

# Theories of Human Learning and Memory

## Instructor Information

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**Office:** LS 511

**Office Hours:** By email appointment

**Email:** *Please email the instructor ONLY via the course CANVAS site.* It will make a more direct and organized method of communication between the instructor and the students enrolled in this course, in that such email shows the course title as the subject. **The instructor will only reply to emails that originate from Canvas.** Once logged into this course, click on “Inbox” from the left menu, then find the course, and send to “Teachers” (which will send email to both Instructor and TA) or find my name directly (to send just to me).

## Course Information

### **Section Information: Psyc 4332-001**

*Time:* Tues/Thurs 2:00 – 3:20

*Location:* LS 101

**Course Description:** This course will cover basic issues and research concerned with human memory. This includes both practical aspects of memory as well as theoretical concerns. The course will cover many of the classic issues in the study of memory as well as new developments. At the end of the course you should have an understanding of the basic principles of memory, experimental methods and data used to come up with those principles, as well as the importance of memory to other fields of inquiry.

**Learning Outcomes:** We have several goals to achieve in the class. The first goal we will have is to explore and understand memory research ranging from early classics to contemporary work. Our second goal will be to develop an appreciation for methods of research used by memory researchers and to consider how you would use this methodology by developing your own research proposal. Our final goal is to think more critically about what we read and hear, with the aim of critiquing new research in our own areas of research and application. We will accomplish this through a variety of activities including demonstrations, group discussions, presentations, etc. The ultimate goal is for you to not only gain a fundamental understanding of the memory processes that shape our everyday interactions with the world, but also to develop skills that will be applicable outside of the classroom environment (e.g., critical thinking, writing, cooperative group work, public speaking).

**Course Materials:** There is no *required* textbook for this class, but it is suggested to read the optional textbook. All supplemental course readings (published articles) will be provided through Canvas.

Textbooks (Recommended) – suggested for those interested in the topic or are having difficulties in understanding the lecture material.

1. [Radvansky, G. \*Human Memory\*. Routledge.](#)

Published Articles (Required): Several published papers will be read and discussed throughout the semester. All course readings will be posted on Canvas. These readings will include citation classics and/or more contemporary papers that adopt innovative approaches or methodology to bring more theoretical depth to the topic.

## Grading Information

**Major Assignments & Examinations:** There will be four non-cumulative exams. Students are also required to post discussion questions online and to actively participate in class discussion. In addition, students will be asked to submit a final APA style manuscript introduction and expected results. Students are expected to attend class, complete readings before class, and prepare questions for discussion of relevant topics during class.

### **Course Assessments:**

**1. Attendance (4%):** Students must attend all classes. Your participation for the class is critical for your progress in this course. Attendance will be taken randomly on 10 days. Additionally, each day in class there is a graded assignment. This means that if you are not present, you will receive a zero on those assignments. Therefore, attendance is expected. Tardiness will also not be accepted. Arriving late is disruptive and disrespectful. If you are late, you will only receive a maximum of half credit on the daily assignment and for the attendance points. Each attendance check is worth 4 points, totaling 40 points.

**2. Pre-lecture Quizzes (0%):** Testing your knowledge prior to study, even if incorrect, has been shown to be an effective way to facilitate subsequent learning. Thus, prior to each lecture, there will be an *optional* brief quiz on the lecture material. The quiz should be taken before you view the lecture, but will be available for the entire week. These are ungraded and for your benefit only.

**3. Post-Lecture Quizzes (15%):** Retrieval practice has been shown to be an effective way to promote long-term retention of learned information. Thus, at the end of each lecture, there will be a brief online quiz on the lecture material. The quiz will be due at 11:59 pm the day of class. There will be 18 quizzes, with the lowest three grades dropped. Each remaining quiz is worth 10 points, totaling 150 points.

**4. Exams (40%):** There will be four non-cumulative online exams over the course of the semester. All four exams will cover lecture material (which comes mostly from the textbook) along with the weekly article readings. Thus, it is not *required* to read the textbook, but it will obviously help in learning the material. Each exam will be composed of the concepts covered in the quizzes so each evaluation builds upon one another and facilitates student learning. Additionally, there will be questions that address the main themes discussed in the articles (e.g., what was the theory, what was the main finding, etc.). Each exam must be completed by 11:59PM of the day it is scheduled. Exams will be 50 multiple choice questions. Once the exam is started, you will have 90 minutes to finish. Each exam is worth 100 points, totaling 400 points.

**5. Online Discussion (12%):** Students are expected to participate in class actively. For each article assigned for class, students should prepare 1 discussion response. The discussion posts will be submitted via Canvas and due *by 11:59 pm CST one day prior to the discussion* of the article in class (i.e., Monday by 11:59 pm). This is to give the me sufficient time to look over the questions to help facilitate classroom discussion. Additionally, you must make one “reply” to an existing post *by 12 pm CST the day of the presentation* (i.e., Tuesday at noon). Online discussion templates are available for writing your response. There will be 4 weeks for posting discussions. Each week is worth 30 points, totaling 120 points.

**6. Classroom Discussion (9%):** Students are expected to participate in class actively. This active discussion is to increase critical thinking skills and should promote thoughtful dialogue among students in the classroom. The purpose of the online discussion posts is to facilitate classroom discussion. Participation in discussion will be assessed through your active questioning and the involvement in discussion during presentation of target articles. The presenter may provide some talking points and it is your job to actively participate in those discussions. Moreover, you should be prepared to ask questions without provocation from the presenter. While the presenter is there to facilitate discussion, this is a group discussion so everyone should feel free to ask and answer questions. To get credit you must make *one* substantive comment during the discussion. This can be a question directly to the presenter, replying to another student asking a question, an interesting thought or comment that you had while reading the paper, etc. You must contribute to the discussion during 3 of the 4 days of article presentations. Each contribution is worth 10 points, totaling 90 points.

**7. Final Paper (20%):** Everything discussed in this class is based on research findings of scientists in some area of learning and memory. While research in psychology is similar to research in many other disciplines, the nature of the topic also poses special challenges to carrying out rigorous scientific study. I think it is extremely important that students in this course get some exposure to how research is conducted. This research exposure will be obtained by writing a final paper of no more than 8 pages (1 inch margins, doubled spaced, 11-12 pt font, excluding references) on a topic of your choice closely related to learning and memory. The paper should culminate in a proposal for an experiment that could be conducted on this topic. As a model, I would recommend organization similar to the Introduction section in a Journal of Experimental Psychology article. Your experiment should be tractable and concrete. You do not need to include a complete Methods section. Primary source material for your paper must be peer review journals from some area of experimental psychology. There must be a minimum of 5 such references. Books, tech reports, and other sources are acceptable but are not a substitute for peer reviewed research and these do not count towards the minimum references required. Please be aware that it is inappropriate to cite papers that you have not actually read. If you wish to refer to sources that you have not directly accessed, you should refer to it “as cited in ...”.

*-If you have never written a research paper of this type, I also strongly recommend speaking with me soon.*

**Grading Policy:** Grades are based on a percentage score and not a curve. All coursework must be completed by the last day of class for credit. Students are expected to keep track of their performance throughout the semester, which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

#### **Percentage Score required to obtain each letter grade**

100%-90% A	[1000 - 900 points]
89%-80% B	[899 - 800 points]
79%-70% C	[799 - 700 points]
69%-60% D	[699 - 600 points]
59%-less F	[<599 points]

Grades will be rounded to the nearest whole number. For example, if the final grade earned is a 89.49%, this will be rounded to an 89% (this is non-negotiable). Missed work including presentations or discussion will be accorded a grade of zero unless the student

submits a valid written excuse recognized by the university's rules. The final grade will be calculated based on the sum scores of points 1 through 7 above.

**Extra Credit:** Extra credit opportunities will be provided from quizzes, volunteering to do article discussion presentations, and participating in research that is being conducted by researchers in the psychology department.

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog

*Grading Policy:* <https://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

*Student Complaints:* <http://www.uta.edu/deanofstudents/complaints/index.php>

**Schedule \*\***

Week	Day	Date	Lecture Topic
Week 1	Tues	23-Aug	Course Overview & Introductions
	Thurs	25-Aug	How to effectively learn
Week 2	Tues	30-Aug	Overview and History
	Thurs	1-Sep	Memory and the Brain
Week 3	Tues	6-Sep	<i>Methods and Principles</i>
	Thurs	8-Sep	Sensory and Short-Term Memory
Week 4	Tues	13-Sep	Working Memory
	Thurs	15-Sep	Nondeclarative Memory
Week 5	Tues	20-Sep	<i>Article discussion 1</i>
	Thurs	22-Sep	<b>EXAM 1</b>
Week 6	Tues	27-Sep	Retrospective Memory
	Thurs	29-Sep	Prospective Memory
Week 7	Tues	4-Oct	Forgetting
	Thurs	6-Oct	Semantic Memory
Week 8	Tues	11-Oct	<i>Article discussion 2</i>
	Thurs	13-Oct	<b>EXAM 2</b>
Week 9	Tues	18-Oct	Formal Models of Memory
	Thurs	20-Oct	Memory for Space and Time
Week 10	Tues	25-Oct	Autobiographical Memory
	Thurs	27-Oct	Metamemory
Week 11	Tues	1-Nov	<i>Article discussion 3</i>
	Thurs	3-Nov	<b>EXAM 3</b>
Week 12	Tues	8-Nov	Memory and Reality
	Thurs	10-Nov	Memory and the Law
Week 13	Tues	15-Nov	<i>Developmental Changes</i>
	Thurs	17-Nov	Individual Differences
Week 14	Tues	22-Nov	Thanksgiving Break
	Thurs	24-Nov	
Week 15	Tues	29-Nov	<i>Article discussion 4</i>
	Thurs	1-Dec	<b>EXAM 4</b>
Week 16	Tues	6-Dec	Peer Review Paper
Finals	Thurs	8-Dec	Paper Due

**\*\*Lecture content/Presentation dates are tentative and subject to shift according to the needs of an individual class. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any revisions to this syllabus will be announced during class time. It is your responsibility to make a note of any changes in this syllabus.**

**READING LIST WILL BE POSTED ON CANVAS WEBSITE**

## Institution Information

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or 817-272-3364(T).  
**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or 817-272-3671(T).

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Any violations to the academic integrity policy will be result in the course grade of 'F'.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Active Shooter:** The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by UTA Police regarding the options and strategies we can all use to stay safe during difficult situations. <https://police.uta.edu/activeshooter>

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick

Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**The IDEAS Center** (<https://www.uta.edu/ideas/>) (2<sup>nd</sup> Floor of Central Library) offers **FREE** tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor Academic Plaza (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

**Librarian to Contact:** Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381