

**Psych 422: Human Learning and Memory**  
**Beaumont 301**  
**Spring 2017 Syllabus**

This course provides a basic overview of the principles, theories, and applications of learning and memory. Historically, learning and memory have been some of the major areas of emphasis in psychology. We will cover basic research, theory, and applications in human learning, memory, information processing, verbal learning, conditioning, and social learning. The knowledge you take away from this course will be useful to you in a wide variety of settings—not only within psychology but also in your own personal and professional worlds.

<b>Instructor:</b>	Wendy Braje	<b>Phone:</b>	564-3383
<b>Office:</b>	Beaumont 206B	<b>Fax:</b>	564-3397
<b>Office hours:</b>	Monday 8:30-9:30 or by appointment	<b>E-mail:</b>	wendy.braje@plattsburgh.edu
		<b>web page:</b>	facweb.plattsburgh.edu/wendy.braje

**Course objectives:**

- Become familiar with the major theories of how humans and other animals learn and remember
- Understand the experimental techniques used to study learning and memory
- Apply principles of learning and memory to real-world situations

**Text:** Lutz, J. (2005) Learning and Memory, 2<sup>nd</sup> edition. Waveland Press, Inc.

**Attendance:**

Attendance at lectures is required, but does not contribute formally toward your grade, and I do not take attendance during lectures. If you do not attend class, it will hurt your grade in that you will miss out on important information. Although I make the slides available on the web, I provide quite a bit of elaboration on the slides in class. If you miss class (regardless of the reason), you are responsible for obtaining the missed information from a classmate. Note that class *will* be held whenever classes are in session, including days surrounding holiday breaks. Please plan your travels accordingly.

**Academic honesty:**

It is expected that all students enrolled in this class support the letter and the spirit of the Academic Honesty Policy as stated in the college catalog. Please be sure you are familiar with the Academic Honesty Policy and Cheating Policy, which can be found in the college catalog and on the web at <http://www.plattsburgh.edu/offices/academic/provost/academichonesty.php>. Ignorance or misunderstanding of what constitutes academic dishonesty will not be excused. All instances of academic dishonesty, regardless of how “minor” they may seem to you, will be reported to the college and become part of your permanent record. The penalty for academic dishonesty will range from a 0 on the assignment to a final grade of E in the class depending on the offense.

All written work must be in your own words. In no case should you work on an assignment with another student. Too often, doing so results in students submitting answers that are too similar to each other. Even if this is unintentional, all students involved will be reported to the college, and all assignments will receive a 0 (the students will possibly fail the course, depending on the severity/extent of the offense).

**Expectations:**

- You are encouraged to ask questions, seek clarification, and offer your own reactions to material presented in class. If anything from class is unclear to you, please do not hesitate to ask in class or to drop in during office hours—It is my job to help you understand the material, and I am more than happy to take the time to do so!
- I also expect every student to behave respectfully toward me and the other students during class. This means paying attention during class, and not carrying on other conversations, texting your friends, etc. Such behavior is distracting and disrespectful to the other students and to the instructor.
- All cell phones and other communication devices must be silenced and put away during class unless you have extenuating circumstances and my prior approval.
- If you want to do well in this class, you should be spending at least 2-3 hours out of class for every hour in class. This means spending at least 6 hours per week outside of class reading, studying, reviewing your notes, and completing assignments.

A personal web page will be created on the course website for every student, from which you will be able to check your grades and access other course materials. This is NOT the Moodle system, but a web page I maintain for you. Please contact me immediately if you have trouble accessing your page. You are responsible for checking your grade page regularly and ensuring that all assignments have been recorded accurately. If you notice a discrepancy, inform me immediately!

**Email:**

All students are expected to use their official campus email account. If you email me from something other than your campus account, it may be marked as junk/spam and I may never see it. You should plan to regularly check your campus account for email, or arrange for email to be forwarded from your campus account to an account that you do check regularly (this is easy to set up).

**College emergencies:**

In the unlikely event that the college cancels classes due to weather or other emergencies, please check the course website and/or your campus email for announcements about changes to the course schedule.

**Final grades** are determined according to the following scale:

94-100%	A	79-81.9%	C+
91-93.9%	A-	76-78.9%	C
88-90.9%	B+	73-75.9%	C-
85-87.9%	B	70-72.9%	D+
82-84.9%	B-	67-69.9%	D
		<67%	E

**Lab Assignments (15%)**

You will conduct 3 labs during the semester. They will generally involve running or simulating experiments based on concepts discussed in class. The aim of the labs is to give you a better understanding of course concepts through hands-on experience. For each lab, there will be a written assignment. Further details will be provided in class and on the website.

**Tests (60%):**

There will be 7 tests during the semester. The tests will consist of both multiple-choice and short-answer questions, covering material from both the lecture and the textbook. If you need to miss a test, a doctor's note or other official documentation is required for you to make it up. Please note that leaving early/returning late from a break is NOT an acceptable excuse for missing a test. Your lowest test grade will be dropped. **Study guides** for the tests will be posted on the course web site.

**Final Exam (10%):**

The final exam will be held during finals week. It will consist of multiple-choice questions, and will be comprehensive.

**Paper (10%)**

For this part of your grade, you will be researching a topic of your choice related to learning or memory. Further details are provided on the course website.

**Application papers (5%)**

You are to write a total of 5 application papers (1% each) during the semester. Each should be a typewritten 1-2 page report that describes a real-world example of a topic from class or from the textbook. Examples may be taken from news items or from your own personal experiences, and they should be different from those used as examples in class or in the textbook. They should also NOT be from scientific journal articles—the aim here is to look for every-day applications of class topics. Each paper must cover a different topic. Except in cases where you are relating personal experiences, you must also provide a copy of the source of the example (e.g. attach the newspaper article, provide a website address, etc.) You may hand in your papers at any time during the semester, but may not submit more than 1 per week, and you must hand in at least two before spring break. Your grade will be based on appropriate application of class principles, as well as your clarity of presentation of the information.

## SCHEDULE

Any changes to this schedule will be announced in class.

WEEK	Day	TOPIC	READING
1	1/23 1/25 1/27	Introduction – defining “learning” Non-associative learning Non-associative learning; Classical conditioning	Ch 1 Ch 2 Ch 2; Ch 3
2	1/30 2/1 2/3	Classical conditioning Classical conditioning <b>EXAM 1</b>	Ch 3 Ch 3
3	2/6 2/8 2/10	Classical conditioning Classical conditioning; <i>Classical conditioning lab (in class)</i> Operant conditioning	Ch 3 Ch 3 Ch 4
4	2/13 2/15 2/17	Operant conditioning Operant conditioning <b>EXAM 2</b>	Ch 4 Ch 4
5	2/20 2/22 2/24	<i>Operant conditioning lab (Beaumont 105)</i> <i>Operant conditioning lab (Beaumont 105)</i> Punishment	Ch 5 Ch 5
6	2/27 3/1 3/3	Punishment; Generalization & discrimination Classical vs. operant conditioning; Context of learning <b>EXAM 3</b>	Ch 7 Ch 8, Ch 9
7	3/6 3/8 3/10	Social learning Learning disabilities Memory introduction	Ch 10
<b>SPRING BREAK</b>			
8	3/20 3/22 3/23	Massed and distributed learning Atkinson-Shiffrin model: sensory store, STM <b>EXAM 4</b>	Ch 10 Ch 11
9	3/27 3/29 3/31	STM, working memory LTM: Declarative & non-declarative memory LTM: Reconstruction	Ch 11 Ch 11 Ch 11
10	4/3 4/5 4/7	LTM: Reconstruction No class – watch Loftus video <b>EXAM 5</b>	Ch 11
11	4/10 4/12 4/14	Encoding, emotion Flashbulb memory Flashbulb memory	
12	4/17 4/19 4/21	Semantic memory Processing and remembering <b>EXAM 6</b>	Ch 12 Ch 13
13	4/24 4/26 4/28	Forgetting Forgetting; <i>Memory lab (in class)</i> Memory disorders	Paper due
14	5/1 5/3 5/5	Memory disorders, aging Expert memory <b>EXAM 7</b>	
<b>Finals Week – FINAL EXAM - Check Banner for schedule</b>			