

Memory: Imperfections, Injustices, and Improvement
First year Justice Core Seminar
PSY 141 | Fall 2020
Synchronous meetings on Tuesdays 3:05 pm to 4:20 pm

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Office "Location": Zoom; See BB "Meet Your Peer Success Coach" for details

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 eyewitness testimony.

LEARNING OUTCOMES:

1. Students will describe their own perspective as to how memory errors impact issues of justice.

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 eyewitness memory issues in the criminal justice system.

2. 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 solutions as to what can be done to help prevent this in the future.

3. 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.

4. 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.

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

You will demonstrate your commitment to being a John Jay citizen and your own growth through the completion of the Opportunity Project where you will be awarded points for participating in various co-curricular opportunities at the college - yes, even in a virtual environment! The Opportunity Project is deliberately flexible in its design. To get Opportunity Project credit you will be required to do three things: 1) present evidence of your attendance at the event (screenshot of zoom session, 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/MATERIALS:

- Readings and other content as assigned. Everything will be available on Blackboard or accessible from the web.

GRADING:

Grade Breakdown	Points
Participation and engagement in live discussions + one-minute feedback	10
Peer Success Coaching weekly college success Slack discussions (.5 points each x 10)	5
Peer Success Coaching 30 min individual session	5
Portfolio (PF) assignments (2 points each x 12)	24
Weekly Time-Blocks (1 point each x 14)	14
Persuasion Paper	10
Goal-Setting and Opportunity Project (2 points each x 5)	10
Collaborative Showcase Project	15
End-of-Semester Reflection	7
Total	100

Letter Grade Breakdown		
Grade Explanation	Numerical Percentage	Value Equivalents
A	4	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B	3	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C	2	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D	1	63.0–67.0

D-	0.7	60.0–62.9
F	0	Below 60.0

Participation and engagement in live sessions + one-minute feedback (10 points)

This course is a seminar, as such students will be expected to be interactive and fully present in live sessions, 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 complete a one-minute feedback discussion prompt in Blackboard that is related to class discussions. Please note that regular attendance is an essential element for excelling in this class. If you have a valid excuse, please communicate with me right away. Be ready to engage at the start of the live sessions.

Peer Success Coaching weekly college success Slack discussions (0.5 points x 10 = 5 points)

Each week, your peer success coach will guide you through a series of discussions prompts on Slack to continue your preparation to succeed in college. Discussion prompts will be available on Tuesdays at 4:30. You will have until Thursday at midnight to provide thoughtful responses to the prompts and to each other.

Peer Success Coaching 30 minute session (5 points)

Your peer success coach is a well-accomplished upper-class student who has been where you are and learned the tools and tricks to be successful. In your 30 minute coaching session, they will work with you to identify your own goals, map out a plan to achieve them, and consider solutions to barriers along the way. Take full advantage of your peer coach's wisdom and commitment to your success!

Portfolio Assignments (2 points each x 12 = 24 points)

You will assemble a portfolio that will reflect how your reading, writing, information literacy and critical thinking skills about memory and justice issues evolve 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.

Weekly Time-Blocking Habit (1 point x 14 = 14 points)

Time management, planning, and prioritization are essential skills for all areas of your life, particularly in college. In order to build a time management *habit*, you will submit a weekly screenshot of your upcoming time-blocked week on Blackboard. You may know the time-blocking technique from Summer Bridge, we will review in class, and your peer success coach will also provide guidance.

Persuasion Paper (10 points)

You will integrate several elements from your Portfolio Assignments to write a Persuasion Paper 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 eyewitness 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 eyewitness 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.

Goal-Setting and [Opportunity Project](#) (2 points x 5 = 10 points)

The Opportunity Project aligns your co-curricular (outside of class) activities with your academic and career goals. You will attend John Jay virtual events as suggested in the Opportunity Project handout. You also have the option of earning 1 additional extra credit point (max 5) for additional activities/events that you attend. Your options are meant

to be flexible. If you're unsure if an activity meets the criteria for the Opportunity Project, feel free to ask! Throughout the semester, I will provide you with suggested activities based on your interests and goals. You are also encouraged to "advertise" any upcoming events so that your other class members will also be able to participate. You will follow the instructions in Blackboard to earn Opportunity Project points.

Collaborative Showcase Project (15 points)

You will work in small teams to develop a project to be shared with the John Jay community at the virtual First Year Showcase at the end of the semester. In developing this project, you will learn how to work effectively as a team and be introduced to foundational skills needed for research in your later courses.

End-of-Semester Reflection (7 points)

By the end of the semester, you'll have learned so much about yourself, your abilities, how you approach challenges, and who you are as a college student. You will reflect on this growth in your End-of-Semester Reflection.

JOHN JAY POLICIES

Accessibility Needs

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*, 4th ed., City University of New York, p.3. (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)

CO-AUTHORED CLASS POLICIES (TO BE UPDATED TOGETHER WEEK 2-3)

As a class, we will create this semester's class rules together, as a team. While I will have veto power for any rules I deem unfeasible, we will try our best to create an incredible experience for all involved.

What do you propose our class policies be regarding the areas below and what are the consequences for violating the policies? Hold each other to greatness and set yourselves up for success as you consider these policies.

1. Synchronous session attendance and lateness policy

- a. On-time = 3:05 PM on Tuesdays in Blackboard collaborate and participating in poll + opening question
- b. 3 lateness and/or early departure = 1 absence
- c. 3 absences = 5 point deduction from final grade

2. Synchronous session etiquette and participation

- a. preparedness?
 - i. Students should arrive prepared for the lesson, ready to learn/take notes, and with at least audio working.
- b. participation?
 - i. Students will have multiple ways of participating - chat, audio, polls, etc.
- c. camera?
 - i. Having your camera on is encouraged but not required, as long as there is continued engagement through other ways - text chat, raising hand to speak, etc.
- d. audio/speaking?
 - i. Students should be muted when not speaking.
 - ii. Only one speaker at a time.
 - iii. Raise your hand and wait to be called on if you'd like to speak.
- e. text chatting?
 - i. Students can use text chatting as the primary way of participating and staying engaged.
 - ii. When text chatting, students are to support one another and stay focused on the topic.

3. Submitting late work

- a. Assignments worth 1 point or less will not be accepted late, though you are still strongly encouraged to complete them in order to understand what's happening in class.
- b. You have 2 free passes for submitting acceptable late work without penalty (max one week late).

4. Respecting others

- a. Any disruption will receive one warning. After a warning, 1 point will be deducted.
- b. As a class community, you will offer ongoing support, positive feedback, and good vibes to each other in class and on Slack.
- c. The class will keep an open mind to new ideas and the opinions of others.
- d. Judgement, rudeness, and disrespect are unacceptable and may result in the student being removed from the class session and points deducted.

5. Reaching out for help

- a. When you have a question or are in need of help, reach out to the community in the following order: check the syllabus/Blackboard > classmates/Fiona > Professor
- b. Slack is the easiest way to reach the class community. Relatedly, you should be checking Slack at least once a day.
- c. Be VERY COMFORTABLE reaching out for support and help. If you're unsure about something, it's very likely that others are unsure as well.

6. Availability of extra credit

- a. Extra credit will be available through the Opportunity Project.

COLLEGE RESOURCES

[Fall 2020 Academic Calendar](#)

[Peer Success Coach](#)

Your peer success coach is a successful and well-accomplished John Jay student who is dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities, college policies and deadlines, and are knowledgeable about the services available at the college. In addition to staying in touch with them, you are required to meet with them at least once this semester for a 30 minute coaching session. They will assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, helping you remove obstacles, and referring you to valuable resources.

Writing Center

The Writing Center 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.

First Year Student Resources

TECHNOLOGY USED FOR THIS CLASS

There are several digital tools used for this class. If acquiring any of the following is a challenge, please contact me or your peer success coach immediately so we can work with you to find alternatives.

- Internet access
- Computer/laptop - Many of your assignments require writing and reading that is best done on a computer or laptop (rather than a phone). If you need a device, you can apply for a [laptop loan here](#).
- Phone - when specified
- Digital calendar - You will use this to develop a weekly time-blocking habit to organize and plan your time, your assignments, and your life.
- Blackboard - You will receive and submit most of your assignments here.
- Slack - You will use this to communicate with your classmates, your peer success coach, and engage in discussions when prompted.
- Padlet - You will use this in a variety of ways to collaborate with your classmates and submit assignments.
- Blackboard Collaborate- We will use this for our synchronous sessions each Tuesday from 3:05-4:20 PM

COURSE CALENDAR

Week # (Weeks run from Wed-Tue)	College Success Topic on Slack (due by 11:59 PM on Thursdays)	Assignments (due by 11:59 PM on Saturday within the corresponding week)	Class Topic(s) (Tuesdays from 3:05-4:20 PM)
1 (8/26-9/1)	Understanding your syllabi and logging into your classes for the first time	★ "Metacognition and Student Success" survey ★ Google slides introduction ★ Syllabus quiz	Introduction – Introductions, overview of course, expectations for a successful semester
2 (9/2-9/8)	Top 10 tips for online college success	★ Co-authored class rules ★ PF Assignment 1 ★ One-minute feedback 1 ★ Time-block 1	Setting up for success - co-writing class rules, student success strategies, time-blocking review, project/accountability teams assigned
3 (9/9-9/15)	Sending emails that make a great impression	★ PF Assignment 2 ★ One-minute feedback 2 ★ Time-block 2	Classical Conditioning (aka Learning)
4 (9/16-9/22)	Review time management practices - what's working and what's not?	★ PF Assignment 3 ★ One-minute feedback 3 ★ Time-block 3	Operant Conditioning and observational learning
5 (9/23-9/29) 9/29 is a Monday Schedule!	The art and value of teamwork	★ PF Assignment 4 ★ One-minute feedback 4 ★ Time-block 4	3-stage memory model. Sensory memory & short-term memory
6 (9/30-10/6)	Mid-Semester Check-In	★ PF Assignment 5 ★ One-minute feedback 5 ★ Time-block 5	Long term memory
7 (10/7-10/13)	Using academic resources	★ PF Assignment 6 ★ One-minute feedback 6 ★ Time-block 6	Long term memory

8 (10/14-10/20)	Drop deadline and considerations	★ PF Assignment 7 ★ One-minute feedback 7 ★ Time-block 7	Memory improvements
9 (10/21-10/27)	Assessing your progress at this point of the semester	★ PF Assignment 8 ★ One-minute feedback 8 ★ Time-block 8	Exploring research topics and formulating “good” research questions
10 (10/28-11/3)	Maintaining academic integrity and avoiding plagiarism (even by accident)	★ PF Assignment 9 ★ One-minute feedback 9 ★ Time-block 9	Forgetting and memory errors
11 (11/4-11/10)	Maintaining your growth mindset	★ PF Assignment 10 ★ One-minute feedback 10 ★ Time-block 10	Moving towards justice and The Innocence Project // Showcase Project Planning
12 (11/11-11/17)	Showcase project check-in	★ PF Assignment 11 ★ One-minute feedback 11 ★ Time-block 11	Reliability of Eyewitness Identification // Research Showcase Project Planning
13 (11/18-11/24)	Managing big assignments	★ PF Assignment 12 ★ One-minute feedback 12 ★ Time-block 12	Research Showcase Project Planning
14 (11/25-12/1)	Preparing for finals	★ Time-block 13	Showcase Project Presentations
15 (12/2-12/8)	Maintaining Success in the Second Semester	★ Persuasion Paper ★ Time-block 14	End-of-semester reflection and second semester goal-setting
Finals week - 12/17		★ End-of-Semester Reflection Paper	

Syllabus subject to change, but you'll be notified if/when it does.