

Lecture Location: Verna and Peter Dauterive Hall (VPD) 105
Days and Time: Monday & Wednesday; 2:00 p.m. to 3:50 p.m.

Online portion at <http://blackboard.usc.edu>

Instructor Information

Dr. Clayton L. Stephenson
Assistant Professor (Teaching) Psychology
clstephe@usc.edu

Office Location: SGM 525A
Office Hours: Monday, 11:30 a.m. – 1:00 p.m.
Virtual Office Hours: Friday, 12:30 p.m. – 1:30 p.m.
at <https://usc.zoom.us/my/cog.guy>

Syllabus

Course Description

Principles involved in classical and operant conditioning. Concentration on basic causes of behavior; consideration of the relevance of simple behavioral laws to complicated human behavior.

My Course Summary

After studying cognitive psychology for 20 years, I have come to the following two conclusions. First, intelligence – as defined and thought of in Western culture – cannot be improved. Sorry if that disappoints you, but the evidence from hundreds of empirical studies support that claim. Don't worry, my next conclusion is better. Second, learning and memory *can* be improved! This claim is also supported by hundreds, if not thousands, of empirical studies. In this course we will identify the key factors that influence human learning and memory. We will cover fundamental topics such as classical and operant conditioning, but we will also uncover how social factors impact learning, how development impacts learning, and what role motivation plays. Topics on memory will include, but not limited to, working memory, models of memory, forgetting, and amnesia. Special topics on memory will be reserved for you to explore in-depth as a research paper. By the end of this class, my hope is that you will have the information to improve your own learning and memory!

Prerequisites

PSYC 100 (Introduction to Psychology)

Teaching Objectives

- 1) Describe and discuss evidence-based principles of learning with students.
- 2) Enhance students' memory by describing, demonstrating, and encouraging students how to actively (i.e., consciously) change their memory processing.
- 3) Facilitate students' creative and scholarly process of analyzing and writing about learning and memory.

Student Learning Objectives

After successfully completing this course, students will be able to . . .

- 1) Recall and paraphrase core concepts and terms in learning and memory.
- 2) Explain how memory systems work.
- 3) Illustrate principles of learning in a way that helps others enhance their own learning processes.
- 4) Evaluate and discuss peer-reviewed journal articles on learning and memory.
- 5) Examine and report on a specialized topic in memory.

Required Texts

Radvansky, G. A. (2017). *Human Memory* (3rd ed.). Routledge.

Various Articles Posted on Blackboard.

NOTE: Radvansky (2017) text available at the bookstore or online.

| Assessment | Focused Learning Objective(s) | Due Date | Percent of Final Grade: Points |
|--|-------------------------------|--|---|
| Quizzes | 1, 2 | Each Wednesday | 20% (individual grade): 10 points each |
| Present and Lead Discussion on Principle of Learning | 1, 4 | Varies based on which principle you choose | 7.5% (individual/group grade): 25 points |
| Principle of Learning Wiki | 3 | Within one week of leading discussion | 7.5% (individual/group grade): 25 points |
| Research Paper on Special Topic | 4, 5 | November 22 nd by 11:59 p.m. | 25% (individual grade): 100 points |
| Presentation on Special Topic | 4, 5 | November 29 th and December 1 st | 15% (individual grade): 100 points |
| Participation | 1, 2, 3, 4 | Continuous | 10% (individual or group): 10 points each |
| Final Exam | 1, 2, 3, 4 | December 10 th from 2:00 p.m. to 4:00 p.m. | 15% (individual): 100 points |

Quizzes

Weekly quizzes are designed to help you remember material through repeated testing. There will be one quiz per week given on Thursdays at the end of class. Quizzes will vary each week and will be one of four formats: 1) 10 – 15 multiple choice questions, 2) 8 – 10 multiple choice questions with two short answer questions, 3) 8 – 10 multiple choice with 1 essay question, or 4) 3 – 5 short essay questions. Quizzes will become available at the end of Wednesday's class (i.e., at 4:00 p.m.) on Blackboard, and are due by 2:00 p.m. the following Monday (i.e., the start of the next class session). You will have 60 minutes to complete the quiz. **Your lowest two scores will be dropped.**

Present and Lead Discussion on Principle of Learning

Evidence based principles of learning are designed to help a learner and/or instructor improve a learning experience with the goal of improving the probability of remembering or transferring the information. We will cover 16 principles of learning throughout the semester that correspond with the topic that we will cover for that day. You and a partner will research the principle of learning by finding articles about the principle of learning and providing a 20 – 30 minute presentation about the principle of learning followed up by 15 – 20 minutes of leading of a discussion.

Principle of Learning Wiki

In addition to verbally presenting your principle of learning, you and your partner will also contribute your information and material in writing on a Wiki in Blackboard. The goal of the Wiki is to build an information source that would develop instructors and students in their learning experiences. The Wiki portion of your principle of learning is due within one week your presentation/discussion. More information is provided on Blackboard.

Research Paper on Special Topic

Unfortunately, we cannot cover all the fascinating topics on learning and memory during our class sessions. So, I have saved some of the more unique or special topics for you to investigate on your own and write a research paper on that topic. A list of the special topics is provided at the end of this syllabus. The research paper will be 6 – 8 pages of text and will include a title page and reference page. **Your research paper is due Monday, November 22nd.**

Presentation on Final Topic

Similar to the principle of learning, you will share your material in written and verbal formats. For this assignment, you will provide a 5 – 6 minute presentation on your topic. The goal of the presentation is to provide your peers with a summary of your paper and focus on one or two studies that you evaluated as being the most impactful on the topic. **Presentations will be given on the last two days of class, and you must attend both days.**

Final Exam

The final exam will contain 10 essay questions from which you will choose 5 to complete. The final exam will be open book and will cover material from the entire semester.

Participation in Lecture

Reading the assigned material and completing the assignments before class and lab are important to understanding the lecture topics and to participating in the discussions. Participation will be assessed through in-class exercises, activities, and discussion. Exercises may occasionally be assigned in class in order to help you to understand the course material. Some exercises will be worked on in class while others may be worked on in class and at home. **Participation will be uploaded on Blackboard. Absolutely no hard copy of your participation will be accepted unless I specifically provide and activity that requires paper. Your lowest THREE participation points will be dropped from the calculation of your overall grade.**

EXTRA CREDIT: Participate in Research Studies and Worksheets

Part of understanding the research process is being a participant in a study. You may participate in research studies conducted in the psychology department to earn extra credit. All points will be applied to your Final Research Paper. However, you *cannot* earn more than 100 points on your Final Research Paper, and any leftover extra credit points *will not* be applied to any other assignments. You can view and sign up for studies through the SONA system at <https://usc.sona-systems.com/>. You may complete up to 6 points of credit on SONA. Please note that your participation in research is voluntary and you have the right to NOT participate in research studies. If you do not want to participate in studies, then you may complete the alternative, which is writing two five-page papers on two topics, which are also posted on Blackboard. **All credits and/or papers are due by 11:59 p.m. on December 3rd. No exceptions!**

Grading Scheme

Please Note: I do NOT curve the grade. Whatever grade you have on Blackboard is your grade in real-time that you earned to that date. I do round up (e.g., 93.45 = 93.5%) for your final grade. Finally, it is NOT appropriate for you to ask to make up an assignment at the end of the semester that was due past what is outlined in the late policy or to ask for extra credit beyond what is described above, so please do NOT ask for either.

A = 100 - 93.5%; A- = 93.4 - 89.5%; B+ = 89.4 - 86.5%; B = 86.4 - 83.5%; B- = 83.4 - 79.5%; C+ = 79.4 - 76.5%; C = 76.4 - 73.5%; C- = 73.4 - 69.5%; D+ = 69.4 - 66.5%; D = 66.4 - 63.5%; D- = 63.4 - 59.5%; Below 59.5% = F

Instructor Student Communication and Blackboard

Blackboard (Bb) will be used to post announcements, send e-mails, and post all grades and course materials, so it is the student's responsibility to frequently visit the course on Blackboard (website: <http://blackboard.usc.edu>). Bb transactions will follow the below guidelines.

- 1) **Grades**: All grades and points will be posted on Bb one to two weeks after the completion of the exam, assignment, or activity. Grades will not be announced in class, via e-mail, or during office hours.
- 2) **Course Materials**: The syllabus, lab assignments, and supplemental reading material can be viewed and printed from Bb.
- 3) **Announcements**: Class announcements will be posted on Bb, as well as broadcasted in class.
- 4) **Email**: Any email communications from the instructor or TA will be sent via Bb or through the USC's email service. USC requires that all e-mail communication between the instructor and students be sent via an official USC e-mail address. *Any student communication delivered from a non-USC e-mail address will be automatically discarded.*

Notes on COVID

- 1) Please follow all university policies regarding COVID safe practices.
- 2) Do NOT come to class if you have symptoms!
- 3) If you are sick, stay home.
 - a. If you have to stay home, please let me know.
 - b. Your grade for missed participations will be exempted from the overall calculation of your grade.
 - c. If you are sick during an exam, you will make up the exam once you are able to.

Tentative Schedule of Topics and Assignments

| | Topic | Reading | Principle of Learning |
|-------------------------|---|--------------------------|------------------------------|
| WEEK 1 | | | |
| Monday 08/23/2021 | ➤ Overview of course | ➤ Syllabus | ➤ None |
| Wednesday 08/25/2021 | ➤ Foundations and a Brief History of Learning and Memory | ➤ Chapter 1 | ➤ None |
| WEEK 2 | | | |
| Monday 08/30/2021 | ➤ The Neuroscience of Learning and Memory | ➤ Chapter 2 | ➤ None |
| Wednesday 09/01/2021 | ➤ Classical and Operant Conditioning ➤ Nondeclarative Learning | ➤ Chapter 6 | ➤ None |
| WEEK 3 | | | |
| Monday 09/06/2021 | ➤ Labor Day! ➤ No Class! | ➤ None | ➤ None |
| Wednesday 09/08/2021 | ➤ Social Cognition and Learning | ➤ Articles on Blackboard | ➤ Self-Regulation |
| WEEK 4 | | | |
| Monday 09/13/2021 | ➤ Cognitive Perspectives of Learning | ➤ Articles on Blackboard | ➤ Modality and Coherence |
| Wednesday 09/15/2021 | ➤ A Deep Look into the Methods of Memory Research | ➤ Chapter 3 | ➤ None |
| WEEK 5 | | | |
| Monday 09/20/2021 | ➤ Models of Memory | ➤ Chapter 10 | ➤ None |
| Wednesday 09/22/2021 | ➤ Short-Term Memory | ➤ Chapter 4 | ➤ Dual Code & Multimedia |

WEEK 6

| | | | |
|-------------------------|--------------------|--------------------------|-----------------------------------|
| Monday 09/27/2021 | ➤ Working Memory | ➤ Chapter 5 | ➤ Segmenting & Spatial Contiguity |
| Wednesday 09/29/2021 | ➤ Long-Term Memory | ➤ Articles on Blackboard | ➤ Desirable Difficulties |

WEEK 7

| | | | |
|-------------------------|-------------------|-------------|------------------|
| Monday 10/04/2021 | ➤ Episodic Memory | ➤ Chapter 7 | ➤ Transfer |
| Wednesday 10/06/2021 | ➤ Forgetting | ➤ Chapter 8 | ➤ Testing Effect |

WEEK 8

| | | | |
|-------------------------|-------------------|--------------------------|---------------------------------------|
| Monday 10/11/2021 | ➤ Knowledge | ➤ Articles on Blackboard | ➤ Pretraining & Clarifying Objectives |
| Wednesday 10/13/2021 | ➤ Semantic Memory | ➤ Chapter 9 | ➤ Explanation Effects |

WEEK 9

| | | | |
|-------------------------|---------------------|--------------------------|--------|
| Monday 10/18/2021 | ➤ Amnesia | ➤ Chapter 18 | ➤ None |
| Wednesday 10/20/2021 | ➤ Psychogenic Fugue | ➤ Articles on Blackboard | ➤ None |

WEEK 10

| | | | |
|-------------------------|-----------------|--------------------------|-------------------|
| Monday 10/25/2021 | ➤ Metacognition | ➤ Articles on Blackboard | ➤ Metacognition |
| Wednesday 10/27/2021 | ➤ Metamemory | ➤ Chapter 15 | ➤ Personalization |

WEEK 11

| | | | |
|-------------------------|--------------------------------------|--------------------------|-------------------------|
| Monday 11/01/2021 | ➤ Cognitive Development and Learning | ➤ Articles on Blackboard | ➤ Asking Deep Questions |
| Wednesday 11/03/2021 | ➤ Memory and Development | ➤ Chapter 16 | ➤ Generation Effect |

WEEK 12

| | | | |
|-------------------------|---------------------------------------|--------------------------|-----------------------|
| Monday 11/08/2021 | ➤ Sociocultural Theories of Learning | ➤ Articles on Blackboard | ➤ Reciprocal Teaching |
| Wednesday 11/10/2021 | ➤ The Contextual Richness of Learning | ➤ Chapter 11 (Ormrod) | ➤ Contextual Learning |

| WEEK 13 | | | |
|-------------------------|---|--------------------------|--------------|
| Monday 11/15/2021 | ➤ Memory and Reality | ➤ Chapter 13 | ➤ Goldilocks |
| Wednesday 11/17/2021 | ➤ Learning, Intelligence, & Critical Thinking | ➤ Articles on Blackboard | ➤ Feedback |
| WEEK 14 | | | |
| Monday 11/22/2021 | ➤ No Class! | ➤ None | ➤ None |
| Wednesday 11/24/2021 | ➤ Thanksgiving Break! | ➤ None | ➤ None |
| WEEK 15 | | | |
| Monday 11/29/2021 | ➤ N/A | ➤ Presentations | ➤ None |
| Wednesday 12/01/2021 | ➤ N/A | ➤ Presentations | ➤ None |
| WEEK 16 | | | |
| Friday 12/10/2021 | Final Exam: 2:00 p.m. to 4:00 p.m. | | |

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement on Plagiarism

Plagiarism, lazy writing, and cheating are violations of the Student Judicial Affairs & Community Standards and may be dealt with by both the instructor and the university. Plagiarism is defined as, "the act of presenting the ideas and writings of another as one's own." Lazy writing is defined as, "using quotes or paragraphs with the proper citation, but are used in a manner that a paper is stitched together and clearly has little or no original writing." Cheating is defined as, "the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." In instances of academic dishonesty, the instructor will take appropriate action as outlined in the Academic Integrity Review Process (SJACS 14.10). For more information on avoiding plagiarism or lazy writing, see Chapter 1, Section 1.10 in the APA Publication Manual or visit http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me or to the TA as early in the semester as possible. OSAS is in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for OSAS: <https://osas.usc.edu/>; Phone: (213) 740-0776; TDD Only: (213) 740-6948; Fax: (213) 740-8216; email: osasfrontdesk@usc.edu.

Course Notes

- 1) **Late Assignments**: Assignments turned in late will receive a 5% reduction each day for the first two days turned in late. For the following five days (i.e., after the first two days) the late assignment will result in a 10% reduction for each day it is late. After seven days, an assignment cannot be turned in and will result in a grade of zero. *USC athletes should meet with me as soon as possible regarding their scheduled athletic events that may conflict with course requirements.*
- 2) **Email**: I typically respond to emails within 24 hours or less. However, I rarely respond to emails between 5:00 p.m. on Fridays to 7:00 a.m. on Mondays (i.e., the weekend). I will do my best to email over the weekend if it is urgent, but please note that I cannot guarantee it.
- 3) **Feedback**: Your TA and I will make every attempt to return assignments in a reasonable time by returning them no later than three weeks after the due date.
- 4) **Appeal Process**: If you find that your answer in an assignment or exam was incorrect, but you think it is correct, you can appeal the decision in writing. The written appeal must have supporting documentation (e.g., reference to a class reading). The appeal cannot be based on your opinion or personal experience, but rather based on the course materials. Appeals must be delivered to the instructor no later than one week after the grade is posted. Appeals will not be accepted via email and no late appeals will be accepted.
- 5) **Course Participation**: Your best bet at remembering and understanding the material is to complete the required readings BEFORE class. Also, keep in mind that you may need to do *multiple* readings of the textbooks to gain a full comprehension.
- 6) **University Escort Service**: If you feel that you would like to be escorted to your vehicle, bus, or campus residence after 5:00 p.m., do not hesitate to call (213) 740-4911.

Special Notes

- 1) This course is more based on applied learning and less on memorization. As in any course, work of a significantly high caliber in each of the components of this course is an A (i.e., exceptional work). It is especially important that you be on time for class, have completed your reading assignments prior to class-time, and that you are prepared for discussion of these materials in class.
- 2) Not all lecture material will cover the same information in the textbook. ***Please take a moment to think about the implications of the previous statement.*** It means that you

will be solely responsible for reading and studying the textbook material for the exam even though it is not covered in the lectures.

- 3) *All assignments in this course are expected to be word-processed and graphs/tables should be computer-generated.*
- 4) **All assignments, except participation, should be completed using APA-style, including the use of a title page.** Assignments are due on predetermined due dates and should be submitted electronically through Bb. Word processing and data management software are available in several computer labs on campus. You should consult your APA Publication Manual for all writing assignments.
- 5) All students are expected to have access to the student computer network. It is your responsibility to ensure that your access is up to date during the semester.
- 6) Tutors are available through the Learning Resource Center (LRC). If you should find that you are not doing as well in this course as you would like, please see me immediately. *I will help you: It my job!* You can also arrange short-term or long-term tutoring through the LRC. The Writing Center is also available to tutor students who are having difficulty with writing. For assistance, visit their website at <http://college.usc.edu/writingcenter/> or call (213) 740-3691.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Statement of Course Content as a Copyright

It is important to know that all material presented in class, labs, or discussion sent via email or posted on Blackboard is “all rights reserved” by the course instructor. In addition, some of it is copyrighted and distributed by a publishing corporation for in-class use only. ***You may not store, post, or distribute any course materials—on paper or electronically--for use by any student not presently enrolled in this course.*** Out of fairness to all current and future students, please do your part to protect our course content.

Syllabus as a Contract

The purpose of this syllabus is to provide a contract between the instructor and the student. By enrolling in this class, you agree that you have read, understand, and will adhere to the syllabus guidelines and complete the assignments given in the class. I reserve the right to change the schedule of topics and readings and I will give notice to you of such changes well in advance of those changes.

List of Potential Special Topics for Research Paper

Amnesia (Broad or Case Studies or Neuropsychology)

False Memories

Eyewitness Testimony

Memory and Law

Emotion and Memory

Emotion and Learning

Learning and Motivation

Mnemonists

Memory for Faces

Hypnosis and Memory

Psychogenic Fugue

Dissociative Amnesia

Sensory Cues and Memory

Memory for Space and Time

Flashbulb Memories

Memory and Dementia

Memory and Intelligence

Memory and Critical Thinking

Memory and Aging

Autobiographical Memory

Memory and Consciousness

Cross-Cultural Factors in Learning

Neuropsychology of Memory

****You may also propose your own topic, but it must be approved by me****