

Psychology 129: Human Learning and Memory
University of California, Santa Cruz
Summer 2022

Lecture: June 20 – July 22, 2022

Times: Mondays and Wednesdays, 9:00 am - 12:30 pm
Location: Oakes Academy 105

Professor: Benjamin C. Storm, Ph.D.

Office Hours: Thursdays, 11:30-12:30, and by appt.
In Person: SS2, Room 345
Zoom: 975-3596-9829 (237536)
Email: storm@ucsc.edu

Teaching Assistant: Dana-Lis Bittner

Office Hours: Wednesdays, 1:30-2:30, and by appt.
In Person: SS2, Room 206
Zoom: 985-5875-5087 (671617)
Email: dbittner@ucsc.edu

Course 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 do well in the course, you will need to attend every class and keep up with the assignments and readings.

The course is in person and, to get the full course experience, you will need to attend in person. That said, I understand that sometimes it will be impossible to attend lecture (e.g., if you are sick or out of town), so I will have the lectures captured and available online. Lecture capture records what the projector is displaying along with the audio from the instructor's microphone.

This year, there are two holidays: Monday, June 20 and Monday, July 4. We will not have lectures on those dates. Instead, we will have a make-up lecture on Friday, June 24 (9-12:30). The make-up lecture will be held on zoom, and the recording will be made available on canvas. We hope that you will be able to attend live, but at the very least, you will be expected to watch the video after it is posted.

Make-Up Zoom ID: 978-9286-5670 (Password: 129129)
<https://ucsc.zoom.us/j/97892865670?pwd=b2tScmtKZGdsMk9EU3J2ZS9pM3hpUT09>

The quizzes and exam will need to be completed on the dates specified in the syllabus. Please talk to the professor ASAP 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 assistant 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 office hours or set up an appointment to meet at another time.

Examinations:

Quizzes (32 points): There will be two “take-home” quizzes, each consisting of 40 multiple-choice questions. Each quiz will be made available on canvas half-way through lecture on the dates specified below (at about 11:00 am), and each quiz will need to be completed within the next two days and submitted by Friday at 11:59 pm. You are allowed to use all course materials while taking the quizzes, but you must take the quizzes alone and without help from others. You will be allowed two 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. Students who fail to complete a quiz will receive a zero.

Quiz 1: June 29, 11:00 am - July 1, 11:59 pm

Quiz 2: July 13, 11:00 am - July 15, 11:59 pm

Final Exam (32 points): The final exam will consist of 80 multiple-choice questions. It will be administered in person during lecture on Wednesday, July 20. Students are allowed to bring one 8x11 sheet of paper, front and back. You can write/type anything you'd like on both sides of the paper, as long as it is your own writing/typing. Make-up exams will be given only when necessary and will need to be completed in person. No early exams will be possible. If you know you will miss the final exam, or if you do miss the final exam, email Professor Storm as soon as possible to let him know. Be sure to bring a green scantron (#882-E), two sharpened pencils, and a well-functioning eraser.

Final Exam: July 20, 9:00 am - 12:30 pm

Assignments:

The three assignments will be due on Canvas before 11:59 pm on **June 27** (Critical Reflection), **July 11** (Video/Art/Multimedia), and **July 18** (Topic Paper). Late assignments will be accepted for credit up until 3 days after the due date. 10% will be deducted if the paper is up to a day late. 20% will be deducted if the paper is more than a day late. To request an extension, please email the TA.

Critical Reflection (6 points). The paper should be a minimum of 2 pages (double spaced, 12 point, times new roman font, no title page). It will be due by June 27 at 11:59 pm. 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.

Video/Art/Multimedia Assignment (10 points): Construct your own learning experience by creating a short video, game, poem, art piece, etc. highlighting a concept covered in the class. Just about anything that is creative and that produces something new and interesting will do. Ideally it will bring to life a concept, phenomenon, experiment, or other relevant point related to human memory. The goal is to effectively teach, demonstrate, or give emphasis to the concept in a memorable way. Be creative and have fun with it. Up to four students can collaborate on a single project. Depending on the nature of the project, you can turn it in either in class or on canvas. It will be due by July 11 at 11:59 pm. Either way, be sure to specify the names of all students who worked on the project to ensure they receive credit. By default, projects may be shared with the class. If you would like us to not share your project with the class, simply let us know.

As an alternative, students may write a two-page 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 subtle.

Topic Paper (20 points): The goal of the topic paper (5 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. It will be due by July 18 at 11:59 pm. 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 a specific question or idea directly 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 for simply summarizing what was already discussed in lecture or the course readings. The paper should be written in APA-style and refer to peer-reviewed empirical journal articles (please do not rely on references to textbooks, lecture slides, or unpublished online material).

- 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)

Summary of Assignments/Exams/Due Dates:

June 27 (Critical Reflection)
June 29 (Quiz 1)
July 11 (Video/Art/Multimedia Assignment)
July 13 (Quiz 2)
July 18 (Topic Paper)
July 20 (Final Exam)

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

Week	Dates	Topics	Readings
1	June 20	Holiday	
	June 22	Introduction to the Class and Human Memory	Baddeley (2015); McDermott & Roediger (NOBA); Putnam et al (2016)
	June 24	Basic Processes in Remembering and Forgetting (<i>class will be held on zoom</i>)	Rajaram & Barber (2008); Schacter (1999); Storm (2018)
2	June 27	Learning and Memory	Agarwal & Roediger (2018); Pan & Bjork (2021); Storm & Soares (2022)
	June 29	Amnesia and Episodic Memory; Quiz 1	Dudukovic & Kuhl (NOBA); Squire (2009); Schacter et al. (2007)
3	July 4	Holiday	
	July 6	Constructive Processes in Memory	Laney & Loftus (NOBA); Hirst & Phelps (2016); Newman & Lindsay (2009)
4	July 11	Autobiographical Memory; Suppression	Anderson & Levy (2009); Conway & Loveday (2015); Wegner (2003)
	July 13	Implicit Memory; Quiz 2	Koriat (2000); Marsh & Yang (2018)
5	July 18	Special Topics: Creative Cognition, Sleep and Dreams	Fawcett & Hulbert (2020); Storm et al. (2020); Walker (2008)
	July 20	Final Exam	

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>
- 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 Friday of the last week of instruction.

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 (ucscresearchpool@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 ucscresearchpool@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 2021 or 2022 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?
- 4) Are you convinced? Why or why not? Explain.

Important Summer Session 2022 Deadlines:

Session 1:

Add: Thursday, June 23

Drop: Monday, June 27

Request "W" Grade: Sunday, July 10

Change Grade Option: Sunday, July 17

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself.

For all dates and deadlines: <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:

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course

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>.