

**Sample Syllabus**  
**Understanding Memory**  
**Fall 2020**

Text: Ensley, Carolyn. (2020) *Understanding Memory*, Oxford University Press Canada: Don Mills.

## **Course Description**

This course will explore a wide variety of topics related to human memory from both theoretical and applied perspectives. Students will learn about a variety of types of memory including sensory, short-term/working, long-term, episodic, and generic memory, forgetting, and the development of memory. Students will also learn about how the study of memory can be used to explain phenomena in real-world scenarios.

## **Learning Objectives**

After completing this course students will be able to:

- Compare and contrast the systems view, the processing view, and the principles view of memory.
- Discuss the characteristics of sensory, short-term, working, explicit, implicit, episodic and generic memory.
- Describe the processes of long-term potentiation, consolidation, and reconsolidation.
- Identify neurological regions associated with sensory, short-term, working, explicit, implicit, episodic, and generic memory.
- Discuss models of memory including the two-stage model of memory, the hub-and-spoke model, the compound-cue model, and others.
- Describe the development of memory over the lifespan and discuss the neurogenic hypothesis of infantile amnesia.
- Compare and contrast forgetting processes in the hippocampus and the neocortex.
- Discuss how the aging brain affects memory.
- Discuss how normal memory processes can lead to a false confession.
- Explain how advertisements can affect a person's memory for a product's features.
- Identify health behaviours that can improve memory.
- Describe deliberate practice and explain how it leads to expertise.

## **Assignments**

**Weekly Homework Questions:** There are homework questions that are due on the last day of each week that are to be submitted online. Each assignment is worth 3% towards the final grade.

**Discussion Participation:** There are twelve class discussions, one associated with each text chapter covered in this course. The discussion topics are listed in the schedule below. Students are expected to be prepared to contribute to each discussion. Discussion participation will be evaluated by the instructor. Discussion participation is worth 10% towards the final grade.

## Exams

**Midterm:** The Midterm will cover chapters 1–7 and will take place in week 6 of the course. The Midterm is worth 20%.

**Final Exam:** The Final Exam will cover all chapters in the text and will take place during the final exam period. The Final Exam is worth 34% of the final grade.

## Evaluation

Weekly Homework Questions (12 x 3%)	36%
Midterm Exam	20%
Final Exam	34%
Discussion Participation	10%
<b>Total</b>	<b>100%</b>

## Schedule

### Week 1: The Study of Memory & Sensory Persistence and Information Persistence

Reading: Chapter 1: The Study of Memory (p. 1–26)

Class Discussion: What sort of questions do you have about your own memory?

End of Chapter Homework Questions: #10–12 (p. 29)

Homework Activity: Visualizations Help Memory (p. 28)

Reading: Chapter 2: Sensory Persistence and Information Persistence (p. 31–41)

Class Discussion: What are some similarities and differences between stimulus persistence and information persistence? Are either type of persistence like sensory memory as conceptualized by early memory researchers?

End of Chapter Homework Questions: #1 and #2 (p. 42)

Homework Activity: Dispelling the Concept of Iconic Memory (p. 41)

### Week 2: Short-Term Memory and Working Memory

Reading: Chapter 3: Short-Term Memory and Working Memory (p. 44–73)

Class Discussion: Suppose a friend of yours is in a highly emotional state. Based on your reading of this chapter, what are some tasks your friend will perform poorly and some tasks that will likely be unaffected by their emotionality?

End of Chapter Homework Questions: #3, #11, #14, #19 (p. 72–73)

Homework Activity: Generate an Acronym (p. 72)

### Week 3: Long-Term Memory

Reading: Chapter 4: Long-Term Memory” (p. 74-94)

Class Discussion: What two memory phenomena inspired the development of the two-stage model of memory? How does the model address these issues? How might the multiple-trace theory account for these phenomena? (IM Chapter 04)

End of Chapter Homework Questions: #4, #6, #13, #15 (p. 96-97)

Homework Activity: Using Cues to Self-Test (p. 96)

#### **Week 4: Explicit and Implicit Memory**

Reading: Chapter 5: Explicit and Implicit Memory (p. 99–124)

Class Discussion: Can you think of a way to test consciousness during surgery?

End of Chapter Homework Questions: #3, #9, #11 (p. 126–127)

Homework Activity: Using the Link Method to Memorize a Neural Circuit (p. 126)

#### **Week 5: Episodic Memory and Autobiographical Memory**

Reading: Chapter 6: Episodic Memory and Autobiographical Memory (p. 128–152)

Class Discussion: What are some of your flashbulb memories? Can we be confident that our flashbulb memories are accurate?

End of Chapter Homework Questions: #6, #8, #10 (p. 153–154)

Homework Activity: Make a Table to Aid your Memory (p. 153)

#### **Week 6: Generic Memory**

Reading: Chapter 7: Generic Memory (p. 156–181)

Class Discussion: What are some examples of generic memories and episodic memories? How does conscious experience differ when you recall a generic memory and an episodic memory?

End of Chapter Homework Questions: #6, #12, #17, #22, #25 (p. 279–280)

Homework Activity: Using a Rhyming Peg Word Mnemonic (p. 182)

\*\*\*\*\*MIDTERM\*\*\*\*\*

#### **Week 7: Forgetting**

Reading: Chapter 8: Forgetting (p. 185–217)

Class Discussion: What can we learn from the seven sins of memory?

End of Chapter Homework Questions: #2, #9, #12, #16, #19 (p. 219–220)

Homework Activity: Remembering the Seven Sins of Memory (p. 219)

### **Week 8: Memory across the Lifespan**

Reading: Chapter 9: Memory across the Lifespan (p. 221–251)

Class Discussion: What are some stereotypes about memory and adult aging? In what ways are these stereotypes supported/refuted by the experiments discussed in this chapter?

End of Chapter Homework Questions: #5, #6, #7, #10, #11 (p. 253–254)

Homework Activity: Using Chunking to Remember Long Lists (p. 253)

### **Week 9: Memory and Our Social Selves**

Reading: Chapter 10: Memory and Our Social Selves (p. 256–278)

Class Discussion: How might collaborative inhibition negatively impact group studying? What are some strategies for reducing the impact of collaborative inhibition in group settings?

End of Chapter Homework Questions: #3, #4, #7, #10, #18 (p. 279–280)

### **Week 10: Memory and the Law**

Reading: Chapter 11: Memory and the Law (p. 281–308)

Class Discussion: What are some factors that can lead to problems with eyewitness memory? What are some ways to combat these factors?

End of Chapter Homework Questions: #8, #9, #15, #16 (p. 309–310)

Homework Activity: How Good Is Your Eyewitness Memory? (p. 309)

### **Week 11: Memory and the Marketplace; Exceptional Memory, Mnemonics, and Expertise**

Reading: Chapter 12: Memory and the Marketplace (p. 312–331)

Class Discussion: Thinking back to a recent election you voted in, did you choose a candidate based on an online-tally or did you use memory to make a choice? What are some memory factors that may have influenced your decision?

End of Chapter Homework Questions: #3, #7, #9, #10, #13 (p. 332–333)

Homework Activity: Are Advertisers Making the Most of Memory When Designing an Ad Campaign? (p. 325)

Reading: Chapter 14: Exceptional Memory, Mnemonics and Expertise (p. 364–390)

Class Discussion: What are some studying techniques suggested by research in this chapter?

End of Chapter Homework Questions: #6, #12, #16 (p. 392–393)

Homework Activity: The Method of Loci (p. 391–392)

### **Week 12: Memory, the Body, and Health**

Reading: Chapter 13: Memory, the Body, and Health (p. 334–360)

Class Discussion: Imagine that a pharmaceutical company has invented an ‘amnesia pill’ that can help people selectively erase events from their life if those events are recalled soon after taking the pill. What would be some possible pros and cons of taking such a pill? Would you take the pill yourself?

End of Chapter Homework Questions: #1, #11, #15, #16 (p. 362–363)

Homework Activity: Remember the Causes of Different Dementias (p. 362)

\*\*\*\*\*FINAL EXAM\*\*\*\*\*