibility. <i>Applied Cognitive Psychology</i>, 20, 199-212.</p>
Week 5 February 2 & 4	<p>Topic: Attention & Memory (cont'd), Memory for Everyday Objects Nickerson, R. S., & Adams, M. J. (1979). Long-term memory for a common object. <i>Cognitive Psychology</i>, 11, 287-307. Marmie, W. R., & Healy, A. (2004). Memory for common objects: Brief intentional study is sufficient to overcome poor recall of US coin features. <i>Applied Cognitive Psychology</i>, 18, 445-453.</p> <p><i>Poster Choice Due – Feb 4</i></p>
Week 6 February 9 & 11	<p>Topic: Memory for Everyday Objects (cont'd) & Test Review</p> <p>TEST 1 - Feb 11</p>
Week 7 February 16 & 18	<p>Reading Week – No Class</p>

<p>Week 8 February 23 & 25</p>	<p>Topic: Autobiographical Memory Sheen, M., Kemp, S., & Rubin, D. (2001). Twins dispute memory ownership: A new false memory phenomenon. <i>Memory & Cognition</i>, 29, 779-788. Brown, R. & Kulik, J. (1977). Flashbulb memories. <i>Cognition</i>, 5, 73-99.</p>
<p>Week 9 March 2 & 4</p>	<p>Topic: Prospective Memory Einstein, G. O. & McDaniel, M. A. (1990). Normal aging and prospective memory. <i>Journal of Experimental Psychology: Human Perception and Performance</i>, 16, 717-726. Rendell, P. G., & Craik, F.M.I. (2000). Virtual week and actual week: Age related differences in prospective memory. <i>Applied Cognitive Psychology</i>, 14, 43-62.</p> <p><i>Summary & Extension Paper due – March 4</i></p>
<p>Week 10 March 9 & 11</p>	<p>Topic: Forgetting Wixted, J.T. (2005). A theory about why we forget what we once knew. <i>Current Directions in Psychological Science</i>, 14, 6-9. Parker, E.S., Birnbaum, I.M, Weingartner, H., Hartley, J.T., Stillman, R.C., & Watt, R.J. (1980) retrograde enhancement of human memory with alcohol. <i>Psychopharmacology</i>, 69, 219-222.</p>
<p>Week 11 March 16 & 18</p>	<p>Topic: Disorders of Memory (Alzheimer’s Disease, Amnesia) Papers to be assigned</p> <p><i>Poster Session 1 – March 18</i></p>
<p>Week 12 March 23 & 26</p>	<p><i>Poster Session 2 – March 23</i> <i>Poster Session 3 – March 25</i></p>
<p>Week 13 March 30 & April 1</p>	<p>Review Session – March 30</p> <p>TEST 2 - April 1</p>