Required text for Psychology 212 (Learning and Memory):
• Gluck, Mercado and Myers (2008). Learning and Memory, From Brain to Behavior.

Prerequisites:
Although there are no prerequisites for this class, those who have taken General Psychology 201, 202 or 203 may have an advantage at learning the material. In addition, since this is a topical course in psychology, you will be required to read more than in a General Psychology course.

Course contents:
This psychology course is for a general audience. You need to apply it to your particular situation AND situations you might encounter since your future may not unfold as you intend. Because of the nature of psychological inquiry, it can challenge the sense of who you are as an individual and your view of life events. This course covers Chapter 1-5, 7, 8, 10-12 from the required text.

Course format:
Class time will be used to cover some of the main concepts in the chapter, address questions you may have, work on in-class exercises, and perform demonstrations and activities to help you learn, apply and connect the concepts to “the real world”. I will integrate current topics with chapters from within this course as well as material from the other General Psychology courses. Although I encourage participation in class, this is NOT an open invitation for having a conversation with your fellow students. Conversations in the classroom are distracting for other students.

Grades:
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Exams (4 x 75 pts.)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam (100 pts.)</td>
<td>100</td>
</tr>
<tr>
<td>Non-Exam points (20 pts.)</td>
<td>20</td>
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A = 375 - 420 pts.
B = 330 - 374 pts.
C = 285 - 329 pts.
D = 240 - 284 pts.

Grades are not based on a curve. Keep a record of your points. If your records do not match mine, let me know. Please see me during office hours for help to address your questions or concerns. Pluses and minuses are given at my discretion for exceptional work.

Disability services (building 1, room 218):
If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Services. For more information contact Disability Services at (541) 463-5150 (voice), or (541) 463-3079 (TTY), or stop by Building 1, Room 218.

Specialty Courses in Psychology Offered at Lane Community College
- Abnormal Psychology
- Adult Development
- Applied Psychology
- Child Development
- Experimental Psychology
- Human Sexuality
- Learning and Memory
- Lifespan Development
- Multi-Cultural Psychology
- Personality
- Physiological Psychology
- Social Psychology
**Chapter exams (100 points each):**
Exams are usually 75 multiple choice/matching questions (1 point each). Exams that are not 75 points will be scaled to 75 points to be taken in 80 minutes. Exams may contain multiple-choice based on the readings, class demonstrations, discussions and examples from class, or questions from a previous chapter from the course!

- Students who have an average greater than or equal to 80% on the four chapter exams may substitute the final exam score with the average score of all four chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all four chapter exams OR the final exam—whichever is greater.
- After the first exam, there will be an opportunity to earn bonus points on the chapter exams. These bonus points are optional and are questions from previous chapters. You will need to correctly answer at least 3 of the 12 questions to earn points and these questions can be used as practice for the final exam and an indicator of how well you are retaining information for the final exam. This is only available to those to take the exam at the scheduled time.

**Comprehensive final exam (100 points):**
The final exam will be a comprehensive multiple-choice exam based on the textbook (50 multiple choice items (2 points each)). Students who take the comprehensive final exam at the scheduled time, a sheet of notes (8 ½” x 11”, front and back) will be allowed for their final exam.

- The final exam score may replace a single missed exam with a score of zero (see Missed exam and late work policy), thus making the final exam worth 175 points (a percentage will be calculated and multiplied by 175).
- As stated under Chapter exams, students who have an average greater than or equal to 80% on the four chapter exams may substitute the final exam score with the average score of all four chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all four chapter exams OR the final exam—whichever is greater.

**General strategies for preparing for exams:**
- **Generate a chapter outline and expand it and add more specific details:** You should start reading the material as soon as possible and create a general outline of the chapter. As you read the chapter, slowly add detail to your general outline. You can find also find an example of a general outline for each chapter on my website and a detailed outline on the publisher’s website.
- **Read the chapter objectives:** Visit the publisher’s website and download the learning objectives for each chapter. This can help focus your attention while reading the chapter. When reading the chapter, break the chapter into small sections for studying and distribute your reading to correspond with the topics on the tentative schedule. This will help you learn, organize and remember the concepts. When reading through the chapter, make sure you can determine the important points of each section. If you have questions about this process, come and see me during office hours and we can explore strategies for learning the material.
- **When you finish the chapter it is recommended (not required) that you make a detailed outline of each section to summarize and organize the main ideas.** As you read the text, include the images, graphs and tables
- **Use on the on-line resources such as the chapter quizzes and electronic flashcards that can be found on the publisher’s website or linked from my website.**
- **DO NOT rely on merely repeating the information over and over to yourself. Elaborate on the information, connect the information with what you already know and organize the information.**
- **DO NOT rely on memorizing facts and answers to specific questions. Understand and interrelate the psychological concepts.**
Non-exam points, random in-class assignments, homework and alternative assignments:
Each in class assignment will be worth 1 participation point that goes toward non-exam points. You can watch some videos that correspond to some of the material in this book, do on-line quizzes, address the chapter objectives or estimate your score on the exams for additional non-exam points.

The last day to do alternative assignments for non-exam points is the last day of class, June 4th. Any turned in after this date might be graded for partial credit and will only adjust your grade to a maximum of a C-.

Missed exam and late work policy:
• Exams: A zero will be recorded for a missed exam. A single zero can be replaced with the score from the comprehensive final exam (see Comprehensive final exam). Only students who take the exam at the scheduled time may earn bonus points on the exams. An alternative exam will be given in the social science testing lab (CEN 456) if
  1. you notify me by email, voice mail message, or in writing (but not verbally) in advance that you cannot take the exam at the scheduled time OR
  2. You provide documentation of a health (sick) or legal reason (in court, arrested, ticketed) why you could not take the exam at the scheduled time after you missed the exam.
• Homework: Unless otherwise stated, homework assignments are due at the beginning of the next class meeting. If you are absent from class, you are responsible for the class material and turning it on time. Late work will be graded for feedback. Depending on how much late work and how late it is, points from late work may or may not count toward your final grade.

Web sites:
• My web site: http://teach.lanecc.edu/kime You can find short chapter outlines, chapter objectives and, copies of my overheads, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the overheads to help you listen, think, and take your own notes during class instead of copying from the overheads. This is a supplement for the course, not a substitute for attending class or reading the textbook. Handouts from class are the documents of record since there may be problems or delays with transferring information from my files to the web site.
• Publisher’s web site: http://bcs.worthpublishers.com/gluck1e/
  • On the publisher’s web site, you can find chapter objectives, chapter outlines, quizzes, electronic flashcards and other resources to help you learn psychology.

General strategies for success:
• Get copies of the overheads
• Keep up and distribute your reading over the week. Minimize reading all at one time.
• Pay attention in class. Do not blackberry, do not text, do not surf the internet, do not have conversations unrelated to the topic.
• Take notes
• Attend and participate in class
Those who don’t pay attention in class, don’t read the material, don’t attend, don’t ask questions, don’t study, don’t participate, get behind which leads to not paying attention, not reading the material, not attending, not asking questions, not studying and not participating and get even further behind. At the end of the term these people tends to spiral out of control and lead to poorer grades, higher levels of stress, and avoidance of your responsibilities. The average individual should be spending about 2 hours outside of class for every hour of class.
Brief descriptions of some optional assignments for non-exam points

On-line quizzes (optional):
Visit the publisher’s website at http://bcs.worthpublishers.com/gluck1e/. Complete the multiple choice quizzes for the chapters covered in this course, print them out, and turn them in. Points are based on completed quizzes turned in at the beginning of class. Points are NOT based on performance.
- Turn in the quizzes 2 class session before their exam for 1 non-exam point each.
- Turn in the quizzes 1 class sessions before their exam or later for ½ non-exam point each.

Videos (optional):
There are some Discovering Psychology videos that correspond to some of the concepts in this course that may watch (teach.lanecc.edu/kime/videoguideindex.html), and answer some questions (see handouts on my website) or summarize it and describe the main points (be specific). This is not a substitute for the reading the textbook or attending class. These videos will roughly correspond to the material covered by our textbook. Most videos will be about 30 minutes. Some will be up to 1 hour. You can receive up to 1 extra point toward my course. See the list on my website for possible titles.

Concept maps or answer the chapter objectives (optional):
You should develop a broad overview (outline or concept map) before reading the chapter. A concept map is a tool to help you visually organize the contents of the chapter. It is easier to do concept maps on the computer. Visit http://vue.tufts.edu/, download the program and play with it to construct a concept map. A concept map must contain approximately 90% of the key terms listed at the back of the chapter with specific details to help you organize and summarize the chapter. It should be turned in two class days before the exam to receive feedback for the exam. You can still turn it in later for points—it is just more difficult to give you feedback before the exam. The purpose is to encourage you to read and organize the material of the chapter before the exam.
<table>
<thead>
<tr>
<th>Week of...</th>
<th>General Lecture Topic(s)</th>
<th>Associated reading</th>
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</table>
| Tues, March 30 | • Chapter 2: Introduction to the class  
• Chapter 2: Neurotransmitters and how drugs affect communication between neurons | Ch 1: pp. 1-41 |
| Thurs, April 1 | • Chapter 2: Brain Structures | Ch 2: pp. 43-81 |
| Tues, April 6 | • Chapter 3: Episodic and Semantic Memory | Ch 3: pp. 83-121 |
| Thurs, April 8 | • Chapter 3: Episodic and Semantic Memory |  |
| Tues, April 13 | **Exam Chapter 1, 2, and 3** |  |
| Thurs, April 15 | • Chapter 4: Skill Memory | Ch 4: pp. 125-167 |
| Tues, April 20 | • Chapter 4: Skill Memory |  |
| Thurs, April 22 | • Chapter 5: Working Memory | Ch 5: pp. 169-186, 189-203 |
| Tues, April 27 | • Chapter 5: Working Memory |  |
| Thurs, April 29 | **Exam Chapter 4 and 5** |  |
| Tues, May 4 | • Chapter 7: Classical Conditioning | Ch 7: pp. 243-254, 261-273, 284-291 |
| Thurs, May 6 | • Chapter 7: Classical Conditioning |  |
| Tues, May 11 | • Chapter 8: Instrumental Conditioning | Ch 8: pp. 294-318, 327-335 |
| Thurs, May 13 | • Chapter 8: Instrumental Conditioning |  |
| Tues, May 18 | **Exam Chapter 7 and 8** |  |
| Thurs, May 20 | • Chapter 10: Emotional Learning and Memory | Ch 10: pp. 381-419 (read the brain substrate section "lightly") |
| Tues, May 25 | • Chapter 11: Observational Learning  
• Constructive and destructive applications of observational learning | Ch 11: pp. 422-448, 452-455 |
| Thurs, May 27 | • Chapter 12: Learning and Memory Across the Lifespan | Ch 12: pp. 463-473, 479-480, 484-486, 490-499 |
| Tues, June 1 | • Chapter 12: Learning and Memory Across the Lifespan |  |
| Thurs, June 3 | **Exam Chapter 10, 11, and 12** |  |
| Thurs., June 10th | **Final Exam** |  |

*Students who have an average of 80 – 100+% on the first four exams may choose to substitute the score for the final exam with the average of all of their exams.*