

Learning and Memory
Psychology 311 – A (Psychology 311 – B)
Spring 2014
11:30 – 12:45 (8:30 – 9:45), Tuesday and Thursday
Bullock Science Center, Room 103W

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Office Hours: Tuesday and Thursday 10:00 – 11:00 a.m., or by appointment

Principles of learning, behavioral change and motivation in humans and other animals. Emphasis on current research in the field as it relates to the acquisition and formation of different memory processes and their neurobiological correlations. Prerequisite: PSY-101 or PSY-102 (but PSY-101 is preferred), PSY-206, PSY-207 or BIO-210. This is a 4-credit hour course in which we will meet in the classroom for 3 hours each week. The additional credit hour will allow for course readings to be completed before class. This course will also involve projects, reading assignments and studying to be completed outside of class time.

After completing this course, students should be able to do the following:

- ❖ Understand principles of classical and operant conditioning
- ❖ Understand different memory processes
- ❖ Recognize the underlying neural structures and processes that support learning and memory
- ❖ Be able to discuss (using appropriate terminology!) and interpret research related to learning and memory
- ❖ Understand how learning and memory relate to everyday life

These objectives will be met through applied course assignments involving listening, discussing, reading, and writing.

The Psychology department also developed learning objectives for all of the PSY 300-level courses. They include

- ❖ Every student will have a final paper or comprehensive final exam
- ❖ Every student will write a paper during the semester (in addition to the final paper, if assigned)
- ❖ One of the papers assigned (the one during the semester or during finals) will be a research paper or proposal using APA style and research sources
- ❖ Every student will write a total of at least 12 pages for all papers assigned in the course, which includes the final paper, if assigned
- ❖ Every student will be given questions on exams about research design and methods
- ❖ Every student will participate in an oral presentation for at least 10 minutes
- ❖ Every student will have additional reading materials besides the main book(s) assigned for the course

These objectives will be met through course assignments.

REQUIRED READING MATERIAL

Gluck, Mercado & Myers (2013). *Learning and Memory: From Brain to Behavior* (2nd Edition)

Pryor. K. (1999). *Don't Shoot the Dog*.

Reading Assignments: In this course the textbook provides a good foundation of learning and memory. In class we will apply this material using demonstrations, group discussions, videos, surveys, and lecture. Additional related information not in your textbook will be covered in class.

Students also should be aware of the fact that not all of the material in the textbook can be covered in class, but they are responsible for knowing all of the material in the textbook even if it is not covered in class. To succeed in this course, students should keep up with the reading assignments and come to class.

CLASS COMPONENTS

Attendance “Quiz” Points: It is important to attend lectures in this course, as lectures will involve demonstrations, classroom activities, films, and discussion of material not covered in the textbook. Students are expected to attend class regularly, as regular attendance will contribute to a better overall understanding of course material.

Attendance will be taken at every class meeting. This will be done in the form of a “quiz” at the *beginning of each class*. I will present you with a question(s) and give approximately 5 minutes to make your response without referring to your textbook or notes. Your answer(s) will be submitted with your name and this will serve as your attendance. Your responses won't be graded as correct or incorrect, but I will keep track to monitor how the class is keeping up. This is also a good way for you to help identify areas that you might need to study more. This practice is actually in place to help you! Research suggests that repeated **retrieval** is

the most effective way to learn. My goal is that by having you actively retrieve the information throughout the semester, you will better learn and remember the information from the course.

There are 25 class meetings this semester (excluding test days). As you will see detailed in the "Point Allocation" section, attendance quizzes contribute 20 points to your total score. What this means for you is that if you exceed 20 points (by attending everyday or only missing a few days), these will be extra points added to your total score. You can miss up to 5 days of attendance quizzes without it impacting your total points. Also, if you are late for class and miss the quiz, you cannot retake it and will forfeit your point for the day. If you have an absence excused by the college (e.g., observed religious holiday, death of an immediate family member, participating in a college sporting event, unplanned hospitalization), see me before the absence to discuss.

Students are expected to actively participate in class discussions and demonstrations. Students are welcomed and encouraged to share their questions, ideas, and insights during class discussions and lectures as long as they do not dominate the conversations. They are expected to respect the values, beliefs, and rights of others in the classroom. Also, students are expected to pay attention to whomever is speaking in class. Students should NOT text or use computers for reasons other than notes. This means no facebook, twitter, email, itunes, youtube, foursquare, pinterest, or anything unrelated to course material! This behavior not only distracts from your ability to learn in my class, but it disrespects and violates the right of other students to attend class and learn in a focused environment. Any students involved in side-conversations unrelated to class discussion, any of the above activities, or in any other behavior that is potentially disruptive to other students' learning may lose their attendance quiz point for the day at the Professor's discretion.

Late Assignments: Any assignment not turned in when collected will result in the loss of a letter grade. For every additional 24 hours that an assignment is not turned in, an additional letter grade will be deducted. Late assignments should be emailed to the professor as soon as possible.

Tests and Final Exam: There will be 2 in-class exams, each worth 100 points. There is also a cumulative final exam to be taken during finals week.

Students are expected to take all tests on the scheduled dates. If an extreme circumstance (illness and workload do not apply) arises then the student should contact the professor prior to the test and the professor will decide what will be done.

To do well on the tests, students must come to class and read the class materials very carefully. Historically, students that have done the best have read the textbook carefully several times, taken notes from the textbook, and studied several days prior to the tests.

Shaping Plan: After reading Don't Shoot the Dog, you will create a plan to change or modify one behavior. You need to modify your own behavior (in other words, you cannot make a plan for pet, romantic partner, roommate, etc). For example, you might devise a shaping plan to stop smoking, take a daily vitamin, or develop better study habits. This project will consist of the initial shaping plan, a week of baseline data collection, and a final paper (4-6 pages) on the experience. More information will be provided throughout the semester.

Research Paper: You will work with a group on a topic related to applied learning and memory principles. I will provide topics and then your group will write a research paper on the topic based on the primary literature. Your paper will be a literature review and should be 10-12 pages (not including references). More information will be provided throughout the semester.

OTHER INFORMATION ABOUT THE CLASS

Departmental Tutors will be located in the Data Analysis Room 1 - 124 E (center of Psychology department) in the Bullock Science Center.

Yun (Winnie) Jiang
M/W 5-6
T/Th 9-10, 1-2, and 4-6

Oreoluwa Adekunle
T/Th 5-6:30
F 11:30-1:30

Disability Accommodations: Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (X6174) to make complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

Course Evaluations: Students' feedback about this course is extremely valuable to the professor, the psychology department, and the college administration. Students' comments are taken seriously and the comments are used to improve the course in the future. Students will be asked to complete evaluations of the course at the end of the semester.

ACADEMIC HONESTY

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) _____

POINT ALLOCATION

Two in-class exams	200
Final Exam	100
Attendance "Quiz" Points (can earn up to 25***)	20
Initial Shaping Plan	20
Baseline Data Collection	10
Final Shaping Plan Paper	50
Research Paper	100

GRADING SCALE (%)

A = 93 - 100	A - = 90 - 92
B+ = 87 - 89	B = 83 - 86
B - = 80 - 82	C+ = 77 - 79
C = 73 - 76	C - = 70 - 72
D+ = 67 - 69	D = 63 - 66
D - = 60 - 62	F = 59 or less

Total Points 500

***Reminder – there are 25 days on which attendance quizzes will be given. So by attending class every day, you can earn up to 5 extra points added to your total points score.

Learning and Memory

(Although every effort will be made to follow the syllabus, I reserve the right to make changes.)

Class Date	To Read BEFORE Class	General Topic	Project Due Date
TH - Jan 16		Introduction	
T - Jan 21	Chapter 3	Habituation, Sensitization and Familiarization	
TH - Jan 23		Habituation, Sensitization and Familiarization	
T - Jan 28	Chapter 4	Classical Conditioning	
TH - Jan 30		Classical Conditioning	
T-Feb 4	Read Karen Pryor's Don't Shoot the Dog by Feb. 4	Classical Conditioning	
TH-Feb 6	NO CLASS! Work Day	Work on Shaping Plan on your own	
T-Feb 11	Chapter 5	Operant Conditioning	Shaping Plan Due
TH-Feb 13		Operant Conditioning	
T- Feb 18		Operant Conditioning	
TH-Feb 20	Chapter 6	Generalization and Discrimination Learning	
T-Feb 25		Generalization and Discrimination Learning	Baseline Data Due
TH-Feb 27		TEST ONE	
T-Mar 4	Chapter 7	Episodic and Semantic Memory	
TH-Mar 6		Episodic and Semantic Memory	
T-Mar 11	NO CLASS! Spring Break!		
TH -Mar 13	NO CLASS! Spring Break!		
T-Mar 18		Episodic and Semantic Memory	Final Shaping Plan Project Due
TH-Mar 20	Chapter 8	Skill Memory	
T-Mar 25		Skill Memory	
TH-Mar 27	Chapter 9	Working Memory and Cognitive Control	
T-Apr 1		Working Memory and Cognitive Control	
TH-Apr 3		TEST TWO	
T-Apr 8	Chapter 10	Emotional Influences on Learning and Memory	
TH-Apr 10	Chapter 11	Social Learning and Memory	
T-Apr 15		Social Learning and Memory	
TH-Apr 17	Chapter 12	Development and Aging	
T-Apr 22		Presentations	
TH-Apr 24	NO CLASS! SpARC!		
T-Apr 29		Presentations	Final Paper Due
May 1-7	Final Exam Week	Final Exam - Cumulative	