

**PSY 600F: Human Learning and Memory**  
**Spring 2008, T Th 12:30-1:45**

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*Course Overview and Objectives*

PY 600F surveys fundamental concepts, key theories, and current issues in human learning and memory. Topics covered include memory systems, memory processes, forgetting, memory improvement, memory distortion, unconscious memory, and individual differences in memory. The course has several functions in the Department—it serves as a core course for all five of our graduate programs, it fulfills one of the breadth requirements for APA-accredited counseling psychology programs, and it serves as a foundational course for students in the Cognitive Psychology Program. My goal is to provide you with a broad appreciation of memory research, including a sense of how different topic areas developed historically, and in-depth coverage of current issues in those areas. We will also consider the application of memory research to other fields. As such, it is my hope that you will not only develop an appreciation of the specific questions and answers posed by memory researchers, but also how principles derived from memory research may apply to your own interests.

*Prerequisite:*

The prerequisite for PSY600F is an undergraduate course in cognitive psychology. Although this requirement will not be enforced, the course is taught with the assumption that students possess a basic understanding of the methods and findings of cognitive psychology. For those of you who have not had an undergraduate course in cognitive psychology, this may require you to put in a bit more effort to master the material (e.g., spending more time on background readings, looking over cognitive psychology texts, etc.).

*Course Format:*

In most cases, several class periods will be devoted to a particular topic area, beginning with an accelerated overview of central issues and theories, followed by in-depth coverage of special topics or controversial issues in that area. The overview will be presented in lecture format, whereas the coverage of special topics and issues will be covered in discussion format. Lectures and discussion will proceed based on the assumption that you have read the assigned readings ahead of time. Although a significant portion of the course will be presented in lecture format, I encourage discussion and interaction at any time, and there will be frequent demonstrations, exercises, and examples to promote this.

*Course Materials*

The primary readings for the course will consist of chapters, reviews, and empirical articles. I will also provide an optional background reading for each topic, taken from an undergraduate textbook. These materials will be posted on the WebCT page for the course. I will make every attempt to have all readings posted at least a week in advance of class. I will also post my PowerPoint presentation on WebCT at least a couple of days prior to each lecture.

If you would like a good book to keep as a reference, I suggest Gabriel Radvansky's *Human Memory* or Tulving and Craik's *Oxford Handbook of Memory*. Both can be purchased from a variety of on-line retailers.

### ***Requirements and Evaluation***

There will be three non-cumulative exams worth 60 points each. These will be essay exams, will cover both reading and lecture material, and will primarily test your *conceptual* understanding of the material. You are also to write a term paper, worth another 60 points. You may choose to either write a research prospectus (in which you propose a new, original experiment) or a focused literature review. Additional details about the term paper will be provided at a later date. The final 60 points will come from in-class participation, 20 points for co-leading the discussion on one of the discussion days, and 40 points for generating discussion questions for each of the other four discussion days.

Grades will be determined using a straight scale:

A	90%	270-300 points
B	80%	240-269 points
C	70%	210-239 points
D	60%	180-209 points

Also note that while not formally evaluated, extra credit points can be earned through class participation and attendance. In particular, in the case of borderline grades, I reserve the right to use class attendance and participation as a basis for making adjustments to grades beyond what was earned in the course.

### ***Correspondence***

Don't hesitate to contact me if you need help with the course—I have an open-door policy and strive to be readily available outside of class. I typically work in my office with the door open, and at those times, you're free to stop in unannounced. If you want to be sure to catch me, you may come by during office hours or set up an appointment. E-mail tends to be the best way to contact me. I hope you enjoy the course and welcome your feedback and suggestions...

Best,  
Ed DeLosh

## Tentative Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>Jan 22</b>	Introduction	
<b>Jan 24</b>	Foundations and Methods	Bower (2000); Lockhart (2000)
<b>Jan 29</b>	Modal Model	Neath & Suprenant (2003, Ch. 3)
<b>Jan 31</b>	Modal Model	Crowder (1993); Crowder & Neath (1991)
<b>Feb 5</b>	Working Memory	Radvansky (2006, Ch. 5)
<b>Feb 7</b>	Encoding and Retrieval	Neath & Suprenant (2003, Ch. 5)
<b>Feb 12</b>	Retrieval Processes	Roediger & Gynn (1996)
<b>Feb 14</b>	<i>Discussion: Context-Dependent Memory</i>	Delaney & Sahakyan (2007); Grant et al. (1998); Smith & Vela (2001)
<b>Feb 19</b>	Forgetting	Neath (1998, Ch. 7)
<b>Feb 21</b>	Inhibition	Geiselman, Bjork, & Fishman (1983); Anderson & Green (2001); Anderson, Bjork, & Bjork (2000)
<b>Feb 26</b>	<b><i>Exam 1</i></b>	
<b>Feb 28</b>	<b><i>No Class</i></b>	
<b>Mar 4</b>	Recognition Memory	Neath & Suprenant (2003, Ch. 9)
<b>Mar 6</b>	Recollection and Familiarity	Kelley & Jacoby (2000)
<b>Mar 11</b>	Memory Distortion	Roediger & McDermott (2000); Neath & Suprenant (2003, Ch. 12)
<b>Mar 13</b>	<i>Discussion: Memory Distortion</i>	Sacchi et al. (2006); Seamon et al. (2006); Stark & Perfect (2006);
<b>Mar 25</b>	Eyewitness Memory	Memon et al. (2002); Wells & Olson (2003)
<b>Mar 27</b>	Memory and Emotion	Berntsen (2002); Schooler & Eich (2000)
<b>Apr 1</b>	Repressed Memory	Bowers & Farvolden (1996)
<b>Apr 3</b>	<i>Discussion: Repressed Memory</i>	Anderson & Levy (2002); Dupue et al. (2007); Goodman et al. (2003); Kihlstrom (2002); Loftus & Polage (1999)
<b>Apr 8</b>	<b><i>Exam 2</i></b>	
<b>Apr 15</b>	Implicit Memory; <b><i>Draft Due</i></b>	Roediger (1990)
<b>Apr 17</b>	Implicit Memory	Kelley & Lindsay (1996)
<b>Apr 22</b>	Development of Memory	Rovee-Collier & Hayne (2000)
<b>Apr 24</b>	Aging and Memory	Balota et al. (2000)
<b>Apr 29</b>	<i>Discussion: Aging and Memory</i>	Koutstaal (2003); Jacoby & Rhodes (2006); Budsen et al. (2002)
<b>May 1</b>	Exceptional Memory; <b><i>Term Paper Due</i></b>	Wilding & Valentine (2006)
<b>May 6</b>	Improvement of Memory	Bellezza (1996)
<b>May 8</b>	<i>Discussion: Improvement of Memory</i>	Morris & Fritz (2006); Rohrer & Pashler (2007); McDaniel et al. (2007)
<b>May 14</b>	<b><i>Final Exam (3:40-5:40)</i></b>	