



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **SEPTEMBER 2001**
B: Department/ **PSYCHOLOGY** New Revision
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course
 If Revision, Section(s) **P,Q,R**
 Revised:
 Date Last Revised: **MARCH 1996**

C: PSYC 370 D: THE PSYCHOLOGY OF MEMORY E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course provides an introduction to the psychology of memory. It is concerned with the nature of human memory, how the memory system works, what we remember, and why we forget. Various theoretical formulations regarding memory processes will be examined, relevant empirical evidence will be assessed, and practical applications of this research will be considered.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: right;">Lecture</p> Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 14	H: Course Prerequisites: PSYC 200	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite: NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. List the major historical figures in the development of the psychology of memory and describe their contributions.
2. Define memory, explain why we need memory, and discuss sensory, visual, and auditory memory.
3. Discuss the various models of memory such as Short Term Memory (STM), Long Term Memory (LTM), and levels of processing.
4. Describe the effects of practice on memory, the role of organization, and the use of mnemonics.
5. Explain why memory fails and the role of interference in forgetting.
6. Describe memory distortion, explain why and how it happens, and critically analyze the research on eyewitness testimony, repressed memories, recovered memories and false memory syndrome.
7. Explain the concept of retrieval, and how it relates to recall and recognition.
8. Discuss the research into autobiographical memory and retrograde amnesia.
9. Explain the relationship between emotion and memory.
10. List and describe the major memory dysfunctions and explain how they are assessed and treated.
11. Demonstrate practical applications of memory research, such as name-face remembering, use of imagery, the peg word system, method of loci, SQ3R, use of distributed practice, etc.

N: Course Content

1. Historical Factors
Memory vs learning distinction
Behaviourist tradition
Cognitive tradition
2. Theoretical Approaches
Definition of memory
Sensory memory
Short term memory
Working memory
Long term memory
Level of processing
3. Visual Memory
Imagery and working memory
The neuropsychology of memory

Course Content Cont'd.

4. Attention and Memory
Practice and memory
Massed and distributed practice

5. Organization and Memory
The role of organization and the use of mnemonics

6. Memory Failure
The forgetting curve
The role of interference in forgetting
Decay and forgetting

7. Memory Distortions and Memory Illusions
Theoretical issues
Eyewitness testimony
Repressed and recovered memories
False memory syndrome

8. Retrieval
The concept of retrieval
Forgetting due to retrieval failure
Recall and recognition
Eyewitness testimony

9. Autobiographical Memory
Strategies for recollection
Forgetting autobiographical events
Retrograde amnesia

10. Memory, Emotion and Cognition
Repression
Mood and memory
Anxiety

11. Memory Disorders
Amnesia
Closed head injury and memory
Alzheimer's disease
Assessment and treatment of memory dysfunction

12. Practical Applications
Mnemonics aids
Use of imagery in improving memory for names and faces
SQ3R method
Method of loci
Peg word system

O: Methods of Instruction

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual materials
- small group discussion
- research project/papers
- practical memory demonstrations
- computer based tutorial exercises

P: Textbooks and Materials to be Purchased by Students

Leahey, T. H. & Harris, R. J. (2001). Memory and Cognition, 5th ed.
New Jersey, Prentice Hall.

Searleman, A. & Herrmann, D. (2001) Memory from A Broader Perspective, 2nd ed.
New York, McGraw Hill.

Or some other comparable text. Text will be updated periodically.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, computer based assignments, etc. The instructor will provide the students with a course outline listing the criteria for course evaluation. An example of one evaluation scheme:

5 quizzes		50%
Seminar presentation	10%	
Term project paper	20%	
Final Exam		<u>20%</u>
		100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of the psychology of memory, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar