

Human Learning & Memory (Psychology 5345)
T/TH 2:00-3:20pm
Fall 2014 (LS #420)

Instructor: Heekyeong Park, Ph.D.

Office: LS 517

Office Hours: 1:00–2:00 pm Tuesday/Thursday or by appointment

Course Website: <http://www.uta.edu/blackboard/>

Email: hkpark@uta.edu

Notes:

1. I request you send course related *email ONLY via the course Blackboard*. This practice allows efficient communication between the instructor and the student.
 2. Before you email with a question, please check the syllabus first to make sure your question is not already covered.
 3. Email is considered to be a formal channel of communication.
 4. Attendance is your responsibility. Do not ask me what you have missed.
 5. An environment of respect fosters learning. Please behave professionally, respectfully, and courteously to other students and the instructor. Some activity that may disrupt learning environment includes cell phone use, arriving late and leaving early, and doing unrelated activity in the class (e.g., online/off-line chatting, web-surfing, checking messages, etc.).
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Required Textbook:

Gluck, M. A., Mercado, E., & Myers, C. E. (2013). *Learning and Memory: From Brain to Behavior* (2nd Ed.). New York: Worth.

Supplementary book:

Eichenbaum, H. (2008). *Learning and Memory*. W. W. Norton & Company

Additional readings will be assigned for each topic (see Reading List).

Course Description:

Human learning and memory constitute critical components of adaptive behavior in humans. This course covers major themes and findings in human learning and memory from interdisciplinary perspective. The course will look at concepts and theories in learning and memory and focus on neuroscience findings on human learning and memory. For learning, although most of the research findings will come from animal experiments from behaviorist approaches, the relevance of these findings to understanding human behavior will be discussed. For memory, the findings from human memory experiment will be focused in the broad frame of human cognition.

Course Learning Goals and Objectives:

How we remember things that we experience in the past? This course aims to facilitate basic understanding of how our learning and memory work. Upon the completion of the course, students are expected to understand the main concepts, findings and theories in human learning and memory research and to apply them to real-world phenomena.

Overall Structure of the Course:

The typical class session will consist of:

- Lecture/discussion corresponding to the text and readings
- Presentation/Discussion of topic articles
- Question/answer session

The instructor will provide an overview of a topic and students will present assigned articles. All readings will be provided through Blackboard. Students who are not presenting will be required to submit two substantial questions or relevant discussion items via Blackboard by a day prior to the presentation to promote discussion.

Course Requirements

Students are required to present two or more class presentations (based on assigned readings), to participate in class discussion, and to take two examinations. Students are expected to complete readings (textbook, articles, & relevant material) **before** class and to ask questions.

Assessment and Grading

Examinations (60%): Students are required to take two exams (Midterm & Final Exams). The final exam will not be comprehensive. Exams will include multiple-choice questions and essay questions.

Presentation (30%): Each student will be responsible for giving two presentations (25 min presentation & 10 min discussion) on different topics. A list of topics will be distributed in class, and related articles will be made available via Blackboard. For presentation, you should briefly summarize the article. For empirical articles, this summary should include background information as to why the study was undertaken, what were the general methods used, general results, and what the main results mean. For review or theoretical articles, the summary should define the topics under discussion and describe the arguments and/or data supporting the topic. Finally, it is useful to discuss the implications of the study or potential applications.

Other students should submit at least two discussion items/questions per each article via Blackboard to facilitate interactive learning environment.

Participation (10%): There will be 10% of class participation. Students are expected to participate in class actively. Class participation will be assessed in 2 ways. These assignments will be used to foster discussion and class participation on various topics covered in the course.

(1) For each article discussed in class, students except the presenter of the target article should prepare 2 discussion questions. The questions/discussion points will be submitted via Blackboard

and due by midnight CST the evening prior to the discussion of the article in class. For example, if the article is to be discussed during class on Tuesday August 26th, you should upload discussion questions by the evening of Monday August 25th at midnight CST. The tentative schedule and templates are available and should be used for preparation of the class.

(2) Participation in class will also be assessed through your active questioning/discussion and the involvement in class activities.

Grading Policy: Grades are based on a percentage score and not a curve. If you are taking the course Pass/Fail, you must have at least 70% to Pass. All coursework must be completed by the last day of class for credit.

Percentage Score required to obtain each letter grade

100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59%-less	F

Missed presentations or discussion will be accorded a grade of zero unless the student submits a valid written excuse recognized by the university's rules. The final grade will be calculated based on the sum scores of presentations, discussion & class participation, and exam scores.

Make-up Exam Policy: (1) If you miss an exam, a grade of zero will be given. There is no provision for taking a make-up exam or assignment in this course unless documentation for a University-approved excuse (see Catalog <http://www.uta.edu/catalog/general/academicreg>) is received within one week of the exam or assignment date. Routine scheduled activities, such as work, doctor's appointments, vacations, weddings, or other conflicting appointments, will not be considered excused absences. A request for a makeup exam must be made **in writing within one-week** of the missed exam. The format of the makeup exam is at the discretion of the instructor. (2) All oral presentations are to be given in class at the designated date/time. A grade of '0' will be given to any presentations not completed by the designated completion date.

Course Business Communication: All course-related announcements and updates of schedule will be communicated via Blackboard.

Attendance Policy: Attendance is expected but not mandatory. Your participation for the class is vital for your progress in this course. Your participation for each class will be counted.

Other Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising

Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week.

Tentative Schedule*

Week	Topic	Chapter
8/21	Introduction/Overview	
8/26	Psychology of Learning & Memory Neuroscience of Learning and Memory	Ch 1/ Ch 2
9/2	Non-Associative Learning	Ch 3
9/9	Classical conditioning	Ch 4/
9/16	Instrumental conditioning	Ch 5
9/23	Working Memory/Cognitive Control	Ch 9
9/30	Encoding and Retrieval	Ch 7
10/7	Multiple Memory Systems 10/9 EXAM I	Ch 7
10/14	Multiple memory Systems	Ch 7
10/21	Episodic Memory/Skill memory	Ch 8
10/28	Emotional Memory	Ch 10
11/4	Social Learning and Memory: Observational learning 11/6: IMES conference	Ch 11
11/11	Social Learning and Memory: articles Development and Aging: lectures	Ch 11/ Ch 12
11/18	11/18: SfN meeting-No class Development and Aging	Ch 12

11/25	Memory's reliability; false memory 11/27: Thanksgiving Holiday	
12/2	Catch-up & Q/A session	
12/9	Final Exam (2:00-4:00pm)	

*Lecture content/Presentation dates are tentative and subject to shift according to the needs of an individual class.