



- Article 9 – Quas, J. A., Malloy, L. C., Melinder, A., Goodman, G. S., D’Mello, M., & Schaaf, J. (2007). Developmental differences in the effects of repeated interviews and interviewer bias on young children’s event memory and false reports. *Developmental Psychology*, 43(4), 823-837.
- Article 10 – Roediger, H. L., III & Geraci, L. (2007). Aging and the misinformation effect: A neuropsychological analysis. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33(2), 321-334.
- Article 11 – Coane, J. H., McBride, D. M., Raulerson, B. A., III, & Jordan, J. S. (2007). False memory in a short-term memory task. *Experimental Psychology*, 54(1), 62-70.
- Article 12 – McCrory, E., Henry, L. A., & Happe, F. (2007). Eye-witness memory and suggestibility in children with Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 48(5), 482-489.
- Article 13 – Todor, I. (2007). Memory distortions and anxiety in alcoholism: A directed-forgetting investigation. *The Journal of Psychology*, 141(3), 229-239.
- Article 14 – Cottencin, O., Vaiva, G., Huron, C., Devos, P., Ducrocq, F., Jouvent, R., Goudemand, M., & Thomas, P. (2006). Directed forgetting in PTSD: A comparative study versus normal controls. *Journal of Psychiatric Research*, 40, 70-80.
- Article 15 – Hourihan, K. L. & Taylor, T. L. (2006). Cease remembering: Control processes in directed forgetting. *Journal of Experimental Psychology: Human Perception and Performance*, 32(6), 1354-1365.
- Article 16 – Sego, S. A., Golding, J. M., & Gottlob, L. R. (2006). Directed forgetting in older adults using the item and list methods. *Aging, Neuropsychology, and Cognition*, 13, 95-114.
- Article 17 – Harburger, L. L., Nzerem, C. K., & Frick, K. M. (2007). Single enrichment variables differentially reduce age-related memory decline in female mice. *Behavioral Neuroscience*, 121(4), 679-688.
- Article 18 – Kramer, J. H., Mungas, D., Reed, B. R., Wetzel, M. E., Burnett, M. M., Miller, B. L., Weiner, M. W., & Chui, H. C. (2007). Longitudinal MRI and cognitive change in healthy elderly. *Neuropsychology*, 21(4), 412-418.
- Article 19 – Depp, C. A., Moore, D. J., Sitzer, D., Palmer, B. W., Eyler, L. T., Roesch, S., Lebowitz, B. D., & Jeste, D. V. (2007). Neurocognitive impairment in middle-aged and older adults with bipolar disorder: Comparison to schizophrenia and normal comparison subjects. *Journal of Affective Disorders*, 101, 201-209.
- Article 20 – LaSarge, C. L., Montgomery, K. S., Tucker, C., Slaton, G. S., Griffith, W. H., Setlow, B., & Bizon, J. L. (2007). Deficits across multiple cognitive domains in a subset of aged Fischer 344 rats. *Neurobiology of Aging*, 28, 928-936.
- Article 21 – Belleville, S., Chertkow, H., & Gauthier, S. (2007). Working memory and control of attention in persons with Alzheimer’s disease and mild cognitive impairment. *Neuropsychology*, 21(4), 458-469.
- Article 22 – Koenig, P., Smith, E. E., Moore, P., Glosser, G., & Gorssman, M. (2007). Categorization of novel animals by patients with Alzheimer’s disease and corticobasal degeneration. *Neuropsychology*, 21(2), 193-206.
- Article 23 – Woodhouse, A., Dickson, T. C., & Vickers, J. C. (2007). Vaccination strategies for Alzheimer’s disease. *Drugs Aging*, 24(2), 107-119.
- Article 24 – Gallo, D. A., Shahid, K. R., Olson, M. A., Solomon, T. M., Schacter, D. L., & Budson, A. E. (2006). Overdependence on degraded gist memory in Alzheimer’s disease. *Neuropsychology*, 20(6), 625-632.
- Article 25 – Carvalho, F. M., Pereira, S. R. C., Pires, R. G. W., Ferraz, V. P., Romano-Silva, M. A., Oliveira-Silva, I. F., & Ribeiro, A. M. (2006). Thiamine deficiency decreases glutamate uptake in the prefrontal cortex and impairs spatial memory performance in a water maze test. *Pharmacology, Biochemistry, and Behavior*, 83, 481-489.
- Article 26 – van Asselen, M., Kessels, R. P. C., Wester, A. J., & Postma, A. (2005). Spatial working memory and contextual cueing in patients with Korsakoff amnesia. *Journal of Clinical and Experimental Neuropsychology*, 27, 645-655.
- Article 27 – Pires, R. G. W., Pereira, S. R. C., Oliveira-Silva, I. F., Frnaco, G. C., & Ribeiro, A. M. (2005). Cholinergic parameters and the retrieval of learned and re-learned spatial information: A study using a model of Wernicke-Korsakoff Syndrome. *Behavioural Brain Research*, 162, 11-21.

- Article 28 – Hochhalter, A. K. & Joseph, B. (2001). Differential outcomes training facilitates memory in people with Korsakoff and Prader-Willi syndromes. *Integrative Physiological and Behavioural Science*, 36(3), 196-204.
- Article 29 – Wagner, A. K., Kline, A. E., Ren, D., Willard, L. A., Wenger, M. K., Zafonte, R. D., & Dixon, C. E. (2007). Gender associations with chronic methylphenidate treatment and behavioral performance following experimental traumatic brain injury. *Behavioural Brain Research*, 181, 200-209.
- Article 30 – Kit, K. A., Mateer, C. A., & Graves, R. E. (2007). The influence of memory beliefs in individuals with traumatic brain injury. *Rehabilitation Psychology*, 52(1), 25-32.
- Article 31 – van Heugten, C. M., Hendriksen, J., Rasquin, S., Dijcks, B., Jaeken, D., & Vles, J. H. S. (2006). Long-term neuropsychological performance in a cohort of children and adolescents after severe paediatric traumatic brain injury. *Brain Injury*, 20(9), 895-903.
- Article 32 – King, K. A., Hough, M. S., Vos, P., Walker, M. M., & Givens, G. (2006). Word retrieval following mild TBI: Implications for categorical deficits. *Aphasiology*, 20(2/3/4), 233-245.
- Article 33 – Putman, P., Hermans, E. J., & van Honk, J. (2007). Exogenous cortisol shifts a motivated bias from fear to anger in spatial working memory for facial expressions. *Psychoneuroendocrinology*, 32, 14-21.
- Article 34 – Zurkovsky, L., Brown, S. L., & Korol, D. L. (2006). Estrogen modulates place learning through estrogen receptors in the hippocampus. *Neurobiology of Learning & Memory*, 86, 336-343.
- Article 35 – Driscoll, I., Hamilton, D. A., Yeo, R. A., Brooks, W. M., & Sutherland, R. J. (2005). Virtual navigation in humans: the impact of age, sex, and hormones on place learning. *Hormones and Behavior*, 47, 326-335.
- Article 36 – McElroy, M. W. & Korol, D. L. (2007). Intrahippocampal muscimol shifts learning strategy in gonadally intact young adult female rats. *Learning & Memory*, 12, 150-158.
- Article 37 – Brandt, K. R., Sunram-Lea, S. I., & Qualtrough, K. (2006). The effect of glucose administration on the emotional enhancement effect in recognition memory. *Biological Psychology*, 73, 199-208.
- Article 38 – Horne, P., Barr, R. G., Valiante, G., Barr, R. G., Zelazo, P. R., & Young, S. N. (2005). Glucose enhances newborn memory for spoken words. *Developmental Psychobiology*, 48, 574-582.
- Article 39 – Scholey, A. B., Laing, S., & Kennedy, D. O. (2006). Blood glucose changes and memory: Effects of manipulating emotionality and mental effort. *Biological Psychology*, 71, 12-19.
- Article 40 – Meikle, A., Riby, L. M., & Stollery, B. (2004). The impact of glucose ingestion and gluco-regulatory control on cognitive performance: a comparison of younger and middle aged adults. *Human Psychopharmacology*, 19, 523-535.
- Article 41 – Canal, C. E. & Gold, P. E. (2007). Different temporal profiles of amnesia after intra-hippocampus and intra-amygdala infusions of anisomycin. *Behavioral Neuroscience*, 121(4), 732-741.
- Article 42 – Takahashi, L. K., Hubbard, D. T., Lee, I., Dar, Y., & Sipes, S. M. (2007). Predator odor-induced conditioned fear involves the basolateral and medial amygdala. *Behavioral Neuroscience*, 121(1), 100-110.
- Article 43 – Cheng, D. T., Knight, D. C., Smith, C. N., & Helmstetter, F. J. (2006). Human amygdala activity during the expression of fear responses. *Behavioral Neuroscience*, 120(5), 1187-1195.
- Article 44 – Barad, M., Gean, P-W., & Lutz, B. (2006). The role of the amygdala in the extinction of conditioned fear. *Biological Psychiatry*, 60, 322-328.
- Article 45 – Whatmough, C. & Chertkow, H. (2007). rCBF to the hippocampal complex covaries with superior semantic memory retrieval. *Behavioural Brain Research*, 181, 262-269.
- Article 46 – Rossato, J. I., Bevilacqua, L. R. M., Myskiw, J. C., Medina, J. H., Izquierdo, I., & Cammarota, M. (2007). On the role of hippocampal protein synthesis in the consolidation and reconsolidation of object recognition memory. *Learning & Memory*, 14, 36-46.
- Article 47 – Bright, P., Buckman, J., Fradera, A., Yoshimasu, H., Colchester, A. C. F., & Kopelman, M. D. (2006). Retrograde amnesia in patients with hippocampal, medial temporal, temporal lobe, or frontal pathology. *Learning & Memory*, 13, 545-557.
- Article 48 – Prado-Alcala, R. A., Diaz del Guante, M. A., Garin-Aguilar, M. E., Diaz-Trujillo, A., Quirarte, G. L., & McGaugh, J. L. (2006). Amygdala or hippocampus inactivation after retrieval induces temporary memory deficit. *Neurobiology of Learning and Memory*, 86, 144-149.

## Course Purpose

General Purpose – A detailed coverage of the literature on sources of forgetting and amnesia. Discussions will include context dependent forgetting, eyewitness memory, infantile amnesia, transient global amnesia, and retrograde and anterograde amnesia associated with traumatic head injury and neurological disease. Prerequisites: PSY 110 or 111.

## Course Mechanics

Attendance Policy - Class attendance is very strongly recommended, as much of the course is based on class discussion and part of each student's grade is based on participation. Students will be held responsible for all material covered in class and for any announcements made during class regardless of whether or not they attend. Under no circumstances will Dr. Flint provide copies of lecture notes or summaries of discussions. It is strongly recommended that students get to know their classmates so that, in the event a class is missed, students may easily obtain any material without delay. Students are strongly encouraged to seek out Dr. Flint to discuss the course material and ask questions regarding the course material, especially if class is missed.

Phones/Pagers – Students are requested to turn off all cellular phones and pagers or set them to an inaudible setting unless specific prior arrangements are made with Dr. Flint. If your phone or pager is activated, please leave the room immediately to prevent further classroom disturbance or the device will be confiscated.

The College of Saint Rose prohibits the use of cellular telephones with text messaging and camera features in classrooms, testing locations, locker rooms, bathrooms, other private areas, and while driving a College owned, leased or rented vehicle. Students that violate this policy will be subject to disciplinary actions and possible expulsion/termination as well as criminal or civil penalties for related violation of federal, state, or local laws.

Time Commitment – Students will be required to read the assigned material PRIOR to coming to class. It is recommended that students spend a MINIMUM of 3 hours studying outside of class for every 1 hour of class time. This means that students should spend at least 9 hours per week working on the material for this course outside of classroom contact time. This time should include reading the assigned portions of the textbook, reading assigned articles, creating question lists, and writing article reviews.

Technology Requirement – All materials for this course will be available through the Blackboard system on the server at The College of Saint Rose. Students are responsible for acquiring access to a computer capable of accessing the internet, downloading the articles, checking their Saint Rose email account, and using the campus Blackboard system.

Email Contact – As a student at The College of Saint Rose, you have a student email account. Dr. Flint will likely send out class emails using this address. It is your responsibility to make sure that this account is working and to check for emails on a regular basis.

Academic Accommodations – If you are a student with a documented disability and require academic accommodations please register with Lynn Cantwell, the Director of Services for Students with Disabilities, located in the Academic Support Center on the 2<sup>nd</sup> floor of St. Joseph Hall (campus extension 2335 or 337-2335, off campus) for disability verification and for determination of recommended reasonable academic accommodations. After you have made arrangements with that office, please see me to discuss your accommodations. Please remember that timely notice will help avoid a delay in your receipt of accommodations.

Plagiarism and Academic Integrity – Grades are not competitive and thus, students are encouraged to discuss the material and study together outside of class. In other words, there are not a limited number of A's to be earned, everyone has the opportunity to earn an A in this course. However, all

graded assignments (e.g., article reviews, article questions, grant proposal) are expected to be a reflection of the individual student's work. Students caught plagiarizing, cheating, or violating The College of Saint Rose policy on Plagiarism and Academic Integrity in any way will receive a zero for the course and disciplinary action may be taken. If you have any questions or are unsure about these rules and regulations you should see Dr. Flint immediately. A copy of The College of Saint Rose Policy on Plagiarism and Academic Integrity is available in The College of Saint Rose Course Catalog and has also been included in this syllabus.

### Assignments:

Article Reviews – Each student will be responsible for writing 3 article reviews and for leading the class discussion of each of these articles. The required content for the written article review may be found at the end of the syllabus. In general, the written review serves as a summary of the major portions of the article and as a guide for the presenter during his/her presentation. Written article reviews are usually between 1 and 2 single-spaced typed pages in length. Each article review and its discussion will be worth a total of 100 points and will be graded based on the:

1. Quality of the Presentation (30 points)
2. Degree of Mastery of the Article (40 points)
3. Quality/Content of the Written Review (30 points)

Presentations should be at least 10 minutes in length but last no more than 25 minutes. Presenters are required to provide copies of their written article review for Dr. Flint and for every student in the class to be distributed BEFORE the presentation. Thus, presenters should plan ahead and give themselves enough time to make copies or print copies to distribute in class. Failure to have handouts for the class at the time of the presentation will result in point deductions, regardless of the excuse. These presentations should not be considered formal presentations, but the presenter will be considered the “expert” on his/her article during the discussion following the presentations each day.

Article Questions – Students will be responsible for generating 3 typed questions for every article discussed in class (excluding textbook chapters and articles the student is responsible for presenting). This means that students will be responsible for generating questions for 45 articles. However, Dr. Flint understands that at times things come up that make it difficult to complete an assignment on time. Since late assignments WILL NOT BE ACCEPTED, Dr. Flint will drop the 4 lowest grades for Article grades. Each question will be worth 5 points each (i.e. 15 points per article) based on the following scale:

- 5 Points – The question is clear and concise and reflects a deep level of analysis and/or a high level of critical thinking. Question is accompanied by clear justification/rationale for the question.
- 4 Points – The question is clear and concise and reflects a moderate level of analysis and/or a moderate level of critical thinking. Question is accompanied by clear justification/rationale for the question.
- 3 Points – The question is clear and concise and reflects a low level of analysis and/or a low level of critical thinking. Question may not be well justified.
- 2 Points – The question may be lacking in clarity and conciseness. Question may have a low level of analysis and/or a low level of critical thinking. Question is not justified.
- 1 Point – The question is generally poor and does not reflect college-level work.
- 0 Points – No question was submitted.

In Dr. Flint's experience, most students generate questions valued at 3-4 points on the scale above. Considerable thought and analysis is often necessary to earn a 5 on the question.

Questions must be typed and will be collected at the beginning of each class. Therefore, students should print an additional copy of their questions for their own use during class discussions.

**Research Proposal** – Students will be required to write a 3-5 page (excluding title page and reference pages) grant proposal. The goal of this exercise is to propose a research project based on one of the many topics covered during the semester. The research proposal will be worth a total of 100 points and will be due on Friday December 14<sup>th</sup> during the final exam period between 8 and 10:30 AM. Additional details regarding this assignment will be provided at a later point during the semester.

**Grading Policy** – Grades will be calculated based on the total number of points earned by each student during the semester (total possible = 605 points). The number of points earned will be divided by the total possible points and multiplied by 100 to yield a percentage for the course. Dr. Flint maintains a policy of academic privacy and will not, under any circumstances, discuss an individual student's academic performance via phone or email. Grades will be assigned using the grading scales listed below:

<b>Grade</b>	<b>Percentage</b>	<b>GPA Points*</b>
A	95-100%	4.0
A -	90-94%	3.7
B +	87-89%	3.3
B	83-86%	3.0
B -	80-82%	2.7
C +	75-79%	2.3
C	70-74%	2.0
D	60-69%	1.0
F	≤ 59%	0.0

\*GPA points are assigned by The College of Saint Rose

**Grade Disclosure** – Grades will be posted on Blackboard.

**Assignment Summary** – The table below summarizes the graded assignments for this course and lists their point value.

<b>Assignment</b>	<b>Point Value</b>
Article Review 1	100
Article Review 2	100
Article Review 3	100
Article Questions [(45 Articles with 3 Questions Each Worth 5 Points Per Question) – 60]	615
Research Proposal	100
<b>Total</b>	<b>1015</b>

FORGETTING & AMNESIA  
Course Timeline

Date	Assignments
Tuesday August 28 <sup>th</sup>	Course Overview; Syllabus; Introduction to Memory
Thursday August 30 <sup>th</sup>	Forget It? Chapter 1 – Overview of Memory and Neuroanatomy & Chapter 2 – Environmental Context
Tuesday September 4 <sup>th</sup>	Article 1 Article 2
Thursday September 6 <sup>th</sup>	Article 3 Article 4 Forget It? – Chapter 3 – State Dependency
Tuesday September 11 <sup>th</sup>	Article 5 Article 6
Thursday September 13 <sup>th</sup>	Article 7 Article 8 Forget It? – Chapter 4 – False Memory
Tuesday September 18 <sup>th</sup>	Article 9 Article 10
Thursday September 20 <sup>th</sup>	Article 11 Article 12 Forget It? – Chapter 5 – Directed Forgetting
Tuesday September 25 <sup>th</sup>	Article 13 Article 14
Thursday September 27 <sup>th</sup>	Article 15 Article 16 Forget It? – Chapter 6 – Aging
Tuesday October 2 <sup>nd</sup>	Article 17 Article 18
Thursday October 4 <sup>th</sup>	Article 19 Article 20 Forget It? – Chapter 7 – Alzheimer's
Tuesday October 9 <sup>th</sup>	Article 21 Article 22
Thursday October 11 <sup>th</sup>	Article 23 Article 24 Forget It? – Chapter 8 – Wernicke-Korsakoff
Tuesday October 16 <sup>th</sup>	Article 25 Article 26
Thursday October 18 <sup>th</sup>	Article 27 Article 28 Forget It? – Chapter 9 – TBI
Tuesday October 23 <sup>rd</sup>	Article 29 Article 30
Thursday October 25 <sup>th</sup>	Article 31 Article 32 Forget It? – Chapter 10 – Hormones
Tuesday October 30 <sup>th</sup>	Article 33 Article 34
Thursday November 1 <sup>st</sup>	Article 35 Article 36 Forget It? – Chapter 11 – Glucose
Tuesday November 6 <sup>th</sup>	NO CLASSES ADVISING DAY

Thursday November 8 <sup>th</sup>	Article 37 Article 38
Tuesday November 13 <sup>th</sup>	Article 39 Article 40 Forget It? – Chapter 12 – Emotional Memories & Amygdala
Thursday November 15 <sup>th</sup>	Article 41 Article 42
Tuesday November 20 <sup>th</sup>	Article 43 Article 44 Forget It? – Chapter 13 – Amnesia & Hippocampus
Thursday November 22 <sup>nd</sup>	NO CLASSES THANKSGIVING HOLIDAY
Tuesday November 27 <sup>th</sup>	Article 45 Article 46
Thursday November 29 <sup>th</sup>	Article 47 Article 48
Tuesday December 4 <sup>th</sup>	Film on Memory Loss
Thursday December 6 <sup>th</sup>	Film on Memory Loss
Final Exam Period December 14 <sup>th</sup> 8-10:30	Proposals Due

The College of Saint Rose, Albany, New York  
Policy on Plagiarism and Academic Integrity

Definition:

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of his or her own efforts. Students working in groups are each individually responsible for the academic integrity of the group project. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable.

Plagiarism includes but is not limited to:

- ❑ Purchasing, copying, down-loading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument or any other work and presenting it as one's own, either in whole or in part.
- ❑ Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct includes but it not limited to:

- ❑ Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
- ❑ Attempting to influence one's academic evaluation for reasons other than academic achievement or merit.
- ❑ Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement and documentation.
- ❑ Doing unauthorized academic work for which another person will receive credit or be evaluated.
- ❑ Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus, a student who writes a paper or does an assignment for another students is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from his or her own paper, examinations, or projects should be held as accountable as the student who submits the copied material.

The work of others, regardless of origin, must be properly and accurately cited in an accepted style, and research data must be obtained and reported in an ethical and accurate manner. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedure:

Student work failing to meet the standards of academic integrity will not be given a passing grade. It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to his or her best judgment. However, a failing course grade for academic dishonesty will not be recorded by the Registrar until the student has been informed of the charge and the evidence upon which it is based, and the student has been given an opportunity to present his or her defense to the instructor. The instructor may withhold the course grade if the case is not resolved before final grades are due at the Office of the Registrar.

If a student is given a failing course grade for an abuse of academic integrity, as determined by the instructor, the student may appeal the grade by following the steps outlined in the College's grievance procedure.

When a failing grade due to a violation of academic integrity is recorded, the instructor will send written notification to the school dean(s), the student's advisor, and the Registrar. The notification will identify both the student and the course, and it will describe the offense. A student who violates said standards of academic integrity on more than one occasion may receive sanctions up to, and including dismissal from the college.

**Copyright Policy:**

It is the policy of The College of Saint Rose to promote legal and ethical use of information in all media. It is, therefore, the responsibility of all faculty, administrators, staff, and students to respect the rights of copyright holders when making use of these materials. All members of the Saint Rose community should reference the College's Copyright Policy for guidance on copyright-related issues and questions. The Copyright Policy, along with information on the Digital Millennium Copyright Act, the Acceptable Use Policy, and the Wireless Ethernet Position Page, can be found on the College's Educational Technology Services webpage at <http://ets.strose.edu/policies.asp>.

## Article Review Format

Student's Name:

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 To be completed by Dr. Flint

Quality of Presentation	_____	/30
Degree of Mastery of Article	_____	/40
Quality/Content of the Written Review	_____	/30
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Total	_____	/100

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## Article Reference in APA format

1. Briefly explanation of the overall purpose of the experiment(s) or review.
2. General review of the literature the author(s) reference in the introduction that is particularly relevant to understanding their rationale for doing this work.
3. If this article is an experiment:
  - a. What is/are the hypothesis(es).
  - b. Who/what are the participants? Include any RELEVANT details/characteristics.
  - c. Describe the procedures utilized in this experiment in detail. Even though we've all read the article, providing a clear and detailed explanation of the procedures will help us all understand the article better.
  - d. What are the critical comparisons, the results of those critical comparisons, and what do those results mean? No need to go into the stats unless you find a problem with the type of test used or the way in which it was interpreted.
  - e. Repeat a-c above for the next experiment in the article if there are multiple experiments.
4. If this article is a review, what is the argument, belief, and/or approach that the authors are taking? Do they have a theory?
  - a. What is the source of the review? I.e., are the authors reviewing a large body of research, a small select section of the literature, etc.?
  - b. What are the important/major issues, gaps, or inconsistencies in the literature that the authors identify?
  - c. Are there methodological/procedural challenges or other problems this area of research currently faces?
5. What are the general conclusions the author(s) draw from their data or review of the literature?
6. Do the authors make any suggestions for future directions of exploration?

## Verification of Receipt/Understanding of Course Syllabus

I \_\_\_\_\_ (PRINT YOUR NAME CLEARLY) have received a copy of the Forgetting & Amnesia (PSY 350) course syllabus for the Fall 2007 semester. I have read the syllabus and I understand all of the course policies and requirements. In addition, I have received a copy of The College of Saint Rose's Policy on Plagiarism and Academic Integrity as part of this syllabus and I understand these policies. I understand that violation of this policy will result in a zero for the course and possible disciplinary action.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

THIS FORM SHOULD BE COMPLETED AND RETURNED TO DR. FLINT THE 2<sup>ND</sup> CLASS OF THE FALL 2007 SEMESTER.