

## **Human Learning and Memory**

BC 2163

M, W, 10:35 - 11:50 am

Fall 2009

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This lecture course introduces you to the basic concepts, theories, and controversies associated with the scientific investigation of human memory. The aim of the course is to provide you with an understanding of modern memory theory within its historical content and background. Theories such as short-term memory, long-term memory, forgetting, implicit memory, amnesia, autobiographical memory, and eyewitness testimony, will be discussed. As theoretical ideas are discussed, experimental evidence related to them will be surveyed and analyzed.

The textbook for this course is:

Neath's & Suprenant's "Human Memory", available at Book Culture.

There will also be articles put on courseworks for you to read each week. The purpose of reading these articles is to get you accustomed to one particular topic in depth, and to be able to participate in a stimulating discussion during two scheduled class meetings, one during mid-semester and another at the end of the semester. Your participation during these discussions will count towards your final grade. This term, we will be going through an examination of *metacognition*, or what may be defined as "knowing about knowing". You will be required to read a list of key studies that examine a particular component of metacognition, including topics such as study-time allocation, optimization, and non-human metacognition. The readings are listed below in the assignment schedule.

The lectures will cover most of the information from the text and readings, but will also cover information not covered in the text and readings. Therefore it is important to attend all of the classes. If for some legitimate reason you are unable to attend class, you are advised to make arrangements with another student to acquire and review the lecture notes. Because this course will cover a large amount of material, it is crucial to keep up with the material.

There will be 3 midterms and a final exam. Each exam will be worth 20% of your grade and will not be cumulative. They will consist of multiple choice, true/false questions, and short answer essay questions. The final will be cumulative and will be worth 35% of your grade. The remaining 5% of your grade will come from your in-class discussions.

## Assignment Schedule

<b>Dates</b>	<b>Lecture Topic</b>	<b>Text chapter</b>	<b>Article</b>
9/9	Overview		
9/14	History of Memory	1	Son & Kornell, 2008: <i>History of time allocation</i>
9/16, 9/21	Metacognition		Son & Metcalfe, 2000: <i>Metacognitive and control strategies in study-time allocation</i>
9/23	<b>Midterm 1</b>		
9/28	<b>No class</b>		
9/30	Modal Model and Definitions	2	Son, 2004: <i>Spacing one's study: Evidence for a metacognitive control strategy</i>
10/5	Sensory Memory	3	Son, 2005: <i>Metacognitive control: Children's short-term versus long-term study strategies</i>
10/7, 10/12	Attention and Working Memory	4	Terrace & Son, 2009: <i>Comparative metacognition</i>
10/14	Levels of Processing	5	Terrace, et al., 2003: <i>Serial expertise of rhesus macaques</i>
10/19	Implicit Memory/Consciousness	6	Kornell et al., 2007: <i>Transfer of metacognitive skills and hint seeking in monkeys</i>
10/21	Brain and Amnesia	7	Kornell & Son, 2009: <i>Learners' choices and beliefs about self-testing</i>
10/26	<b>Mid-semester discussion</b>	<b>Topic: What does animal research tell us about human processing?</b>	
10/28	<b>Midterm 2</b>		
11/2	<b>No class</b>		
11/4	Imagery	8	Son & Sethi, 2006: <i>Metacognitive control and optimal learning</i>
11/9	False Memory	9	Son & Sethi, 2009: <i>Adaptive learning and the allocation of time</i>
11/11	Eyewitness Testimony	10	Metcalfe, et al., 2007: <i>A cognitive-science based programme to enhance study efficacy in a high and low risk setting</i>
11/16	Repression	11	Besner & Son, 2007: <i>Underlying mechanisms of initial feelings of knowing in children</i>
11/18	Framing	12	Son & Metcalfe, 2005: <i>Judgments of learning: Evidence for a two-stage process</i>
11/23	<b>Midterm 3</b>		
11/25	<b>No Class</b>		
11/30	<b>End-semester discussion</b>	<b>Topic: What is optimal learning?</b>	
12/2	Misinformation	13	Reading of your choice
12/7	Emotion and Memory	14	
12/9	Psychosis and Memory		To hand in: 1-page evaluation of your own reading
12/14	<b>Final Review</b>		