

## Psychology 5373: Human Memory and Memory Disorders Spring 2019 Syllabus

### Instructor:

Dr. Rebecca Deason

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**Office Hours:** Mondays 2-3:30 pm, T/TH 3:30-4:15 pm, or by appointment

### Course Objectives:

This course provides a comprehensive overview of topics in human memory including different types of memory and brain structures involved. Special emphasis will be given to problems with memory including forgetting, aging memory, amnesia, and Alzheimer's disease. This seminar course will cover both current theories and the cutting-edge research that provides evidence for these theories.

### Learning Outcomes:

After completing this course, students will have mastery of:

- Understanding the current theories in human memory
- Understanding the methods used to study human memory
- Familiarity with the anatomy and physiology of biological processes that give rise to memory
- Familiarity with different presentations of memory disorders including amnesia and Alzheimer's disease
- Evaluating critically current research findings in human memory

**Required Textbook:** Schwartz, B. L. (2018). *Memory: Foundations and Applications*, 3<sup>rd</sup> edition. Los Angeles, CA: Sage. Other assigned readings for each class are listed on the course schedule/article discussion list and will be posted on TRACS.

**Grading:** Final grades will be based on midterm exam scores, class presentations/participation, and a written research proposal.

<u>Item</u>	<u>% of final grade</u>
Two Essay Exams	30%
Discussion Questions/Class Participation	10%
Article Presentations	15%
Proposal Presentation	15%
Final Research Proposal Paper	30%

The following grading scale will be used:

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

*Exams:* Two essay exams will be given during the semester. Missing an exam day is strongly discouraged. There will be no make-up exams without proper documentation of a reasonable excuse.

*Discussion Questions/Class Participation:* Attendance during each class period is strongly encouraged. **At the beginning of each discussion class session**, each student will turn in a hard copy (can be printed or handwritten) of two questions they have generated based on the day's assigned articles. These questions will help facilitate our discussion and will factor into participation grades.

*Article Presentations:* During the second week of class, each student will sign up for slots to take the lead on discussion of several articles throughout the semester. The student in charge of leading the discussion will have read the article in depth, be prepared to walk the class through it, and be prepared to relate it to the larger memory topic. We will talk more about what is expected in these presentations in class.

*Presentation of Research Proposal:* During the last class periods, each student will give a 15-20-minute (plus about 10 minutes for discussion/questions/feedback) powerpoint presentation detailing their final research proposal.

*Final Research Proposal:* One 5-8 page written research report is required. Instructions for the research proposal will be distributed separately during class later in the semester.

### **Attendance Policy:**

Attendance is not required but is strongly encouraged. Lectures will include material not covered in the textbook, and exams will test material from both the lectures and the textbook. Discussion points are also awarded on designated days. Failure to attend a discussion day will result in a loss of points for the day.

### **Academic Honesty/Honor Code:**

The following information is directly quoted from the policy statement of the Texas State University System (<http://www.txstate.edu/effective/upps/upps-07-10-01.html>).

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

*We Are Conscientious:* We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold

ourselves to doing what is required, embrace rigor, and shun mediocrity special requests, and excuses.

*We Are Respectful:* We act civilly toward one another, and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

*We Are Honest:* We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

Instances of cheating or plagiarism will be addressed in the following manner: (a) an initial violation will result in a conference and a grade of "zero" for that exam or assignment, and (b) any subsequent offense will result in a course grade of "F," and the matter may be referred to the Dean of Students.

### **Students with Special Needs**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. Adaptations of methods, materials, or testing may be made as required to provide for equitable participation. Failure to contact me in a timely manner may delay your accommodations.