

FALL 2022: Syllabus PSY 190

THE SCIENCE OF STUDY

Tuesdays & Thursdays, 8:30am to 9:45 am, PAIS, Room 225 (IN-PERSON)

Instructor: Dr. Andy Kazama, PAIS Office #397

Phone: 7-2706

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Office Hours : By Appointment

Course Description :

Interested in optimizing your study techniques? Maybe you have heard about Memory Palaces, but never understood how to use them or the science behind them? This course will cover the history of learning & memory principles, reviewing primary papers drawn from the fields of Neuroscience, Cognition, and Pedagogy. The primary focus will be on the practical implementation of these evidence-based principles, and is designed to jump start your academic career, and is part of the “Nature of Evidence: How Do You Know? Initiative”.

There are three primary goals for this course:

- Students will gain an appreciation and understanding of the psychological principles supporting learning and memory, achieving a functional knowledge of how these principles are imbedded in various evidence-based study approaches.
- Students will come away from the course with a broad understanding of how to find, break down, and evaluate peer-reviewed literature. They will learn to separate opinions based on anecdotes from scientific findings, and the utility of the peer-review process.
- Students will choose, implement, and evaluate various study methods using an evidence-based approach.

Evidence Learning Outcomes:

- Learning Outcome 1: Distinguish uses of evidence in and/or between disciplines
- Learning Outcome 2: Identify, select, and/ or gather evidence
- Learning Outcome 3: Evaluate and analyze evidence
- Learning Outcome 4: Build arguments based on evidence and assess the arguments of others

Course Website: The majority of class communication will be conducted through e-mail & Canvas. Students should check the website for updates and for readings frequently. We will try to the best of our ability to answer all e-mails within 48 hours.

Materials: Virtually all readings will come from peer-reviewed journals drawn from the fields of Neuroscience, Cognition, and Pedagogy. Powerpoint Presentations will be posted to Canvas within a week of being presented, however the SLIDES ARE NOT A SUBSTITUTE FOR CLASS ATTENDENCE OR GOOD NOTE-TAKING. If you miss class it will be vital for you to get detailed notes from a classmate, and/or schedule a meeting with me.

Class requirements: In the spirit of investigating many different pedagogical approaches, we will have a large variety of assignment types. These will include (but are not limited to): Written critiques of peer-reviewed journal articles, Group presentations, Class discussion, Staged written assignments w/ edits, activity logs, samples of your written notes, and quizzes. It will be important to carefully read the parameters of each assignment to receive full points.

Grading:

As shown on the schedule, the course is divided in three parts of ~10 classes each. For each part, you will receive 100 points divided as follows:

- Class Participation Grade: 30 points for having contributed daily to class discussion. Participation will be assessed and feedback will be given at the end of each section.
- Assignment grade: 75 points allocated to various assignments.

For all written portions (reviews and written work), points will be deducted for grammatical errors, misspelling and plagiarism (i.e. copying a sentence or paragraph from published material without referencing this material).

Note that participants will receive one grade from each part. Those grades will be averaged across the 3 sections to determine the final grade. Decimal points of .5 or higher will be rounded up. Decimal points of .49 or lower will be rounded down. If you are concerned about your grade, see me EARLY in the semester. Grades WILL NOT be changed at the end of the semester (with the exception of grading mistakes or mathematical errors).

The grading scale will be:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	<60

“LAST BUT NOT LEAST”

The Rules

Attendance – All students are expected to arrive in class on time, and attendance is required.

For every unexcused absence, you will lose 5 participation points. Appropriate documentation is required for an excused absence (e.g. physical illness, emergency, death of family member, religious holiday observance or personal/family emergency). Coming more than 10 minutes late or leaving early without prior notification or justification will be counted as an unexcused absence.

Late Assignments – Assignments are due by class time unless otherwise posted. There will be a 10 min grace period, after which assignments will lose a full letter grade. Additional letter grades will be deducted for each day the assignment is late.

Computers – Computers will be allowed in class (although there will be points during class presentations/discussions where we will not be using them).

Cell Phones – Please turn cell phones to the silent setting. I reserve the right to deduct participation points for such disturbances.

Students with Disabilities: Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with me to discuss this as soon as possible. All information will be held in the strictest confidence.

Accommodations – Students who require accommodations for physical and/or learning challenges should present appropriate documentation to Dr. Kazama before the end of the second week of class.

Honor Code Violations – You can discuss each week articles with other students in the class, but the written portion of your reviews must be done INDEPENDENTLY (i.e., posted reviews must be written in your own words) and requires original ideas and thoughts. In addition, “in-class” exams are to be completed independently, **and any cheating will be dealt with harshly**. Violations of this policy will result in a report to

the Honor Council. Please be familiar with the Emory honor code (http://www.college.emory.edu/current/standards/honor_code.html) and **I value integrity over all else!!**

Title IX

Emory University cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. Emory University employees (including faculty and teaching assistants) are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to a faculty member or a TA must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact The DeKalb County Day League (formerly DeKalb Rape Crisis Center): 404-377-1428 for 24-hour confidential crisis line | 404-377-1429 for free counseling service or Georgia's 24-hour Domestic Violence Hotline: 800-334-2836.

About the Instructor

Dr. Andy Kazama was born in Juneau, AK. He grew up on his family's fishing lodges where he developed a love of nature and biology. His undergraduate work was completed at Davidson College in NC, where he majored in Biology/Neuroscience. Dr. Kazama foolishly followed his wife to Houston Texas, where he discovered his intolerance for high temperatures, but also his love for translational research. He attended UT-Houston Medical School (Ph.D. program) in the Department of Neurobiology and Anatomy under the guidance of Dr. Jocelyne Bachevalier, and after one year, the Bachevalier lab (thankfully) moved to Emory, where he finished his degree in Psychology (Animal Behavior and Neuroscience). Dr. Kazama has dual appointments at Emory Psychology, as well as the Yerkes National Primate Research Center in the division of Developmental Cognitive Neuroscience where he conducts translational research focused on understanding the neurobiological basis of PTSD. Dr. Kazama is also involved in the Emory-Tibet Science Initiative. Finally, in his limited free time, he greatly enjoys spending time with his partner and two young children.

MASTER SCHEDULE

This schedule is a tentative plan for the course topics. Readings will be posted to Canvas with a minimum two-week notice. Please check Canvas for the most current schedule.

Tentative Class Schedule:

1: Principles of study - Evaluating the Evidence

1	1	11-Jan	Tues	Introduction
	2	13-Jan	Thurs	Memory Palace Field Trip?
2	3	18-Jan	Tues	Discussion of Professor's Recommendations
	4	20-Jan	Thurs	History of Studying Techniques
3	5	25-Jan	Tues	Scientific Methods/Peer Review
	6	27-Jan	Thurs	That Sounds Fake/Library Exercise
4	7	1-Feb	Tues	<i>Presentation Development Day</i>

	8	3-Feb	Thurs	In-Class Presentations of Study Methods
5	9	8-Feb	Tues	In-Class Presentations of Study Methods
2: Encoding, Retention, Recall				
	10	10-Feb	Thurs	Exam Preparation Techniques
6	11	15-Feb	Tues	Modern Note-Taking
	12	17-Feb	Thurs	Are laptops bad?
7	13	22-Feb	Tues	Writing for Retention
	14	24-Feb	Thurs	Neurobiology of Attention & Active Learning
8	15	1-Mar	Tues	Neurobiology of Sleep
	16	3-Mar	Thurs	Neurobiology of Sleep/Napping
9	17	8-Mar	Tues	SPRING BREAK
	18	10-Mar	Thurs	SPRING BREAK
10	19	15-Mar	Tues	Sleep Hygiene
3: Implementation & Evaluation				
	20	17-Mar	Thurs	Neurobiology of Stress
11	21	22-Mar	Tues	Science Behind Test Anxiety (and Treatment)
	22	24-Mar	Thurs	Neurodiversity
12	23	29-Mar	Tues	Are exams really necessary??
	24	31-Mar	Thurs	Science behind corrective feedback
13	25	5-Apr	Tues	Introduction to Metacognition
	26	7-Apr	Thurs	Science of Confidence Intervals
14	27	12-Apr	Tues	Semester Reflection
	28	14-Apr	Thurs	In-Class Presentations of Memory Technique Implementation

15	29	19-Apr	Tues	In-Class Presentations of Memory Technique Implementation
	30	21-Apr	Thurs	In-Class Presentations of Memory Technique Implementation