PSY 407/507      SEM DEV LEARN MEM      SPRING 2019 SYLLABUS

Class meets Tuesday 10-11:50 PM Straub 257

INSTRUCTOR
Dr. Caitlin Fausey
Office: Straub 465
Office Hours: Thursday 4-6p
Email: fausey@uoregon.edu

COURSE OVERVIEW
How do we make discoveries about human learning and memory across the lifespan? How do we test mechanistic hypotheses -- and compare/contrast our discoveries -- in people with very different brains, bodies, and life histories? Do our theories address developmental change? Should they? These are some of the questions we will grapple with in this course. We will take an interdisciplinary mindset, in order to stretch ourselves beyond the domain(s), population(s), and skill(s) that we focus on in our own primary scholarship. We will survey a range of methodologies used to study learning and memory across the lifespan, with an eye toward how each approach yields data that advance theory. We will emerge from this course with an integrative view of core issues in infant, toddler, and adult learning and memory.

COURSE MATERIALS
All materials will be provided as PDF files on our Canvas site.

INSTRUCTION PHILOSOPHY
This is a graduate-level seminar. I expect you to treat this collegial seminar as you would any professional endeavor -- prepare, engage, and deliver. Throughout the course, you should be engaging with the material and using class meetings as opportunities to develop and refine your thinking with colleagues. Your efforts will help you build skills in critical reading, discussing, and implementing next steps in research that matters to you. I expect that you are excited to grapple with the content and plan to make the most of this opportunity to broaden and deepen your research expertise and skills. Welcome.

LEARNING GOALS FOR THIS COURSE
(1) Identify and critically evaluate major theories, research findings, and methodological approaches in learning and memory research across the lifespan.

(2) Communicate clearly and effectively about developmental change in theories of human learning and memory, based on an understanding of the strengths and limitations of empirical evidence.

EXPECTATIONS & GRADING
Your job is to do the reading, prepare for and participate in class discussions, get involved in the material and hone your research design skills. If you are taking this course for one credit, your grade will be based on in-class participation. If you are taking this course for three credits, your grade will be based on in-class participation and writing a research proposal that matters to you.

Readings. Expect to dedicate considerable time outside of class to the readings -- it will be both demanding and rewarding. You are expected to complete the assigned readings before class and to take an active role in the class. Your best bet is to grapple with the issues presented in the readings before and during class.
Research proposal (applies only to students earning 3 credits). You will write a research proposal about a topic that matters to you. You will propose original research. The goal is for you to leave with a top-notch proposal that will be maximally useful to your career. We will discuss specific guidelines and expectations together. Please talk to me during Week 1 of the quarter to develop a plan.

Participation. As a professional scholar, you engage in intellectual discussion and debate with colleagues. This class will help you practice and improve these skills. You are expected to attend class and participate in class discussions. For each class, your participation (1 point, if earned) will be noted. Your best bet is to attend every class and contribute to the discussions. On Canvas, you will be able to see the cumulative points that you earn. Please note that neither of the following things automatically earns you a point: showing up, opening your mouth. You must thoughtfully engage with the material. One strategy that will help you prepare to fully participate in discussions with your colleagues is to write down three questions based on the reading(s) that you’d like to discuss.

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<tr>
<th>No. points earned (of 10 sessions)</th>
<th>participation grade</th>
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FINAL LETTER GRADE
To earn 1 credit, your final letter grade will be your participation grade.

To earn 3 credits, your final letter grade will be:
In-class participation 85%; Research proposal 15%

FAQ

What if I miss a class?
We have nine scheduled class meetings, after the first week. You decide how to best earn the number of participation points for the grade that you’d like. No questions asked.

If you have a professional scheduling conflict (e.g., a conference to attend) and you’d like to earn participation for the class session, tell Dr. Fausey at least one week in advance and you can agree on a written assignment. With the exception of extreme and unforeseen circumstances, contacting Dr. Fausey on the day of (or after) a missed class will be considered an unexcused absence and will result in no earned participation. Each class session is designed with you in mind. Your best strategy is to show up and reap the benefits.

What if I turn in an assignment late?
If you submit an assignment after its due date, your grade on the assignment will be reduced by 50%. This is true whether you submit your assignment 1, 2, 3, 4, or 5 days late. After 5 days, late work will no longer be accepted without some documented medical or family emergency. Your best strategy is to submit assignments on time.

Do you grade on a curve? Offer extra credit?
No, I do not grade on a curve. No, I do not offer extra credit. Your best strategy is to focus your energy on doing your best on all of your work.
ACADEMIC HONESTY
The short version: Don't cheat. Don't plagiarize. If you are unsure, please ask me.

As a member of the university community you are expected to be honest and forthright in all of your
academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of
another as one's own, or to cheat on an examination corrupts the essential process by which knowledge
is advanced.

All work submitted in this course must be your own and produced exclusively for this course. It is
considered cheating if you obtain any kind of information about answers and solutions to the work in this
course from any non-intended source (including your peers) or if you transfer such information to others.
You may study with other students in preparation for class and writing your research proposal, but your
submitted work must be your own. It is also considered cheating if you lie to Dr. Fausey about an
absence relating to a class session or an assignment.

Another form of academic misconduct is plagiarism, or using someone else’s ideas and words without
appropriate citation on a written assignment. The use of sources (ideas, quotations, paraphrases) must
be properly acknowledged and documented. Do not copy from Wikipedia, other college students’ papers,
scholarly articles, websites, and a host of other sources. In this course, all submitted work will be checked
by VeriCite. Do not attempt plagiarism because you will be caught. Plagiarism is academic misconduct
and cases of plagiarism will be treated as such.

Please note that it is mandatory for instructors to report suspected academic misconduct to the Office of
Student Conduct. Violations will be taken seriously and are noted on student disciplinary records. For
more information about academic honesty, see the University Student Conduct Code at
dos.uoregon.edu/conduct.

TITLE IX
I am a student-directed employee. For information about my reporting obligations as an employee, please
see titleix.uoregon.edu. Students experiencing any form of prohibited discrimination or harassment,
including sex or gender based violence, may seek information at: safe.uoregon.edu,
respect.uoregon.edu, titleix.uoregon.edu, aaeo.uoregon.edu, contact the non-confidential Title IX office
(541-346-8136), AAEO office (541-346-3123), Dean of Students offices (541-346-3216), or call the 24-7
hotline 541-346-SAFE for help.

I am a mandatory reporter of child abuse. Please find more information at hr.uoregon.edu/policies-

SPECIAL ACCOMMODATIONS: ACCESSIBLE EDUCATION CENTER (AEC)
If you have a documented disability and anticipate needing accommodations in this course, please notify
Dr. Fausey as soon as possible. Also, please request that a counselor at the Accessible Education
Center (uoaec@uoregon.edu, 541-346-1155) send a letter verifying the type of accommodation that is
appropriate. For a list of resources provided by the Accessible Education Center, please see
aec.uoregon.edu.

DISCLAIMER
This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes
during the quarter at the instructor’s discretion. You will be notified in class and/or via email if any
changes are made to this syllabus and an updated syllabus will be provided on Canvas.
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<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Reading(s)</th>
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<tr>
<td>April 2</td>
<td>Our favorite experiments.... &amp; how we could test related hypotheses in a different age group</td>
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<td>April 9</td>
<td>What do different learners do with the same input?</td>
<td>Hudson Kam &amp; Newport (2005)</td>
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<td>Braithwaite &amp; Goldstone (2015)</td>
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<td>April 16</td>
<td>Classic issues in learning &amp; memory</td>
<td>Madole &amp; Oakes (1999)</td>
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<td>Hintzman (1990)</td>
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<td>April 23</td>
<td>How does the distribution of exemplars matter for learning? (Part 1)</td>
<td>Posner &amp; Keele (1968)</td>
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<td>Baese-Berk et al. (2013)</td>
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<td>Twomey et al. (2014)</td>
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<td>Perry et al. (2010)</td>
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<td></td>
<td><strong>We won't discuss these; here for your reference</strong></td>
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<td></td>
<td><strong>some adult classics</strong></td>
<td>Medin &amp; Schaffer (1978); Nosofsky (1984); Hintzman (1988)</td>
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<td></td>
<td><strong>some infant classics</strong></td>
<td>Bomba &amp; Siqueland (1983); Eimas &amp; Quinn (1994); Quinn et al., (1993); Quinn (1987); Younger (1985); (1990); Ribar et al. (2004); Mandler &amp; McDonough (1993)</td>
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<td></td>
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<td>Nosofsky (1988)</td>
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<td>Maye et al. (2002)</td>
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<td>Casenhiser &amp; Goldberg (2005)</td>
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<td>Barsalou et al. (1998)</td>
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<td>May 7</td>
<td>How does language matter for ‘carving up’ a category space?</td>
<td>Plunkett et al. (2008)</td>
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<td>Imai &amp; Gentner (1997)</td>
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<td>Lupyan et al. (2007)</td>
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<td>Goldstone (1994)</td>
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<td>May 14</td>
<td>Now you know it, now you don’t? Building knowledge over time</td>
<td>Horst &amp; Samuelson (2008)</td>
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<td>Yurovsky et al. (2014)</td>
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<td>Roediger &amp; Karpicke (2006)</td>
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<td></td>
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<td>Karpicke &amp; Roediger (2008)</td>
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<tr>
<td>Date</td>
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<td>May 21</td>
<td>How do time, space, &amp; context matter for learning?</td>
<td><em>We will divide &amp; conquer, based on student interest.</em></td>
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<td></td>
<td><strong>Time</strong></td>
<td>Rovee-Collier (1995); (1980)</td>
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<td>Oakes &amp; Ribar (2005)</td>
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<td>Vlach et al. (2008)</td>
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<td>Cepeda et al. (2008)</td>
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<td></td>
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<td>Maddox et al. (2011)</td>
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<td><strong>Space</strong></td>
<td>Herbert et al. (2007)</td>
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<td>Samuelson et al. (2011)</td>
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<td>Smith et al. (1978)</td>
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<td><strong>Context</strong></td>
<td>Borovsky &amp; Rovee-Collier (1990)</td>
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<td></td>
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<td>Vlach &amp; Sandhofer (2011)</td>
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<td>Horst et al. (2011)</td>
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<td>Roy et al. (2015)</td>
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<td>Smith (2013)</td>
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<td>Godden &amp; Baddeley (1975)</td>
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<td>Schwab &amp; Lew-Williams (2016)</td>
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<td>Elio &amp; Anderson (1981); (1984)</td>
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<td>Carvalho &amp; Goldstone (2014)</td>
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<td>June 4</td>
<td>Integrative Discussion</td>
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Reading List

Note: One quarter is far too little time to cover every relevant and interesting paper on this course topic! We will add to this list throughout the quarter! Everyone should contribute. Bring related papers to class, email the group, get everyone thinking. By the end of the quarter, this list should be even more interesting!


**Extras. Please add to this as we go!**


