



Psychology 398 Research in Memory Winter 2011



Class Time: Monday & Wednesday 10:30am-12:20pm

Location: PAS 2086 (lectures) PAS 1237 (labs)

Instructor: Dr. Jennifer Stolz

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Office Hours: Monday 3-4 pm

Office: PAS 4056

Teaching Assistant: Stacey Danckert

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Office Hours: by appointment

Office: PAS 4214

Required Course Text

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009). *Memory*. New York, NY, Psychology Press

Course Description

Several major themes in the area of memory research are explored in this course. Historically influential ideas, current theoretical debates, and the application of cognitive, social, neuroimaging, and neuropsychological approaches to the study of memory are reviewed and discussed.

Questions to be addressed include: How is information encoded and retrieved? What types of memory exist? How can we measure these? Why does forgetting occur? What biological changes accompany memory loss? Can memory impairments be rehabilitated?

There is also a lab component to this course. The goal of the lab component is to introduce you to how some research in memory is conducted. We will make use of *E-Prime software* to do this, but the most important aspect of the lab component is to reinforce the concepts you learned in Psych 291, such as independent and dependent variables, and to introduce you to the problem of trying convey your research hypotheses and your results to a wider audience.

Course Structure and Requirements

By the end of the course, you will have a detailed knowledge of a wide range of memory phenomena and a solid foundation from which to pursue more advanced study. The introduction to E-Prime will familiarize you with how experiments are set up, the variables that can be manipulated, and hopefully get you to understand just how flexible experiments can be with the right programming tools. Attendance at lectures and in labs is strongly encouraged. Group presentations are designed to promote discussion of relevant concepts. Finally, the two short essays will give you some experience at thinking critically about an issue in memory, and expressing your ideas in writing.

Overview of Evaluation

Mid-term Test	Mon, Feb 14th	40%
Lab worksheets and activities	5 X 2% each =	10%
Group Presentation		20%
Short (3-4 page) essays	2 @ 15%	30%

Details on each Evaluation

Mid-term Test

The test is worth **40% of your grade**, and will consist of multiple choice and short answer questions based on material covered in lectures, and in the relevant chapters in your course textbook.

Lab Component

The goal of the lab component is to introduce you how research is conducted in memory. We will make use of E-Prime software, which is often used to collect data for research studies. All lab activities and worksheets are to be completed during the scheduled lab time, and are worth 2% each (5 labs X 2% = **10% of your grade**).

Group Presentations

You will be placed in groups of approximately 4 students. Each group will be assigned to one of five lab projects. Although all students will participate in every lab, one group will be responsible for presenting the lab to the class as a whole. Presentations consist of two parts:

Task A

Read the relevant chapter/reading. Each group must create a 30-45 minute Power Point presentation. Each group will review the key points, and methods presented in their assigned project, and then will select 1 related study from recently published journal articles, and will highlight the conclusions and take-home message of this additional study. Also, please note real world examples of the phenomenon. This presentation will be graded, and is worth **20% of your grade**.

A copy of your Power Point presentation must be emailed to the TA and Instructor **by 4pm on the day before your presentation**, so that it can be brought to class by the instructor and loaded on the computer prior to the beginning of class the next day.

Task B

Following your group's presentations, the group will lead a Panel Discussion. The goal of this is to engage your fellow classmates and to clarify any troublesome points, if there are any. For this part of the presentation, I will be encouraging all students to take part. Being an active member of a group discussion can be very worthwhile when one is hoping to achieve the next mark "up."

Short Essays

An important skill to master as an undergraduate is to express one's self efficiently and clearly in writing. In order to facilitate this, throughout the course of the term, each student will be responsible for writing 2 short (4-5 page) essays on a topic relevant to memory. The best way to approach this is to find a topic in the text book that interests you, and then using this general topic, find a research article that addresses this topic in more detail. You will then read the article, and write a summary/critique. You should meet with me briefly when you are thinking about your research topic, so that I can make sure you are able to find a relevant research article.

One of these essays will be due before the date of the midterm (Feb. 14th). The other essay may be completed any time before the end of term, though I would encourage you to do it earlier, rather than later. Each essay is worth 15% of your final mark, for a total of 30%.

Course Web page / What is UW-ACE?

UW-ACE is a web-based course management system that enables instructors to manage course materials and interact easily and efficiently with their students. Here, **I will post lecture notes online**, along with the course syllabus. Course announcements, and answers to Frequently Asked Questions will also be posted on UW-ACE. UW-ACE will also be used to post marks to the grade-book, and track student progress. You will need to log into UW-ACE to retrieve your course e-mail.

How do I log on to UW-ACE?

Type <http://www.uwace.uwaterloo.ca> and log on using your Quest/UWdir userid and password.

What should I do if I can't get logged into UW-ACE?

If you are having trouble logging in, please confirm that your QUEST/UWdir userid and password are correct. Please note that UW-ACE is case sensitive, so you must type your password with the appropriate upper and lower case letters. If you confirm that your userid and password are correct and still can not log in, please check with your instructor to ensure that you are on the class roster. If you are still encountering difficulties, please e-mail uwacehelp@ist.uwaterloo.ca stating your name, UWuserid, student ID number and the course to which you wish access.

Policy for missed test/ lab:

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either: waive the course component and re-weight remaining term work

goals of the course, or **In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

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Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

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 ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for 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 must include 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. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], 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 instructor, academic advisor, or the Undergraduate Associate Dean. 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> For typical penalties check Guidelines for the Assessment of Penalties <http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>

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> When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70](#) (Student Petitions and Grievances) (other than a petition) or [Policy 71](#) (Student Discipline) may be appealed if there is a ground. A student who believes that he/she has a ground for an appeal should refer to [Policy 72](#) (Student Appeals) <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm> (Include also the following paragraph if you will be using Turnitin*):

PLAGIARISM DE
SCREEN ASSIGNMENTS IN THIS COURSE. THIS IS BEING DONE TO VERIFY THAT USE OF ALL MATERIAL AND SOURCES IN ASSIGNMENTS IS DOCUMENTED. IN THE FIRST LECTURE OF THE TERM, DETAILS WILL BE PROVIDED ABOUT THE ARRANGEMENTS FOR THE USE OF TURNITIN IN THIS COURSE.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Topic	Readings and Assignments	Dates
Syllabus UW-ACE	Organize for “Group Lab Presentations”	Wed., Jan 5th
Introduction to Memory	Baddeley et al., Chapter 1	Mon., Jan 10 th
Methods and Models	Baddeley et al., Chapter 1	Wed., Jan 12 th
Perceiving/Sensory Memory	Baddeley et al., Chapter 2	Mon., Jan 17 th
Kinds of memory	Baddeley et al., Chapter 2	Wed., Jan 19 th
Working Memory	Baddeley et al., Chapter 3	Mon., Jan 24 th
Working Memory/Learning	Baddeley et al., Chapter 4	Wed., Jan 26 th
Learning/Organization	Baddeley et al., Chapters 5/6	Mon., Jan. 31 st
Retrieval	Baddeley et al., Chapter 8	Wed., Feb 2 nd
Memory & Aging	Baddeley et al., Chapter 13	Mon., Feb 7 th
Catch-up/review/group stuff		Wed., Feb 9 th

Topics	Readings and Assignments	Dates
Exam		Mon., Feb 14 th
Introduction to E-Prime	Lab notes	Wed., Feb 16 th
Reading Week		Mon/Wed 21, 23
Review E-Prime/Questions		Mon., Feb 28 th
Lab 1: partial/full report	Lab 1 course notes	Wed., Mar 2 nd
Lab 1 presentation	presentation	Mon., Mar 7 th
Lab 2: Sternberg STM scanning	Lab 2 course notes	Wed., Mar 9 th
Lab 2 presentation	presentation	Mon., Mar 14 th
Lab 3: retrieval conflict, Stroop	Lab 3 course notes	Wed., Mar 16 th

Topics	Readings and Assignments	Dates
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Lab 3 presentation	presentation	Mon., Mar 21 st
Lab 4: Free recall, concrete vs. abstract	Lab 4 notes	Wed., Mar 23 rd
Lab 4 presentation	presentation	Mon., Mar 28 th
Lab 5: Levels of Processing, self-reference	Lab 5 notes	Wed., Mar 30 th
Lab 5 presentation	presentation	Mon., Apr 4th