

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

Name

Topics of Memory

Teaching staff

(Also indicate the Professor in charge)

Leonel Garcia Marques (coordinator), Joana Carmo, Tomás Palma & Ana Lapa

ECTS

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Functioning

The course is structured in terms of research project on a central theme to the development of a conceptual map on memory

The course will be divided in two parts. In the first part the instructor's lectures present a global view of the main topics and give an outline of the topics to be presented on the second part. In the second part, The class, organized in small groups of students ask questions about a target paper and discussed it in class.

Evaluation

Group assignments: an experimental report about the research project developed during the semester (50%); Weekly questions about the research presented in the posters (25%)

Individual assignment: a take home question about one of the main topics of the course (25%)

Learning goals

The Topics of Memory course has the main goal of providing additional training in the area of Memory.

The course topic is thus meant to be interconnected with other scientific disciplines from cognitive science and it is conceived as to deepen topics previously taught in first study cycle and to extend their application in coordination with some of the other courses in the second study cycle.

A third goal is to contribute to the development of research skills and competence in scientific research.

Skills to be developed

Critical Thinking, Theory Testing, Experimental Design of Studies in Memory

Prerequisites (precedences) *

None

Contents

Representation and Memory: Concepts and distinctions

Models of Recognition Memory

Implicit and Explicit Memory

Dissociations between implicit and explicit processes

Memory Illusions

Semantic Memory

Knowledge Structures and Memory

Autobiographic Memory

Working Memory

Repeated Retrieval and the Power of Testing

Collaborative Memory

Bibliography

Baddeley, A., Eysenck, M. W., & Anderson M.C. (2009). *Memory*. East Sussex: Psychology Press.

Neath, I., & Surprenant, A. M. (2003). *Human memory: An introduction to research, data, and theory* (2nd Ed.). Belmont, CA: Wadsworth.

Tulving, E. & Craik, F.I.M. (2000). *The Oxford handbook of memory*. New York: Oxford University Press.

Another specific bibliography will be given during the classes

Teaching methods

The course is composed of the theoretical and practical classes. In the theoretical classes, the Professor will present an overview of the topics included in the program, providing an adequate framework to the papers to be discussed in the practical classes. In practical class paradigmatic texts of the thematic areas will be discussed by groups of students (maximum 3) by asking relevant questions about it.

Evaluation Regimes (General and/or Alternative)

Alternative

Evaluation Elements

(Dates due, weights, minimum required grades)

The evaluation will include: a group project (max. 3 students), corresponding to an experimental report (with a detailed review of relevant literature) of research to be carried out during the course (50% of the evaluation – deadline June 28, 2018 (and July 19th for the second period of evaluation). Questions in collaboration about the target papers in practical classes (25% of the evaluation). These issues must be submitted to the professor at the beginning of each lesson. Finally, an individual take home question to be assigned in the last class (25% of the final evaluation, the submission deadline is the same of the experimental report).

Rules for grade improvement

The evaluation will include: a group project (max. 3 students), corresponding to an experimental report (with a detailed review of relevant literature) of research to be carried out during the course (50% of the evaluation – deadline June 26, 2018 (and July 17th for the second period of evaluation). Questions in collaboration about the target papers in practical classes (25% of the evaluation). These issues must be submitted to the professor at the beginning of each lesson. Finally, an individual take home question to be assigned in the last class (25% of the final evaluation, the submission deadline is the same of the experimental report).

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

The students are supposed to attend to at least 2/3 of classes

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if

with minor changes;

d) To present someone else's work as one's own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable