

**Instructor:** Kimberley Schanz, M. A.  
**Email:** [kschanz@jjay.cuny.edu](mailto:kschanz@jjay.cuny.edu)  
**Phone:** 908-930-0985  
**Office Hours:** Tuesdays, 1:40pm-3:40pm  
**Office:** 10.61.01(New Building)

**Peer Mentor:** Uche Maduagwu  
**Email:** [uche.maduagwu@jjay.cuny.edu](mailto:uche.maduagwu@jjay.cuny.edu)  
**Phone:** (917) 651-5195  
**Office Hours:** By appointment  
**Office:** L2.75 (New Building)

**Memory: Imperfections, Injustices, and Improvement.**  
**First year Justice Core Seminar**  
**PSY 141 – FY25**  
**Classroom: North Hall 4101**  
**Fall 2015**  
**Tuesdays and Thursdays**  
**10:50am to 12:05 pm.**

**COURSE DESCRIPTION:**

This course will examine how people's memories can alter the course of justice. By examining the psychological basis of memory and how it operates in everyday life, this course will explore the constructive nature and malleability of memory and how this relates to phenomena such as forgetting, false memories, and the reliability of eye witness testimony.

**LEARNING OUTCOMES:**

• **Students will describe their own perspective as to how memory errors impact issues**

You will accumulate experiential knowledge by participating in a variety of activities designed to demonstrate the limitations of your own memory, and that of others. You will use a variety of sources to demonstrate the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction. You will write a persuasive integrative essay using elements from your portfolio in response to assigned readings, movies, and presentations, connecting what you have learned about the fallibility of your own memory to specific struggles over eye witness memory issues in the criminal justice system. You will use an evidence-based approach to argue whether or not you think eye witness testimony should be admissible in court.

• **Students will identify problems about how memory works and propose solutions through evidence-based inquiry**

You will engage in several individual and collaborative assignments and discussions that will help you to identify problems in terms of the fallibility of your own memories and what you can do to improve how you learn and remember. You will use a variety of sources to demonstrate the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction, and you will propose research-based solutions as to what can be done to help prevent this in the future.

• **Students will assess the effectiveness of their own role in collaborations with people of diverse backgrounds**

A key feature of the success of the seminar is for you to work collaboratively with your classmates in several different ways, e.g., listening to and commenting on others' ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. You will be asked to reflect critically on your contributions to each of these elements in your portfolio entries and to consider what you can do to improve your collaborative skills. You are especially encouraged to model your planned improvements on successful collaborative practices demonstrated by your peers.

• **Students will demonstrate effective planning and reflection to accomplish specific course outcomes**

You will submit, and periodically review, goals and timelines for more long-term projects, such as the group research project, and the Opportunity Project. In addition, you will reflect on your planning practices, academic growth, and personal growth, throughout the semester in your portfolio entries. In your final portfolio entry, you will reflect more holistically about your evolution across the entire semester; you will evaluate the efficacy of your planning abilities and reflect on how the skills acquired in this course will be useful in future classes.

• **Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth**

You will demonstrate your commitment to being a John Jay citizen through the completion of the Opportunity Project where you will be awarded points for participating in various co-curricular opportunities at the college. The Opportunity Project is deliberately flexible in its design. You must attend a workshop at the Writing Center and must visit the library for a workshop, otherwise there are many possibilities as to how the points can be accumulated. To get Opportunity Project credit you will be required to do three things: 1) present evidence of your attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what you got out of it.

**REQUIRED BOOKS:**

There is no required textbook for this course. However, there will be reading assignments for most classes (these have been posted on Blackboard) and we will all read the book, *Picking Cotton*.

Revised learning outcomes for the first year seminars were implemented in fall 2016.

Reference: Thompson-Cannino, J., Cotton, R., & Torneo, E. (2009). *Picking Cotton: Our memoir of injustice and redemption*. New York: St. Martin's Press. ISBN: 978-0312599539. This book can be purchased through the John Jay Online Bookstore ([www.JohnJayBooks.com](http://www.JohnJayBooks.com)) or any online/retail bookstore.

## ASSESSMENT:

### Grade breakdown

Participation and attendance	100 points
Portfolio	400 points
Portfolio integration essay	100 points
Opportunity Project	100 points
Collaborative Project	200 points
Showcase presentation	100 points
<b>TOTAL</b>	<b>1000 points</b>

How final grades will be assigned from points							
<b>A</b>	930 - 1000	<b>B</b>	830 - 869	<b>C</b>	730 - 769	<b>D</b>	630 - 669
<b>A-</b>	900 - 929	<b>B-</b>	800 - 829	<b>C-</b>	700 - 729	<b>D-</b>	600 - 629
<b>B+</b>	870 - 899	<b>C+</b>	770 - 799	<b>D+</b>	670 - 699	<b>F</b>	< 600

**Note:** Grades less than C are considered unsatisfactory.

### Participation and attendance (100 points)

This course is a seminar, as such students will be expected to be interactive in class, and to make regular and substantial contributions to the course by raising questions, thinking critically about the materials, and expressing their own relevant opinions about the course content. We will all learn from each other and will benefit from each others' experiences. As part of your seminar participation, you will begin each class with a writing exercise based on that day's readings, and so it is also essential that you come prepared. These writing exercises will be used to guide the discussion for the class. Please note that regular attendance is an essential element for excelling in this class. If you have a valid excuse then as a matter of courtesy I ask that you please email me to let me know that you will be absent from a class. Please try to be on time as late arrivals are disruptive and your classmates will be relying on your presence for group activities. **Excessive absence (more than 4 classes) or recurring lateness may result in a failing grade.**

### Portfolio (400 points)

You will assemble a portfolio that will reflect how your reading, writing, information literacy and critical thinking skills about memory and justice issues evolved over the course of the semester. Each portfolio entry will be based on class-related activity and a series of guided questions designed to help you construct knowledge about your own memory, how memory works in general, and/or your perceptions of the learning experience. Please note that your portfolio will contain all your work, even if you rewrite sections, you should have all of your drafts in the portfolio. This will allow you to reflect on how your learning has changed over the semester, which will be the theme for the final portfolio entry.

### Portfolio integration research essay (100 points)

You will integrate several elements from your portfolio to write a research essay in which you will describe a real-life court case where a person was convicted primarily because an eye witness identified them as the perpetrator. You will summarize the crime that they were accused of committing, and the eye witness testimony. Imagine that you are an attorney who has been chosen to represent the defendant on his appeal. Describe the psychological evidence that you will present to the jury to persuade them that the eye witness testimony is not sufficiently reliable to prove your client's guilt beyond reasonable doubt. Remember that you will have to make the information accessible and persuasive but you will also have to provide strong scientific evidence (with citations) to support your claims. You will also describe how psychological science has shown how to improve the reliability of eyewitness testimony. Finally, you argue (with supporting evidence) whether or not you feel that eyewitness testimony in general should be admissible in court.

### Opportunity Project (100 points)

In a separate section of your portfolio, you will create a unit called the **Opportunity Project**. You will demonstrate your commitment to being a John Jay citizen by becoming involved in various co-curricular opportunities at John Jay, for which you will be awarded "Opportunity points" for participating. The Opportunity Project is deliberately flexible in its design. You must attend a workshop at the Writing Center and a library workshop, otherwise, there are almost limitless ways to accumulate points. These include joining a club, attending a lecture, going to tutoring at the Writing Center, or Math Center, and many more. I will provide a list of suggested activities and associated points and we will add to this list as a class as the semester gets underway. In general, most activities will be 15 - 20 points. You are asked to "advertise" any upcoming events so that your other class members will also be able to participate. To get "Opportunity Points" for an activity you will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what they got out of it.

### Collaborative Memory Project (200 points) + Showcase Presentation (100 points)

Carrying out psychological research requires training in statistics and research methods that you will get in later courses, however,

with my guidance you will carry out a preliminary research-style project that will require you to collaborate with your classmates. Together we will think about hypothesis generation, the practicalities of collecting data and how to present your results. We will brainstorm to come up with a general theme, and then we will set about designing studies that will require students to work together in groups to investigate their own specific question about how memory works. You will present portions of this group work in a First Year Experience Showcase on December 10<sup>th</sup>. **Note, this will take place during Community Hour and everyone is required to attend.**

### Writing Center

The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

### Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

### Important Dates to Remember:

Sept 3 – PF1 Due	Oct 22 – PF10 Due
Sept 8 – PF 2 Due	PF4.3 Due
Sept 10 – NO CLASS – MONDAY SCHEDULE	Oct 27 – PF11 Due
Sept 15 – NO CLASS	Oct 29 – PF12 Due
Sept 16 – Last day to drop a class without a “W”	Nov 3 – PF13 Due
Sept 17 – PF3 Due	Nov 5 – PF11.2 Due
Sept 22 – NO CLASS	Nov 6 – CRAPP HW due by 8pm (upload to BB)
Sept 24 – PF4 Due	Nov 10 – PF14 Due
Sept 25 – TUESDAY SCHEDULE	First Draft of Research Paper Due
Sept 29 – PF5 Due	Nov 13 – Study Design HW due by 8pm (upload to BB)
Oct 1 – PF6 Due	Nov 18 – Piloting HW due by 8pm (upload to BB)
Oct 6 – PF4.2 Due	Nov 19 – PF15 Due
Oct 13 – PF7 Due	Second Draft of Research Paper Due (upload to BB)
Oct 15 – PF8 Due	Dec 10 – First Year Showcase (1:40-3pm)
Oct 20 – PF9 Due	Dec 18 – Portfolio due (including PF16)
	Final Research Essay Due
	Peer Evaluation Due

**PROVISIONAL COURSE CALENDAR (subject to change)**

	Date	Topic	Portfolio assignment	You must read this before today's class
1	Th Aug 27	Introduction – Overview of course and Blackboard help.	<b><u>PF1: Reflection on making the most of being a student at JJay (due 9/3/15)</u></b> Use the worksheet on BB and reflect on what worked and did not work for you as a student in high school. What will you do to make the most of JJ this semester? <b>Create a time management plan for the semester</b> Use these resources that are on BB: John Jay Website student Life Science Daily Facebook use and college grades <a href="http://www.sciencedaily.com/releases/2009/04/090413180538.htm">http://www.sciencedaily.com/releases/2009/04/090413180538.htm</a> Vance Granville Community College - <i>Time management for students.</i>	
2	Tu Sept 1	LIBRARY VISIT	<b><u>PF2: Library reflection?(due 9/8/15)</u></b>	Check out the John Jay Library website
3	Th Sept 3	Learning: Classical Conditioning	<b><u>PF3: Personal autobiographical memory</u></b> (due 9/17/15)	Wood, Wood & Boyd (2005). Learning. In <i>The world of psychology</i> (5 <sup>th</sup> edition) (pp. 164-176). Boston, MA: Pearson. Costandi, M. (2012, Aug). How to learn in your sleep. Retrieved from <i>Scientific American</i> . <a href="http://www.scientificamerican.com/article/how-to-learn-in-your-sleep/">http://www.scientificamerican.com/article/how-to-learn-in-your-sleep/</a>
4	Tu Sept 8	Operant Conditioning and observational learning		Wood, Wood & Boyd (2005). Learning. In <i>The world of psychology</i> (5 <sup>th</sup> edition) (pp. 177-201). Boston, MA: Pearson.
	Sept 10 <sup>th</sup>	<b>NO CLASS – MONDAY SCHEDULE</b>		
	Sept 15 <sup>th</sup>	<b>NO CLASS – NO CLASSES SCHEDULED</b>		
5	Th Sept 17	PHOTO SCAVENGER HUNT	What's going on at JJ - Exploring the college and creating an action plan for Opportunity Project  <b><u>PF 4: Action plan for the Opportunity Project due 9/24</u></b>	John Jay Website Student Affairs
	Sept 22 <sup>nd</sup>	<b>NO CLASS – NO CLASSES SCHEDULED</b>		
6	Th Sept 24	3-stage memory model. Sensory & short-term memory?	<b><u>PF 5: Reflection on your STM memory due 9/29</u></b>	Myers, D. (2013). Studying and building memories. In <i>Psychology in modules</i> . (10 <sup>th</sup> edition) (pp. 310 - 322). New York, NY: Worth. Gatherpole, S.E. (2008). Working memory in the classroom. <i>The Psychologist</i> , 21, 382-385.
7	Fri Sept 25 <b>*TUESDAY SCHEDULE*</b>	Implicit long term memory	<b><u>PF 6: Reflection on your implicit memory due 10/1</u></b>	Myers, D. (2013). Storage: Retaining information in the brain. In <i>Psychology in modules</i> . (10 <sup>th</sup> edition) (pp. 323 - 329). New York, NY: Worth. Willis, J. (May, 2012). Smart to sleep. <i>Psychology Today</i> . Retrieved from <a href="https://www.psychologytoday.com/blog/radical-teaching/201205/it-s-smart-sleep">https://www.psychologytoday.com/blog/radical-teaching/201205/it-s-smart-sleep</a>
8	Tu Sept 29	7. Semantic Memory and memory improvements <b>TRICKS of the TRADE: Student visit</b>	<b><u>PF 4.2: Check in and assess progress on action plan for the Opportunity Project due 10/6</u></b>	Morris, P.E. & Fritz, C.O. (2006). How to...improve your memory. <i>The Psychologist</i> , 19, 608-611.

9	Th Oct 1	Opportunity Project Revisited	What makes a good action plan? What is going on at JJ? Review of what we know about memory	
10	Tu Oct 6	Autobiographical Memories (AM)	<b><u>PF7: Reflection on autobiographical memory due 10/13</u></b>  <b>*Bring three copies of your autobiographical memory to class today!</b>	Thompson-Cannino, J., Cotton, R., & Torneo, E. (2009). <i>Picking Cotton: Our memoir of injustice and redemption</i> . New York: St. Martin's Press. Chapter 1 Chen, I. (2011, Sept). How accurate are memories of 9/11? <i>Scientific American</i> . Retrieved from <a href="http://www.scientificamerican.com/article.cfm?id=911-memory-accuracy">http://www.scientificamerican.com/article.cfm?id=911-memory-accuracy</a>
11	Th Oct 8	Why do we forget ?	<b><u>PF8: Reflection on forgetting due 10/15</u></b>	Shacter, D. (May 1, 2001). The seven sins of memory. <i>Psychology Today</i> . Retrieved from <a href="https://www.psychologytoday.com/articles/200105/the-seven-sins-memory">https://www.psychologytoday.com/articles/200105/the-seven-sins-memory</a> Williams, L. M. (1994). Recall of childhood trauma: a prospective study of women's memories of child sexual abuse. <i>Journal of Consulting and Clinical Psychology, 62</i> , 1167 - 1176.
12	Tu Oct 13	False memories and misinformation	<b><u>PF9: Reflection on false memory demonstrations due 10/20</u></b>	Wright, D., Ost, J., & French, C. (2006) Recovered and false memories. <i>The Psychologist, 19</i> , 352-355. Wade, K.A. & Laney, C. (2008). Time to rewrite your autobiography. <i>The Psychologist, 21</i> , 588-593 Garry, M. & Loftus, E. (1994). Repressed memories of childhood trauma: Could some of them be suggested? <i>USA Today Magazine, 122</i> , 82-85. JJAY VIDEO STREAM EYE WITNESS* <a href="http://digital.films.com/PortalViewVideo.aspx?xtid=41336&amp;psid=0&amp;sid=0&amp;State=&amp;title=Eyewitness: What Actually Happened?&amp;IsSearch=N&amp;parentSeriesID=&amp;tScript=0#">http://digital.films.com/PortalViewVideo.aspx?xtid=41336&amp;psid=0&amp;sid=0&amp;State=&amp;title=Eyewitness: What Actually Happened?&amp;IsSearch=N&amp;parentSeriesID=&amp;tScript=0#</a>
13	Th Oct 15	<i>Picking Cotton</i> Discussion	<b><u>PF10: Reflection on Picking Cotton and Eyewitness Memory due 10/22</u></b>	Thompson-Cannino, J., Cotton, R., & Torneo, E. (2009). <i>Picking Cotton: Our memoir of injustice and redemption</i> . New York: St. Martin's Press. Chapters 2 -4 Wells, G.L. (1993) What do we know about eyewitness testimony? <i>American Psychologist, 48</i> , 553-571.
14	Tu Oct 20	The Innocence Project	<b><u>PF11: Choose a case history from the website and summarize in your own word due 10/27</u></b> <b><u>PF4.3: Check in and assess action plan for Opportunity Project due 10/22</u></b>	<a href="http://www.innocenceproject.org/">http://www.innocenceproject.org/</a> Use the search engine to ensure that you are selecting cases related to eyewitness memory issues.
15	Th Oct 22	Writing in Psychology (Using citations)	<b><u>PF12: What can CJ system can do to help prevent further injustices? Due 10/29</u></b>	Arkowitz, H.& Lilienfeld. S. (2009). Why science tells us not to rely on eyewitness accounts. <i>Scientific American</i> . Retrieved from <a href="http://www.scientificamerican.com/article.cfm?id=do-the-eyes-have-it">http://www.scientificamerican.com/article.cfm?id=do-the-eyes-have-it</a> The Innocence Project (2007). Eye witness identification reform. Retrieved from <a href="http://www.innocenceproject.org/Content/Eyewitness_Identification_Reform.php#">http://www.innocenceproject.org/Content/Eyewitness_Identification_Reform.php#</a>
16	Tu Oct 27	Memory Loss Brainstorm research project	<b><u>PF13: Reflection on memory loss due 11/3/15</u></b>	JJAY VIDEO STREAM - LIVING WITHOUT MEMORY <a href="http://digital.films.com/PortalViewVideo.aspx?xtid=48746&amp;psid=0&amp;sid=0&amp;State=&amp;title=Living Without a Memory&amp;IsSearch=Y&amp;parentSeriesID=&amp;tScript=0">http://digital.films.com/PortalViewVideo.aspx?xtid=48746&amp;psid=0&amp;sid=0&amp;State=&amp;title=Living Without a Memory&amp;IsSearch=Y&amp;parentSeriesID=&amp;tScript=0</a> JJAY VIDEO STREAM - HIPPOCAMPAL DAMAGE <a href="http://digital.films.com/PortalViewVideo.aspx?xtid=40890&amp;psid=0&amp;sid=0&amp;State=&amp;title=Dont Forget&amp;IsSearch=Y&amp;parentSeriesID=&amp;tScript=0">http://digital.films.com/PortalViewVideo.aspx?xtid=40890&amp;psid=0&amp;sid=0&amp;State=&amp;title=Dont Forget&amp;IsSearch=Y&amp;parentSeriesID=&amp;tScript=0</a>

17	Th Oct 29	Research study design Research Project ideas	<b><u>PF11.2 Add more details to your Innocence Project Case due 11/15</u></b>	John Jay Library Website: How to find information for a research project: <a href="http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726">http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726</a> Evaluating information sources <a href="http://guides.lib.jjay.cuny.edu/evaluatingresources">http://guides.lib.jjay.cuny.edu/evaluatingresources</a> Designing a survey: <a href="http://www.surveysystem.com/sdesign.htm">http://www.surveysystem.com/sdesign.htm</a>
18	Tu Nov 3	GROUP WORK Setting the rules Planning the project	<b><u>PF14: Group work reflection due 11/10</u></b>	University of the Arts in Philadelphia. (n.d.). Helpful tips on collaboration and group work. Retrieved from <a href="http://www.uarts.edu/students/helpful-tips-collaboration-and-group-work">http://www.uarts.edu/students/helpful-tips-collaboration-and-group-work</a>
19	Th Nov 5	Source reliability GROUP WORK	<b><i>HW: due 11/6 by 8pm – upload to BB (Assignments Tab)</i></b>	APA (n.d.) How to Be A Wise Consumer of Psychological Research. Retrieved from <a href="http://www.apa.org/research/action/mer.aspx">http://www.apa.org/research/action/mer.aspx</a>
20	Tu Nov 10 LAST DAY TO WITHDRAW	Citations/APA style Portfolio research paper – peer review of 1 <sup>st</sup> draft	<b><i>FIRST DRAFT RESEARCH PAPER DUE IN CLASS TODAY - Bring 4 copies!</i></b>	University of Carleton (n.d.). Guidelines for Students - Peer Review. Retrieved from <a href="http://serc.carleton.edu/introgeo/peerreview/tips.html">http://serc.carleton.edu/introgeo/peerreview/tips.html</a>
21	Th Nov 12	GROUP WORK	<b><u>PF 14.1 Group work reflection due 11/19</u></b>  <b><i>HW: due 11/13 by 8pm – upload to BB (Assignments Tab)</i></b>	
22	Tu Nov 17	GROUP WORK Piloting	<b><i>Creating a script, testing materials. Collecting pilot data. Action plan for adjustments and data collection.</i></b>  <b><i>HW: due 11/19 by 8pm – upload to BB (Assignments Tab)</i></b>	
23	Th Nov 19	GROUP WORK Data collection	<b><i>2<sup>nd</sup> draft research essay due – upload to BB (Assignments Tab)</i></b>	John Jay Library Guide to Documentation Style <a href="http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf">http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf</a> <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a>
24	Tu Nov 24	GROUP WORK Research Project Slideshows Data analyses		
25	Tu Dec 1	GROUP WORK Showcase Presentations	<b><u>PF16: Reflection on personal growth through the semester due 12/18/15</u></b>	
26	Th Dec 3	GROUP WORK Showcase presentations and final presentations FINISHING STRONG		
27	Tu Dec 8	FINALIZE SHOWCASE PRESENTATIONS		
28	Th Dec 10		<b>STUDENT PRESENTATIONS AT ANNUAL STUDENT SHOWCASE STUDENT DINING ROOM NB (1:30 to 3:00 pm)</b>	
29		<b>FINAL EXAM 12:30 to 2:30 pm</b>	<b>Final research essay due 12/18/15 Portfolio due 12/18/15 Research Presentations</b>	