Lecture: June 21 – July 23, 2021

Times: Mondays and Wednesdays, 9:00 am - 12:30 pm
Join URL: https://ucsc.zoom.us/j/93656277765?pwd=WTBKdnoveC96VU5XaGc4Y9W950Whkdz09
Meeting ID: 936-5627-7765 (Password: 129129)
All lectures will be recorded and posted on Canvas

Professor: Benjamin C. Storm, Ph.D.
Office Hours: Wednesdays, 12:30 pm - 2:00 pm, and by appt.
URL: https://ucsc.zoom.us/j/95768344219?pwd=Q1h2WWhnPjL3ZzWHpBVGY5cXh6Mmd4dz09
Meeting ID: 957-6834-4219 (Password: 129129)
Email: storm@ucsc.edu

Teaching Assistant (Section A): Matt Evans
Office Hours: Tuesdays, 1:00 pm – 2:30 pm, and by appt.
URL: https://ucsc.zoom.us/j/94034889068?pwd=bGl1Mkw4aD4aXN3NTZ1QU8vZ0lWZz09
Meeting ID: 940-3488-9068 (Password: 680095)
Email: magievan@ucsc.edu

Teaching Assistant (Section B): Vanessa Oviedo
Office Hours: Tuesdays, 10:30 am – 12:00 pm, and by appt.
URL: https://ucsc.zoom.us/j/92191007136?pwd=ZitUY1N2dEdEZJNYUU5TFdxbHiLzUT09
Meeting ID: 921-9100-7136 (Password: 401284)
Email: voviedo@ucsc.edu

Class Information:

The course provides an introduction to some of the core topics in human learning and memory. We will use a lecture format, but I encourage active questioning and discussion to the extent possible in a large class using Zoom. To do well in the course, you will need to attend/view every lecture and keep up with the readings.

Lectures will take place on zoom during the regularly scheduled time blocks of Mondays and Wednesdays 9-12:30 pm. They will be recorded and made available on canvas via YuJa. You are welcome to attend the live lectures and or watch the videos later. Students will not be penalized, or lose the opportunity for points, by not attending the live lectures. In this way, I hope to offer the advantages of a synchronous format, while also allowing anyone to take the class asynchronously.

The quizzes and exam will need to be completed on the dates specified in the syllabus. Please talk to the professor ASAP at the beginning of the session if you think you might have a time conflict that prevents you from participating fully in the course.
You do not need to purchase a textbook. Instead, we will use a combination of articles, chapters, and free online modules. All reading assignments will be available on canvas.

Please visit us!!! The professor and teaching assistants are happy to meet with you to answer any questions you might have about the course, learning and memory, or anything else. Feel free to drop in during our virtual office hours or set up an appointment to meet at another time.

You are welcome to visit either of the TAs during their office hours. To balance the workload and grading, however, all students will be assigned to either Section A (Matt Evans) or Section B (Vanessa Oviedo). Your assigned TA will be the one grading your assignments, and they will therefore be the one who will be able to give you feedback on those assignments.

Examinations:

**Quizzes (32 points):** There will be four “take-home” quizzes, each consisting of 20 multiple-choice questions. Each quiz will be made available immediately after lecture on Wednesday (weeks 1-4) and will need to be completed before midnight the day before the following lecture (i.e., Sunday at 11:59 pm if there is lecture on Monday; Tuesday at 11:59 pm if there is no lecture on Monday). You will be allowed to use all course materials while taking the quizzes, but you must take them alone and without help from others. You will be allowed up to three attempts to take each quiz, with only your highest score counting towards your final grade. There will be no time limit on a given attempt, but you will need to turn it in before the deadline.

Quiz 1: June 23, 12:30 pm - June 29, 11:59 pm  
Quiz 2: June 30, 12:30 pm - July 6, 11:59 pm  
Quiz 3: July 7, 12:30 pm - July 11, 11:59 pm  
Quiz 4: July 14, 12:30 pm - July 18, 11:59 pm

If a student fails to complete a quiz, then they will receive a zero on that quiz. All students, however, will be able to replace their lowest quiz score with the score they receive on the final exam. In this way, a missed quiz (or a low quiz score) can be dropped from your final grade. This will be done automatically after the final exam.

**Final Exam (32 points):** The final exam will consist of 80 multiple-choice questions and may be taken on canvas anytime between Wednesday, July 21 at 9:00 am and Friday, July 23 at 11:59 pm. It will be cumulative and cover all material in the course. Late final exams will be given only when necessary, and no early final exams will be possible. If you know you will miss the final exam, or if you do miss the final exam, please email Professor Storm as soon as possible to let him know.

Final Exam: July 21, 9:00 am - July 23, 11:59 pm
Writing Assignments:

The three writing assignments will be due on Canvas before 11:59 pm on **July 2** (Response Paper), **July 9** (Annotated Bibliography), and **July 16** (Topic Paper). Late assignments will be accepted for credit up until 5 days after the due date. 10% will be deducted if the paper is less than a day late. 20% will be deducted if the paper is more than a day late. To request an extension, please email your TA directly.

Response Paper: July 2, 11:59 pm  
Annotated Bibliography: July 9, 11:59 pm  
Topic Paper: July 16, 11:59 pm

Response Paper (10 points). You can choose between either of the prompts listed below. The paper should be a minimum of 2 pages (double spaced, 12 point, times new roman font, no title page).

**Option 1: Critical Reflection.** When writing a critical reflection, the goal is to identify, question, and assess our assumptions. For this assignment, I would like you to write a brief essay reflecting upon your own study habits and what you have assumed, rightly or wrongly, are the most effective ways of studying. A sample of the types of questions you might address: Going into the class, what did you believe were the most effective ways of studying? What did you believe were the least effective ways of studying? Why did you think this? Where and from whom did you learn how to study effectively? How do you know what you learned is correct? Have you learned anything so far in this class that led you to re-think your assumptions? Why or why not? Are you skeptical of anything that you learned in this class? Explain. End the paper by discussing what you learned in the process of engaging in this reflection, and how it might impact how you study in the future.

**Option 2: Memory and the Movies.** This assignment will involve writing a brief paper on how memory is represented in a movie, show, novel, video game, or any other form of art or entertainment. What did it get right? What did it get wrong? How might it be useful for highlighting the nature of memory to students in Psych 129? Be sure to connect your discussion to the ideas and concepts discussed in class and in the readings. You are encouraged to be creative in selecting the target for this assignment and in writing the paper. The connection to memory can be obvious or it can be relatively subtle.

Annotated Bibliography (6 points). For this assignment, you will need to find 6 articles related to a specific question or topic of interest (the articles must be either peer-reviewed journal articles or research-oriented edited book chapters; please do not include references to textbooks, lecture slides, or unpublished online material). You can choose any topic related to memory, whether it is covered in the class or not. For each article, provide an APA style reference, and write a brief paragraph (in your own words) summarizing the article using the format shown below. Ideally, you will use the annotated bibliography to help you prepare for the topic paper. Doing so is not required, however, and you are welcome to write your topic paper on a different topic.

“Two experiments investigated the photo-taking-impairment effect. The researchers found that participants were less likely to remember the details of a painting after taking a picture of it than after merely observing it. This effect was observed regardless of whether the photos were saved or deleted, suggesting that the photo-taking-impairment effect was unlikely to be the consequence of cognitive offloading. Instead, it might have been the consequence of attentional disengagement.”

**Topic Paper (20 points):** The goal of the topic paper (4-6 pages, double spaced, 12 point, times new roman font, no title page) is to choose a specific topic related to memory and to write a targeted literature review on that topic using the organization provided below. You are welcome to choose a topic that was covered in class or one that was not, but either way, it should be focused on and address a specific question or idea relevant to the study of memory. You are expected to go beyond what was discussed in lecture (by reviewing empirical articles that were not discussed in class). You will not get full credit by simply summarizing what was already discussed in lecture.

1) Introduce the topic and describe some of the basic findings/theories. What is your topic and why should we care about it? Give the reader some general context and then narrow things down to your specific focus. The paper should focus on a particular idea, finding, question, or issue. You might focus on a specific hypothesis, for example, or a specific implication or application of an area of work related to learning and memory.

2) Review several empirical journal articles related to your topic. What did the studies do? What did they find? Be sure to provide enough methodological detail to allow the results of the studies to be interpreted. Discuss strengths and weaknesses of the studies. Would you interpret the findings differently? Why?

3) Synthesize the results and discuss potential theoretical and or real-world implications, either for you or for society at large. Connect the research to what has been discussed in class and with your own passions and interests. You may also propose directions for future research or even propose a new study.

4) APA style reference page (not included in page count)

**Grading Scale:**

98-100% = A+  88-89.9% = B+  78-79.9% = C+  62-67.9% = D
92-97.9% = A  82-87.9% = B  70-77.9% = C  60-61.9% = D-
90-91.9% = A-  80-81.9% = B-  68-69.9% = D+  0-59.9% = F
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>June 21</td>
<td>Introduction to the Class and Human Memory</td>
<td>Baddeley (2015); McDermott &amp; Roediger (NOBA); Putnam et al (2016)</td>
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<td>June 23</td>
<td>Basic Processes in Remembering and Forgetting</td>
<td>Rajaram &amp; Barber (2008); Schacter (1999); Storm (2018)</td>
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<td>2</td>
<td>June 28</td>
<td>Holiday</td>
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<td></td>
<td>June 30</td>
<td>Learning and Memory</td>
<td>Agarwal &amp; Roediger (2018); Pan &amp; Bjork (2021); Storm &amp; Soares (2021)</td>
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<td>3</td>
<td>July 5</td>
<td>Holiday</td>
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<td></td>
<td>July 7</td>
<td>Executive Control, Amnesia, Episodic Memory</td>
<td>Broadway et al (2010); Dudukovic &amp; Kuhl (NOBA); Schacter et al. (2007); Squire (2009)</td>
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<td>4</td>
<td>July 12</td>
<td>Constructive Processes in Memory</td>
<td>Laney &amp; Loftus (NOBA); Hirst &amp; Phelps (2016); Newman &amp; Lindsay (2009)</td>
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<td>5</td>
<td>July 19</td>
<td>Implicit Memory and Creativity</td>
<td>Fawcett &amp; Hulbert (2020); Koriat (2000); Marsh &amp; Yang (2018); Storm et al. (2020)</td>
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<td>July 21</td>
<td>Final Exam</td>
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**Research Participation.** The Psychology Department provides an opportunity for students in this course to gain extra credit by participating in psychology research projects (surveys or experiments) for up to **two hours**, or by completing up to two alternative assignments (see below).

Follow these easy steps to sign-up for research projects:

1) Go to the Sona website at [https://ucsc.sona-systems.com](https://ucsc.sona-systems.com)
2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click “Forgot Password?” to retrieve the pre-set password. For those who added the class late, or for some reason the system won’t let you log in, you may need to click “Request Account.” Only request a new account if the “Forgot Password” link isn’t working.
3) **Always enter your UCSC email address.** You will receive your password via email.
4) Log in and follow the instructions to complete the **Prescreening Questionnaire**. Your responses on this questionnaire will determine your eligibility for different studies.

**IMPORTANT:** You can earn research credits points by either participating in studies (in-lab experiments or online surveys) or writing papers (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Sona. If you fail to show up for a study, or fail to cancel in time, you will be marked as having an “unexcused no-show.” If you accumulate three unexcused no-shows, you will be prevented from signing up for more experiments. All participation must be completed by 5pm on the Friday of the last week of instruction (Friday, July 23).

**What if you can’t find studies?** Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple weeks. If you are concerned about the availability of hours, please don’t email your instructors or TAs, instead email the pool administrator so that they can try to address the issue directly ([ucscreresearchpool@gmail.com](mailto:ucscreresearchpool@gmail.com)). This is also the best email to use if other issues arise during the quarter. If you participated in a study but didn’t receive credit after two days, please start by emailing the researchers directly. If the researchers don’t respond then send an email to the pool administrator. Rest assured, however, that all pending timeslots will be given credit at the end of the quarter before a report is sent to your professor.

**Alternative assignment:** If you prefer to not participate in research projects (or if you are under the age of 18) you may substitute up to **two papers**, each critically evaluating a psychology research article. If you are doing the alternative written assignments, they must be submitted via canvas by the last day of instruction. If you have any questions or concerns please contact the research pool administrator at [ucscreresearchpool@gmail.com](mailto:ucscreresearchpool@gmail.com). Please note that plagiarized papers will result in a No Pass.

Each paper should be 1-2 pages (double spaced, 12-point, times new roman) and critically evaluate a psychology research article (addressing the questions shown below). You will need to find articles published in 2020 or 2021 in one of the following journals: (a) *Psychological Science*; (b) *Memory*; (c) *Memory and Cognition.*

1) What were the basic questions or hypotheses under investigation?
2) How did the researchers test their hypotheses?
3) What did the researchers find and how were these findings interpreted?
Important Summer Session Remote 2021 Deadlines:

Session 1:
Drop: Monday, June 28
Request for “W”: Friday, July 9

Summer is unique. You will not be dropped for non-attendance or non-payment. You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: https://summer.ucsc.edu/studentlife/index.html

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Distribution of Course Materials (Lecture Notes, Slides, Videos, Quizzes, etc.)

Students may be disciplined for selling, preparing, or distributing course lecture materials for any commercial purpose, whether or not they were the person taking the notes. The unauthorized sale of lecture notes and handouts, readers, quiz questions, or other course materials, is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.
Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.

Basic Needs, Counseling, and Psychological Services

Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live, is urged to contact Slug Support at 831-459-4446 or deanofstudents@ucsc.edu. A comprehensive listing of food and housing resources on campus and in Santa Cruz is available at basicneeds.ucsc.edu.

If you are feeling highly stressed, anxious, or depressed, please avail yourself to help from Counseling and Psychological Services (CAPS) at the Student Health Center (831-459-2628). The CAPS web page also provides information about seeing a therapist and lists various crisis numbers: http://caps.ucsc.edu.