

Sins of Memory

Dr. Cindi May

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55 Coming, Rm 103

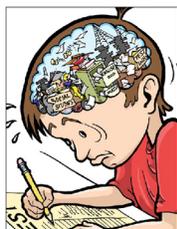
Why take this course? 3 good reasons:

1. **Develop expertise in issues of human memory.** For example,



How credible is eyewitness testimony?

What brain structures mediate memory?



What is the best way to study for exams?

How does memory change with age?



2. **Develop skills for summarizing, evaluating, and critiquing research, and presenting logical ideas in written and oral format.**



Do you know how to present research to make a cogent and compelling case in support of a cause? If you were on the school board, could you evaluate different learning programs? Alternatively, could you design an experiment to test the effects of a new memory medication or intervention?

3. **Learn to think critically and apply scientific principles to every day situations.** How would you market your business or product so that it is highly memorable? What is the best way to help patients remember to take their medication?



Required Materials

READINGS and PODCASTS ON OAKS



Office Hours

Tues/Thurs

1:35—2:35

Or by appt

Email me to schedule an alternate time

Pre-Reqs

Psyc 103

211, 220, & 215

Helpful Links

Writing Support

[Improve APA writing](#)

[APA format support](#)

[Online APA support](#)

CofC Resources

[Student handbook and Honor Code](#)

[Center for Student Learning](#)

[Library](#)

Course Assignments

There are five general course requirements, each designed to achieve one or more of the educational goals outlined for the course. The five requirements are:

- (1) Assigned readings/podcasts
- (2) Journal article presentations
- (3) Assessments
- (4) Discussion questions
- (5) Research proposal

Details about each of these course requirements is provided below.

1. READINGS/PODCASTS Assignments for this course will include journal articles and podcasts posted on Oaks. Be sure to follow the syllabus carefully, as most assignments include readings from multiple sources.

Calendar of Reading Assignments

January

TUES

THURS

	Welcome and Introduction 1/12
History & Methods/Memory and Brain 1/17 <i>Miller (2010)</i> <i>Squire (2009)</i>	Memory and the Brain 1/19 <i>Shors (2014)</i>
The Sin of Transience: 1/24 How memories fade away	The Sin of Transience 1/26 Remembering Thanksgiving: Friedman & deWinstanley (1998) Predicting Alzheimer's: Buschke et al (1999)

Academic Integrity As members of the College of Charleston community, we affirm, embrace and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation and public mission. Congruent with these core values, the College of Charleston expects that every student and community member has a responsibility to uphold the standards of the honor code, as outlined in the [Student Handbook](#). In pursuit of academic learning, you are expected to reference the work of other scholars, and complete your own academic work. Any acts of suspected academic dishonesty, **including the use of AI to complete academic work**, will be reported to the Office of the Dean of Students and addressed through the conduct process. Your adherence to these practices and expectations plays a vital role in fostering a campus culture that balances trust and the pursuit of knowledge while producing a strong foundation of academic excellence at the College of Charleston. Any questions regarding these expectations can be clarified by your instructor.



March

TUES

THURS

<p>The Sin of Distortion 3/14 Colloff et al. (2016) Colloff et al. (2021)</p>	<p>The Sin of Distortion 3/16 Nash, Wade & Lindsay (2009) Nash and Wade (2009)</p>
<p>The Sin of Blocking 3/21 How memories can get in the way Storm (2011) Levy et al. (2007)</p>	<p>The Sin of Blocking 3/23 Healey et al. (2014) Hu et al. (2017)</p>
<p>ASSESSMENT 3 3/28</p>	<p>Forgetting the future 3/30</p>

Snapshots



Bob woke up with a splitting headache and no idea where he had been. Fortunately, the tattoos would jar his memory.



April

TUES

THURS

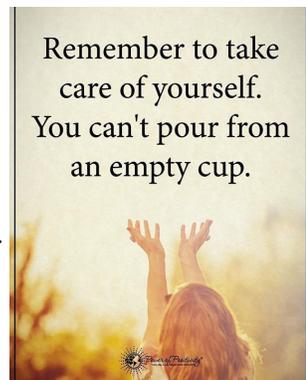
Forgetting the Future 4/4 Einstein & McDaniel (2005) Dismukes (2012)	Forgetting the future 4/6 How emotion affects memory May et al. (2014)
The Ravages of Age and Disease 4/11 <i>Lustig et al. (2007)</i> Storandt (2008)	Memory under the influence 4/13 Hagsand et al. (2013) Race & Verfaellie (2012)
The Sin of Ignorance 4/18 Knowing how to study and what to study Roediger & Karpick (2006) Robey et al. (2017)	The Sin of Technology 4/20 Ravizza et al. (2017) Mueller & Oppenheimer (2014)
Assessment 3 4/25	Final Research Proposal Due May 1st at 11:00 AM

Life-College Balance and Self-Care

Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics.

If you experience one or more of these things during our class and you are struggling to complete coursework, **please communicate with me**. Feel free to make an appointment, drop by office hours, or email me. There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. I cannot offer help if you do not reach out.

Depending on what you are going through and the extent to which it is affecting your life, withdrawing from the class is sometimes the best option — Friday, March 24th is the deadline for withdrawing from full semester classes



Important Information about Tests and the Final Exam



It is important to evaluate your progress throughout the semester, and to do so you will complete in-class assessments and generate a new research proposal to test a hypothesis about human memory. The dates for the tests are listed on the calendar, so please be sure to mark these dates on your calendar immediately so that they don't take you by surprise. Students often need to plan ahead to balance multiple assessments or papers due in the same week. Good planning will reduce your stress and improve success.

If you are an **athlete** and know that you will be out of town for an assessment, please notify me at least one week before the exam so that we can make appropriate arrangements for you to take it. If you are a **student registered with SNAP** and qualify for support, please see me at your earliest convenience. I am happy to accommodate students and support your learning needs. To support you effectively, **I will need SNAP documentation and an e-request from SNAP at least one week prior to each exam**. If you need extra time for the online quizzes, please notify me at your earliest convenience. I need at least 48 hours to change online settings.

If you must miss an exam for any reason, please notify me as soon as you can. Students with an **APPROVED absence may take a make up**. Approved absences include 1) medical crises, 2) death or critical illness of a family member, 3) "other official activities" (e.g., military service, jury duty, court appearance) and 4) extreme personal emergencies (e.g., crime victimization). Students will need documentation to qualify for a make up exam, including a written note (with name and phone number) from a physician or government official. I reserve the right to approve or disapprove absences.

Only students with an approved absence may take a make-up exam.

All make-up exams will be administered on READING DAY - no exceptions.

Make-up exams are all essay. Students may only make up ONE exam.

Resources

I encourage you to utilize the [Center for Student Learning's \(CSL\)](http://csl.cofc.edu) academic support services for assistance in study strategies, speaking & writing skills, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at **no additional cost**. The CSL includes a **Speaking Lab** and the **Writing Lab** (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

Please note that I will do my best to maintain the schedule of assignments and assessments outlined here. That said, dates and other course components may change as a result of weather (e.g., hurricane), pandemic, or other factors.

Journal Article Presentation

Each student will be responsible for presenting an overview of an assigned journal article. Assignments will be given at the start of the term. **Students should prepare questions about the article *one week* in advance,* and send these to classmates** by emailing through Oaks. Presenters will provide an overview of the theory, methodology, and results for each article, and will be responsible for leading a discussion that ties the article to related topics in the course. **All presentation files should be submitted via dropbox on Oaks after the presentation.**

Click [HERE](#) for a rubric that provides guidelines for this presentation.



Research Proposal

All students will learn how to research a topic using peer-reviewed journal articles, how to summarize that research, and how to construct logical, effective arguments about behavior on the basis of empirical research. **Students will write a proposal for a new memory experiment.** The proposal will be written in APA format, 8-12 pages long, and will include a title page, abstract, introduction, proposed methods, projected results, discussion and references (do not include the references in the page count). **All papers are due May 1st by 11:00 AM, and should be turned in via Dropbox on Oaks.** Please save an electronic copy until final grades have been submitted. Click [HERE](#) for a rubric that will guide the content of the paper. Please turn your papers in on time to receive full credit.



Discussion Activity: Chew on THIS!

Discussion questions for each journal article will be sent by presenters one week in advance. You will work in small groups to answer these discussion questions. On the day we discuss a journal article, you will have 5-10 min at the start of class to meet with your group to review the answers (come to class with your own answers prepared). Save these answers and use them to prepare for tests! I will assign groups, but you will have the option at mid-term to “vote out” a group member if that member is not contributing. Your grade on these questions will be heavily determined by your group members, so be sure to (a) come to class and (b) come prepared with strong answers. Further details will be provided in class.



GRADING

Assignment Total Possible Points

Tests

3 tests @ 100 points each 300

Journal Article Presentation 75

Discussion Questions 50

Research Proposal 125

Grading Scale

92%-100% = A

90%-91.9% = A-

88%-89.9% = B+

82%-87.9% = B

80%-81.9% = B-

78%-79.9% = C+

70%-71.9% = C-

68%-69.9% = D+

62%-67.9% = D

60%-61.9% = D-

<60% = F

TOTAL POINTS FOR THE COURSE 550



This course is a cell phone FREE zone.
Kindly silence your cell phones and
keep them out of sight.

Attendance Policy

This course is offered in-person and is designed to involve student discussion and interaction. Consequently, regular attendance is incredibly important and is required.

To record attendance, students will login using the free **ARKAIVE app at the start of each class (click [HERE](#) for instrux; use code KL18).**

Past experience suggests that students who miss very few (or no) classes are the most successful in this course. That said, there may be instances when students miss class. For ALL students, slides will be posted online for review. Please note that slides provide only an outline of what we cover in class and are not intended to replace class participation. Students are strongly encouraged to get notes from classmates if they do miss a class. Students will not be able to live zoom into class or getting a recording after class.

Students may miss up to 4 classes (no excuse needed, *except on test days*). Students who miss more than 4 classes will receive a 2% grade penalty for *each additional day* missed.