# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Liberal Arts  
   **Department:** Psychology

2. **Course Prefix and Number:** PSYC 3630  
   **Effective Term:** Fall 2012

3. **Course Title:** Human Memory  
   **Abbreviated Title** (30 characters or less): Human Memory

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course  
   **Current Course Number:**  
   **Proposed Course Number:** PSYC 3630  
   **Type of Revision:**

6. **Course Credit:**  
   **Maximum Hours (Repeatability):** 3  
   **Contact/Group Hours**  
   **Weekly or Per Term?**  
   **Credit Hours**  
   **Anticipated Enrollment**  
   | 3 | Lecture | weekly | 3 | 30 |

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   Use "P." to indicate a prerequisite, "C." to indicate a corequisite, and "P/C." to indicate a prerequisite with concurrency.  
   PSYC 2010 or PSYC 2017 (C or greater), PSYC 2140 (C or greater), and STAT 2010 (C or greater)

9. **Restrictions:** List specific restriction in space above.  
   - [ ] College  
   - [x] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
   (20 Words or Less; exactly as it should appear in the Bulletin)  
   Theories and application of human memory research, emphasizing long-term and working memory. Applications include education, law, and aging.

11. **May Count Either:**  
   (Indicate if this particular course cannot be counted for credit in addition to another)  
   ![Image](image.png)

12. **Affected Program(s):**  
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)  
   ![Image](image.png)

13. **Overlapping or Duplication of Other Units' Offerings:**  
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)  
   - [ ] Applicable  
   - [x] Not Applicable
14. Justification: This course has been offered previously as a special topics course (PSYC 3970) and because of student interest and demand for this topic, we would like to make it a permanent course that is offered to our psychology majors.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Existing resources will be used for this course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: Overview: Human memory is a central area of study within cognitive psychology. This course is an in-depth seminar that will cover various topics within Human Memory. Through a mixture of lectures, discussions and student presentation, the theoretical basis of human memory research, as well as the applications of the research, will be covered.

Course Objectives: After taking this course, students should be able to:
1. Have an understanding of the theoretical basis of memory
2. Evaluate competing theories within the area of memory research
3. Evaluate popular ideas of memory
4. Develop a research question in the area of memory

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1: Introduction & Methods Chapter 1
Week 2: What is Memory? & Short Term Memory Chapters 1 & 2
Week 3: Short & Long Term Memory & Working Memory Chapter 3
Week 4: Working Memory Chapter 3
Week 5: Long Term Memory Chapters 4 & 5
Week 6: Forgetting Chapter 9
Week 7: Amnesia Chapter 11
Week 8: Exam 1
Week 9: False Memory & Eyewitness Memory Chapter 14
Week 10: Childhood Memory Chapter 12
Week 11: Memory & Aging Chapter 13
Week 12: Prospective Memory Chapter 15
Week 13: Memory & Emotion
Week 14: Research Paper Presentations
Week 15: Research Paper Presentations
Final: Exam 2 given during Final Exam Period

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: Course Activities and Grading:
Weekly Article Responses (80 points total): Every week, you are expected to turn in an article response to 1 of the articles assigned. (However, you are expected to read all of them!) This is an upper-level seminar course, and you are expected to be active participants in the discussions. In order to do that, you must carefully and critically read the articles. If you have read the article carefully, the article response should not be difficult. The response should generally include: 1. 1-2 sentence summary of the study, 2. Any clarification questions that you have, and 3. A question about the theory/application/future research (basically, a question beyond simple clarification). These will be due the day before the readings are due. This is so the discussion leaders can have access to your questions for the discussion. A total of 8 responses (10 points each) will go towards your final grade.
Discussion Leader (40 points): Once during the semester, you and a
partner will lead the discussion on the articles. Your job is to critically read each article, come up with questions and a general plan for where the discussion should go, and to lead the discussion. You will get the questions that your classmates posed the day before the discussion, but you should have most of your discussion plan outline before then. If you need help with the articles or the discussion, please schedule a meeting with me. I will also pass out some guidelines on conducting a classroom discussion.

Discussion Participation/Attendance (40 points): You are expected to attend class and be an active participant in the discussion. Excessive absences from class will not be tolerated. If you miss more than 1/3 of the classes, you will automatically receive a grade of FA (failure due to excessive absences). Simply coming to class is not enough, you must also participate. Participation will be graded according to the following:
A=Frequently contributes and displays a high level of preparation (answers questions, good analysis of the readings), B=Regularly contributes to class and demonstrates adequate preparation (can answer basic questions, understands basic facts), C=Rarely contributes to class, D=No contribution to Class, F=Does not attend class.

Exams (200 points): There will be three exams (all multiple choice questions) on the material that we cover in lectures. Each exam will be worth 100 points. If you take all three exams, your exam grade will be based on the two highest exam scores.

Research Paper/Proposal: The culminating assignment in this course is a research proposal. This should be an 8-10 page paper that provides the theoretical background for your project, the methods of your project, as well as anticipated results. You do not have to actually conduct the experiment. To help you complete the paper, there will be smaller assignments along the way.
Abstract (10 points): Write a 1 paragraph description of the topic that your paper will be on. If you have an idea for the experiment, you can include it, but it is not necessary at this point.
Outline & References (30 points): Write a 2 page outline of your paper. This must include the methods of the experiment that you are proposing. If you do not include the methods, you will automatically receive a 0 on this assignment. Also include the references that you have consulted up to this point.
Final Paper (100 points): The final paper is due on the last day of class.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading Scale: Grades will be determined by adding up the point total from each of the exams, article responses, discussions, and your paper.
Weekly Article Responses (60 points total)
Discussion Leader (40 points)
Discussion Participation/Attendance (40 points)
Exams (200 points)
Abstract (10 points)
Outline & References (30 points)
Final Paper (100 points)

A 90% and above
B 80%-89.9%
C 70%-79.9%
D 60%-69.9%
F Below 60%
20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to propery authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic诚信 code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).