

Psychology 139J: Forgetting
University of California, Santa Cruz
Summer 2015

Class Meetings: July 27th – August 28th, 2015

Times: Mondays and Wednesdays, 9:00am - 12:30pm
Location: Social Sciences 1, Room 145

Professor: Benjamin C. Storm, Ph.D.

Office Hours: Mondays 1:30-3:00; and by apt.
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Basic Information:

In this seminar we will explore forgetting as an essential and adaptive process in the functioning of human memory and cognition. Evaluations will be based on attendance/participation, homework, quizzes, presentations, and written assignments. Enrollment is restricted to senior psychology and cognitive science majors who have successfully completed Psych 100.

A central goal of the course will be to provide students with first-hand experience in designing and interpreting empirical research. Students will employ critical thinking skills while interacting with psychological concepts, theories, and research findings related to human memory. They will be expected to apply basic research methods in designing and interpreting psychological experiments, and they will work to develop more effective communication skills while presenting the results of studies via oral presentations and written papers. The course will provide students with a more nuanced glimpse into memory research. It will be particularly valuable to students who are considering applying to Ph.D. programs, but it will also be useful to students who enjoy learning about memory and cognition and who want to develop and refine their research skills.

The course is highly work-intensive. Students should expect to work up to 30 hours per week during the 5-week session. First, attendance is mandatory. Second, several homework and reading assignments will be assigned covering issues related to research methods. Third, there will be several in-class quizzes. Fourth, in addition to the assigned readings, students will need to find and read numerous articles related to their research projects. Fifth, students will write several papers, including a literature review and an APA-style research proposal (introduction and method section). These assignments will require considerable time to be drafted, revised, and completed.

Assigned readings will be made available in class or on eCommons. Your written assignments must be prepared in APA style. The APA Publication Manual (6th edition; 2009) is recommended but not required.

Research Proposal:

With instructor guidance/feedback, students will develop a theoretically-driven empirical research proposal. Each written assignment is designed to build on the previous written assignments and to culminate in the final research proposal. An extensive writing guide will be provided. Policy on late assignments: Late papers will be accepted, but one letter grade will be deducted for every day a paper is late.

Initial Idea (2-3 pages; 5%). Students will focus on one of the four topics to develop a specific research idea or question. The purpose of this assignment is to get students thinking about their topic and feedback will be provided to help students develop their upcoming literature review. Due by 9am on August 3rd.

Literature Review (4-5 pages; 15%). Each student will write a literature review that summarizes and integrates empirical work relevant to their specific research idea. Feedback will be provided to help students develop their upcoming research proposals. Due by 9am on August 10th.

Research Proposal (8-10 pages; 35%). Each student will write an empirical research proposal consisting of an introduction and method section. The proposals will be written in APA style and prepared as if written for a journal publication or grant application. Due by 9am on August 19th.

Final Presentation (10-15 min; 5%). Each student will present their research proposal in the form of an oral presentation with powerpoint.

Other Sources of Evaluation:

Attendance/Participation (20%). Students are expected to attend class every day, show up on time, and actively participate in class discussions. Points will be deducted for every class missed (or late for) without an acceptable excuse. Students will also be expected to present an empirical research article during the first three weeks of the session.

Quizzes (20%). There will be five multiple-choice quizzes. The first four will focus on the material from the topic readings; the last one will focus on research methods. Your lowest score will be dropped (no make-ups).

Additional Information:

Academic Integrity: Scholarship and academic integrity are core values that should guide our conduct and decisions as members of the UCSC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Students who plagiarize or cheat on any assignment may be subject to various disciplinary actions including a failing grade on an assignment, failure of the entire course, and possible expulsion from the University. Be sure to follow appropriate citation practices (<http://nettrail.ucsc.edu/ethics/index.html>) and be sure to familiarize yourself with the University's Rules of Conduct (<http://www2.ucsc.edu/judicial/handbook.shtml>).

Students with Disabilities: Any student who thinks they may need an accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by email at drc@ucsc.edu to coordinate accommodations.

Distribution of Lecture Notes: Please note that students may be disciplined for selling, preparing, or distribution course lecture notes for any commercial purpose, whether or not the students themselves took the notes. The unauthorized sale of lecture notes (and handouts, readers, or other course materials) is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.

<u>Week</u>	<u>Topic</u>	<u>Readings/Assignments</u>
July 27	Intro to the class and overview of memory research	Roediger & Guynn (1996); Schacter (1999)
July 29*	Memory as an adaptive process of construction	Newman & Lindsay (2009); Schacter (2012)
August 3*	Forgetting and difficulty as enablers and facilitators of learning	Bjork & Bjork (2011); Overoye & Storm (2015) Due: Initial Idea Paper
August 5*	Retrieval-induced Forgetting	Storm, Angello, Buchli, Koppel, Little, & Nestojko (2015)
August 10*	Memory/Thought Suppression	Anderson & Levy (2009); Wenzlaff & Wegner (2000) Due: Literature Review
August 12	Testing hypotheses, designing experiments, and writing empirical research papers	Gray & Wegner (2013); Nessleroad (2011); Peterson (2009)
August 17*	Continued discussion of research methods and experimental design	Nosek, Spies, & Motyl (2012)
August 19	Cases of extreme remembering; How to prepare/give an effective research presentation	Parker, Cahill, & McGaugh (2006); LePort et al. (2012) Due: Research Proposal
August 24-26	Final Presentations	

*Quiz