

**Syllabus for PSYC 5345**  
**Human Learning and Memory**  
**Spring 2008**  
**TuTh 12:30-1:50, 424 LS**

**Instructor:** Daniel R. Kimball  
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Office hrs: TuTh 2:15-3:15

**Overview:** In this course, we will cover many of the most important areas of research in human learning and memory. In addition to gaining an understanding of findings and phenomena in these areas, you should focus on gaining and sharpening critical thinking skills, critiquing the readings as to both methodology and theoretical interpretation.

**Readings:** Readings will consist of an assortment of chapters and articles relevant to each topic, which will be made available to students. Reading lists for each portion of the course will be distributed in advance.

**Exams:** There will be 3 closed-book, closed-notes exams on 2/19, 4/1 (really!), and 5/1. Each exam will cover the material since the preceding exam. (There will be no final examination during final exam week.)

**Paper:** This will be a 10-15 page paper, to be submitted by 5pm on 5/6. The goal is not to write a standard literature review, but rather to engage in some creative thought, such as applying principles discussed in the class to a "real-life" problem or issue, drafting a research proposal for a study addressing an issue raised in the course, a critique of the evidence offered in support of a theoretical position, etc. You can draw on both the course materials and outside knowledge, and in particular, you might do well to tie the paper in to some other abiding interest of yours--a hobby, a "hot button" issue of yours, your area of research, etc. Above all, make it interesting to yourself; it will be easier and more enjoyable for you to write (and probably for me to read!)

**Class participation:** You will be graded on your class participation, which includes, on the one hand, attending class, answering questions posed during class, and posing questions of your own, and on the other hand (hopefully, of course, a hand that will not be making an appearance) any behavior that detracts from the classroom experience.

**Grades:** Determined as follows: exams 20% each; paper 25%; participation 15%.

**Learning outcomes:** The goals of the course are to enable students to: identify and describe the leading theories and approaches to the study of human learning and memory; describe and critically evaluate evidence pertaining to such theories; and describe and evaluate applications of such theories to particular domains and tasks.

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference to Public Law 93112---The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide a reasonable accommodation to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or material that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2 Subdivision 3.22)

**Student Support Services:** The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Bomb Threats:** If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by the bomb threat. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event your classroom is not available.