

**Text:** **Memory (2015).**  
**A. Baddeley, M. W. Eysenck and M. C. Anderson**  
**Psychology Press**

**Instructor:** **Dr. Gordon Hayman** email: <Gordon.Hayman@LakeheadU.Ca>  
Office: SN 1014, Phone 343-8480  
Office Hours: after class or **by appointment**

**TA:** **Nicole Poirier** email : <npoirie1@lakeheadu.ca>  
Contact: send an email to make an appointment.

**Class website:** [http://Psych\\_MemLab2.Lakeheadu.Ca/Psy4511/](http://Psych_MemLab2.Lakeheadu.Ca/Psy4511/)  
**Time:** Tuesday & Thursday 10:00 AM -11:30 AM.  
**Location** Room AT2020

**Purpose:** The course is designed to provide a comprehensive account of modern experimental and theoretical approaches to the study of human memory and learning. The course integrates experimental findings with neuropsychological and neurophysiological data and illustrates how basic concepts can illuminate phenomena such as organic and functional amnesia, childhood memory, and everyday forgetting.

**Lectures:** The goals of the lectures are: 1) to define some of the major concepts in Human Memory, and 2) to foster critical thinking and appreciation of the role of empirical research in psychology. The lectures will follow the chapters of the text at approximately one chapter per week. It is expected that the student will have read the relevant chapters before coming to class.

**(Each student is responsible for obtaining notes of any missed lectures from fellow students).**

**Evaluation:** Evaluation will be by means of a written report, 2 term tests, and a final exam. The tests and final exam will contain identify and define questions, multiple choice questions, and short essay questions. The multiple choice questions will be taken from the textbook, and the identify and define and short essay questions will be based upon material from class lectures and the textbook. The final exam will be scheduled for some time during the final exam period. Take this into account when making travel plans at the end of the semester. No one will be permitted to take the exam early.

### **Critical Dates and Deadlines:**

Test 1	20%	Feb.	2	1 Hr.	Chapters 1- 5, & class lectures
Test 2	20%	Mar.	7	1 Hr.	Chapters 6-8, & class lectures
<i>Proposal*</i>	5%	Mar.	9		Single page containing Report Title and 4 References
Report	25%	Apr.	6		Research report due
Exam	30%	Apr.	TBA	3 Hours,	Ch.s 9-17 & class lectures Nov. 5 to Dec. 3
Total	100%				

\*This should consist of a title and an **APA** formatted list of the four references to be used in the report.

## Research Paper

The research paper is to be a 14-18 page summary of one experiment from each of four related journal articles. The articles must be experimental reports of research involving human learning and memory and must have a common experimental topic. A practical method to start the paper is to choose an article from the reference sections of Baddeley, Eysenck, and Anderson (at the end of each chapter) and to select the other three articles on the basis of a literature search (i.e., using PsycINFO, available in the library). The experiments in the report must not be excerpted from review articles, nor can they be correlational studies (unless permission is granted by the instructor).

The purpose of the paper is to document individual readings performed during the course. Ideally, these readings will be motivated by curiosity, and will serve to expand and to clarify the student's understanding of the course material. Typically, at least one and no more than two of the four articles should be referenced in Baddeley, Eysenck, and Anderson (pp. 389-425), and at least two of the four articles will have been published within the last 6/7 years. The purpose of these restrictions is to encourage the use of, and to give practice with, the procedures involved in performing a literature search. Exceptions to these procedures are allowed, but **they must be** cleared with the instructor.

A typical paper will contain an *introduction*, which summarizes the report's experimental question of interest and identifies specific operational definitions employed in the summarized experiments. The *second part* of the paper should include a separate, brief summary of **one** experiment from **each** of the **four** journal articles. (Sometimes more than one experiment is described in the journal articles) The *conclusion* of the research paper should remind the reader of how the four experiments are related, and what their combined findings contribute to the understanding of the research question.

The references **must follow APA format**, as specified in the Publication Manual of the American Psychological Association. (Copies are available in the bookstore and in the library.) For the purpose of this report, it is expected that relevant statistical results will be quoted accurately, and it is assumed the results are taken from the articles discussed. Therefore, it is **not necessary** to document and reference these as quotes. Other quotes from the articles are discouraged. However, any areas of the summarized experiments that are paraphrased **are expected** to be referenced correctly to avoid plagiarism...see the APA manual. The introduction and conclusion of the research report should be predominantly your own wording.

Of the 30 points assigned to the research report, each experiment contributes a maximum of 6 marks (total 24). Each experimental summary must clearly identify the independent and dependent variables in the following areas: 1) the experimental hypothesis, 2) the experimental design and procedure, and 3) the experimental results. The remaining 6 marks are assigned to the introduction, conclusion and the overall clarity of the paper.

NOTE: Many of the required journal articles will be in the library, but depending upon your topic, some may have to be ordered through inter-library loan which typically takes two weeks but can take up to six weeks + ... so plan accordingly.

\*\*\* Note: *Please attach a copy of the four referenced journal articles, following the reference section of the research report. These will be returned to you with the graded paper.* \*\*\*

## Schedule of Readings and Class Lectures

Jan.	10		Overview of course
Jan.	12	Ch. 1	What is memory?
Jan.	17	Ch. 2	Memory and the Brain
Jan.	19	Ch. 3	Short-term memory
Jan.	24	Ch. 4	Working memory
Jan.	26	Ch. 4	Working memory
Jan.	31	Ch. 5	Learning
Feb.	2	<b>Test 1:</b>	Chaps. 1-5 & class lectures
Feb.	7	Ch. 6	Episodic memory
Feb.	9	Ch. 6	Episodic memory
Feb.	14	Ch. 7	Semantic memory
Feb.	16	Ch. 7	Semantic memory
Feb.	20-24	No classes during Reading Week	
Mar.	28	Ch. 8	Retrieval
Mar.	2	Ch. 8	Retrieval
Mar.	7	<b>Test 2:</b>	Chaps. 6-8 & class lectures
Mar.	9	Ch. 9	Incidental forgetting
Mar.	14	Ch. 10	Motivated forgetting
Mar.	16	Ch. 11	Autobiographical memory
Mar.	21	Ch. 12	Eyewitness testimony
Mar.	23	Ch. 13	Prospective memory
Mar.	28	Ch. 14	Memory in childhood
Mar.	30	Ch. 15	Memory and aging
Apr.	4	Ch. 16	When Memory Systems Fail
Apr.	6	Ch. 17	Improving Your Memory
Apr.	* TBA	Exam ( Chapters 9 - 17 and class lectures )	
	*	check the Agora or WEB for exam schedule	

**Learning Objectives.** After taking this course you should be able to:

1. Describe and differentiate the various types of learning and memory and the brain regions that underlie these different processes.
2. Express and evaluate their understanding of course materials through tests and assignments
3. Describe how research in the field of learning and memory is performed.
4. Discuss and evaluate empirical research in the field of learning and memory.
5. Evaluate their own learning and understand how to improve their learning and memory in different settings.

### **Academic Accommodations:**

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>.

### **Expectations and How to Succeed in Class**

#### **1. Be Prepared, Turn Up to Class, and Participate!** (i.e., the Attendance Policy)

This is a senior undergraduate course. I expect you to attend classes, and to turn up to those classes on time. I prepare the lectures on the assumption that you have done the work required before you come to class. To obtain maximum benefit from the lectures and to participate in a class discussion, do these readings.

#### **2. Class Conduct**

If you are expecting an urgent call (e.g., family member is having surgery; partner is going into labor) please let me know about the issue before the class starts and we can make arrangements. If you bring a laptop to class, limit it to class relevant use (e.g., typing notes, viewing assigned articles).

#### **3. Academic Integrity**

Any instances of plagiarism and/or cheating will be dealt with as per LU policy. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Make sure that you are familiar with the University's published policy on academic dishonesty, cheating and plagiarism. You can find this policy at:

<https://www.lakeheadu.ca/faculty-and-staff/departments/academic/idc/supports-for-teaching-learning/academic-integrity>

or view

[Academic Integrity Quick Reference \(Lakehead Thunder Bay\)](#)

“[www.lakeheadu.ca/sites/default/files/uploads/64/Academic Integrity guide TBay 2016.docx](http://www.lakeheadu.ca/sites/default/files/uploads/64/Academic%20Integrity%20guide%20TBay%202016.docx)”