

Memory – Spring 2023 Course Syllabus

Course Information

Course Number/Section ACN/HCS/PSY 6333.001.23S
Course Title Memory
Term Spring 2023 (Jan 17 – May 5, 2022)
Tuesday 10:00 am – 12:45 pm; Traditional
CR 1.212

Professor Contact Information

Professor Dr. Chandramallika Basak, Ph.D.
Office Phone 972-882-3724
Email Address cbasak@utdallas.edu
Office Location MS Teams (Virtual) and JO 3.106
Online Office Hours Virtual on **MS Teams** (Thursdays 11:30 am-12:30 pm)
or by appointment for in-person meeting.
The link to the Office hours is provided in MS Teams.

* Email is the best way to reach me outside of class.

* When you email, please include **your name** and **class name** in the title. Including this information will allow me to answer your emails more efficiently.

Course Modality and Expectations

Instructional Mode	Face-to-Face
Course Platform	eLearning – Homework Platform and additional readings, exams, course materials, quizzes & assignments, communications MS Teams – Communication outside the class time, such as, office hours. Course-related recordings, if any, through MS Streams under your registered course
Expectations	This course will consist of lectures, short quizzes and associated discussions during the class time. Students are expected to read assigned textbook reading, additional readings, attend classes and participate in discussions. Expectations for Exams and Weekly Assignments/Quizzes are detailed separately in a later section.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group discussion or other activities during class that solicit your feedback on readings and materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor will provide class materials (readings, suggested websites and discussion questions) that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials will be made available the morning of the first lecture on that chapter. They may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

BBSC majors only

Course Description

This course provides an overview of classic and current issues in the study of human memory. It covers research and theory on the acquisition, representation, and retrieval of information by the mind/brain. It includes information processing, neuropsychological and cognitive neuroscience perspectives.

We use memory in our daily functioning, for e.g., whether to bring an assignment to a class, saying hello to a known person, remembering where you parked your car, etc. We will examine the findings from laboratory research to gain a better understanding of the structure and organization of memory, and apply the results of these findings in real-world contexts. Topics will include theoretical topics such as different memory systems, learning, forgetting, amnesia and brain, memory development and aging, as well as applied topics such as eyewitness testimony and techniques to improve your memory. You will also watch sections of documentaries and movies, one of them being a documentary on Mr. Kim Peek. We will also discuss what's right and what's wrong with its depiction of amnesia in the documentary, as well as what memory systems are (in)fallible in Mr. Peek. The course will consist of lectures, textbook chapters, additional readings, videos, in-class activities/discussions, weekly quizzes/assignments, two exams, and a brief report on an assigned research article that the student will present in the class.

Student Learning Objectives/Outcomes

After completing the course, students should be able to:

1. demonstrate understanding of the history of the study of memory, including the evolution of research methods and theories.
2. demonstrate an understanding of the major models and theories of memory and outline their implications
3. weigh support for conclusions and identify weak, contradictory, and

- inappropriate assertions in the field of memory.
- 4. critically evaluate research articles to determine whether the conclusions drawn from the findings are warranted, and whether the discussion of the strengths and limitation of the work is adequate.
- 5. apply concepts, theories, and research findings in the field of memory to issues in everyday life.

Required Textbooks and Materials

Text: Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2015). *Memory*. 3rd edition. New York, USA: Psychology Press.
 ISBN: ISBN 9781138326095

Companion Website for the textbook:

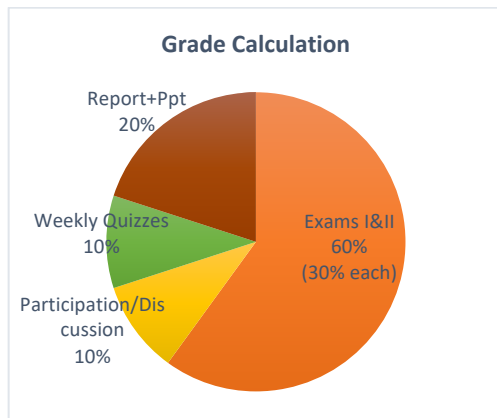
<https://routledge.com/textbooks/9781138326095/>

Additional Readings include articles that will be determined in first week, and the following 3 chapters/articles:

1. Basak, C., & Zelinski, E. (2013). A hierarchical model of working memory and its change in healthy older adults. In T.P. Alloway & R.G. Alloway (Eds.). *Working memory: The connected intelligence*. New York: Psychology Press.
2. Qin, S. & Basak, C. (2020). Age-related differences in brain activations during working memory updating: an fMRI study. *Neuropsychologia*, 138, 107335.
3. Basak, C., Qin, S., O’Connell, M.A. (2020). Differential effects of cognitive training modules on healthy aging and mild cognitive impairment: a comprehensive meta-analysis of randomized controlled trials. *Psychology and Aging*, 35(2), 220-249.

Exams, Assignments and Grading

Grades will be based on Exam I (30%), Exam II (30%), weekly quizzes/assignments (10%), class participation/discussion (10%), and a brief report on a research article that the student also will present in the class (20%).



The grading scale for this course is A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F based on the overall grade. (93-100 A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-,

68-69 D+, 63-67 D, 60-62 D-, Below 60 F). **The instructor reserves the right to lower the average required to receive a particular letter grade.**

Check eLearning to keep track of grading.

1. Exams I and II (30% each)

Two non-cumulative exams will be administered using an online platform, accessible via eLearning. These exams will be based on lectures and readings. They will consist mainly of multiple-choice questions and a few short-answer questions. Each exam is weighted equally. An unexcused absence from an exam results in a grade of 0. For an absence to be excused, you must contact the instructor prior to the missed exam before 48 hours.

2. Presentation and Brief Report (20%)

Each student will be required to present one of the articles assigned in the class (See eLearning for listed papers to select from). Sign-up for these papers will happen on first day of the class. Each 10 min presentation should cover main points of the article, preferably using PowerPoint or keynote slides. The presenters need to be prepared for Q&A by the rest of the class and lead the discussion. The presentation will count to 10% of the grade.

The students also need to submit their brief (2-2.5 pages) report on the research article the Sunday before their presentation date by 11 pm. This report should have 1) a brief summary of the article, 2) a list of FIVE “content” questions with its answers, and 3) TWO “thought” statements. Think of the content questions as exam questions. The “content” questions should ask about facts, definitions, and findings from the article. The “thought” statements/questions can ask about the validity of the methods, the over-arching logic of the approach, critiques, and any other large issues in the paper. The purpose of these questions is to lead the discussion after their presentation.

Moreover, think about how this paper relates to the chapter you have read (e.g., underlying theory, model, etc.). This may assist you with leading the discussion.

The report should be written in Times New Roman (11 point) font, with single spacing.

The PowerPoint/Keynote slides and the Brief Report should be posted on eLearning by **Sunday (11 pm) before their presentation date.**

3. Weekly Quizzes/Assignments

Throughout the semester, students will participate in weekly quizzes and assignments to facilitate learning. Each week you will have a weekly assignment or quiz to complete to complete on eLearning or in class. To successfully complete the assignment/quiz, please read the chapter(s) and selected readings assigned for the current week as well as conduct the assigned experiment for some of the chapters on the companion website (see “simulation experiments”). The purpose of the quizzes is to encourage the students to thoroughly read the chapters and be better prepared for the exams through long-term retention of the learned materials. There will be **no make-up quizzes**. These weekly assignments/quizzes need to be submitted by the due date.

4. Class Participation and Discussion

Students are encouraged to participate in discussion during the class, specifically during the Q&A of the presentation of the additional readings and during the discussion of the documentaries/videos/additional readings.

HOMEWORK: To facilitate the discussion of the presented papers, students are asked to read any one of the assigned presentations for that week (that is different from their own presentation) and write a short summary in their own words (<150 words) and a critique of the

paper (that is not provided by the authors) on elearning by the **Monday (5 pm)** before the class. Students are encouraged to bring a print out to the class as that would facilitate discussion.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool (e.g., MS Teams) may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

Date	Topics	Readings
17 Jan: W1	Course Overview and Introduction	Ch 1
24 Jan: W2	Memory and Brain	Ch 1 & Ch 2
31 Jan: W3	Short-term Memory & Student Presentations	Ch 3
7 Feb: W4	Working Memory & Student Presentations	Ch 4 Basak & Zelinski (2013)
14 Feb: W5	Learning, Amnesia & Student Presentations	Ch 5 & 16
21 Feb: W6	Episodic Memory & Student Presentations	Ch 6
28 Feb: W7	Episodic Memory (contd.) & Student Presentations	Ch 6
7 Mar: W8	Exam I	
14 Mar: W9	Spring Break	
21 Mar: W10	Semantic Memory, Retrieval & Student Presentations	Ch 7, Ch 8,
28 Mar: W11	Retrieval, Motivated Forgetting & Student Presentations	Ch 8, Ch 9
4 Apr: W12	Motivated Forgetting (contd.) & Student Presentations	Discuss “Documentary on Kim Peek”; see it prior to the class
11 Apr: W13	Autobiographical Memory, Eyewitness Testimony & Student Presentations	Ch 11, Ch 12
18 Apr: W14	Eyewitness testimony (contd.), Childhood, Aging & Student Presentations	Ch 12 & 14
27 Apr: W15	Neuroscience of Aging & Student Presentations	Ch 15; Qin & Basak (2020)
2 May: W16	MCI/AD; Improving Your Memory & Student Presentations	Ch 17; Basak, Qin & O’Connell (2020)
TBD: W17	Exam II	

Grading Policy

Grading is based on a set of *a priori* criteria, discussed above in the “**Exams, Assignments and Grading**” section.

Course Policies

Make-up exams

Make-up exams will be given only if : (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained during the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in advance of the scheduled day of the exam (email message with documentation). Otherwise, you will receive an F in the exam. It is the student’s responsibility to make sure that an exam is made up within 3 days of the scheduled time. It is to your advantage to take the regular exam.

Faulty Exam Questions

Occasionally, exam questions can be unclear and faulty. If you encounter such a question, let me know immediately after the exam period, via email. I will consider your arguments before grading the exams, and if necessary, throw out the question for everyone.

Late Work

Reports are due on time in eLearning. Reports handed in after that time will be marked down 20% of the potential points, with an additional 10% mark down every 24 hours. Brief Reports will not be accepted after 4 days from the due date.

No late homework will be accepted. Homework for each week is due by the Monday (5 pm) of that week on elearning,

Classroom Citizenship

As your professor, I am responsible for creating an optimal course environment for learning. The following rules are intended to promote the kinds of behaviors that are expected in virtually all professional settings, and will be implemented to reduce distractions during the class. Please adhere the rules consistently:

Active participant: Please stay engaged in the class by fully participating in discussion and completing weekly assignments/homeworks. Please do not hold side conversations with others – they are distracting to me and the other students, and therefore detrimental to an effective classroom environment. Always be respectful of other student’s questions and comments. All students are expected to conduct themselves in a cordial and considerate manner.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the Office of Student AccessAbility, located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: studentaccess@utdallas.edu and website is <https://studentaccess.utdallas.edu>. To receive academic accommodations for this class, please obtain the proper Office of Student AccessAbility letter of accommodation and meet with me at the beginning of the semester.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.