

**YORK UNIVERSITY**  
**FACULTY OF HEATH**  
**DEPARTMENT OF PSYCHOLOGY**

**Course:** PSYC 4270. 3.0 M – Seminar in Memory and Cognition

**Course Webpage:** on Moodle

**Term:** Winter 2013

**Course Calendar Description:** An examination of a number of issues in memory and cognition. The course focuses on areas of current interest and may include topics such as pattern recognition, perception of art, memory retrieval, connectionist models, problem solving, thinking, concept formation, categorization and artificial intelligence.

**Prerequisites:** AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; one of AK/HH/PSYC 3130 3.00, AK/HH/PSYC 3135 3.00, AK/HH/PSYC 3260 3.00 (after Winter 2002), AS/SC/PSYC 3260 3.00, AK/AS/HH/SC/PSYC 3265 3.00. Course credit exclusion: AK/PSYC 4130 3.00 (taken between Fall/Winter 1992-1998).

**Course Instructor**

Dr. Deanna Friesen

friesen@yorku.ca (this is my preferred method of contact)

Office: Atkinson Building room 518

(416) 736-2100 ext. 22754 (this is a shared phone & voicemail)

**Time and Location**

Meetings: Thursday 11:30 to 2:30pm LOCATION: TEL 0009

Office Hours: By appointment

**Organization of the Course**

Classes will follow a discussion format during the 3 hour scheduled meeting. Students will be responsible for reading the assigned articles before class and writing a reflection paper on the week's material. The first hour of class will revolve around discussion of a review paper. The second and third hour will be discussions on related empirical papers.

## **Course Learning Objectives**

*The purpose of this course is to allow students to utilize the skills developed over the course of their Psychology program. Specifically, you will have the opportunity to think critically about the material and express your ideas through class discussions and papers.*

### ***By the end of the course,***

- students should have a good understanding of current debates and trends in Memory and Cognition*
- students should understand and evaluate how research informs theory and vice versa.*
- students should be able to critically evaluate research and efficiently seek out further information on a covered topic.*
- students should gain experience interpreting articles as a part of reflection papers and a term paper.*
- students should further develop skilled writing ability by preparing reflection papers and a term paper.*

## **Course Readings**

Class readings will be articles posted on the course website.

## **Evaluation**

*The final grade for the course will be based on the following items weighted as indicated:*

<i>Participation:</i>	<i>25%</i>
<i>Discussion Leading:</i>	<i>10%</i>
<i>Reflection Papers:</i>	<i>25%</i>
<i>Term Paper Outline:</i>	<i>10%</i>
<i>Term Paper</i>	<i>30%</i>

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

## **Participation**

As a seminar, the course’s success depends on student preparation and participation. Each week we will discuss the assigned articles. Your presence and active participation is required. Remember, you contribute to other students’ discussions and they will contribute to yours.

### **Discussion leading**

Students will be responsible for leading a discussion on one assigned empirical article. In this role, discussants will be responsible for very briefly summarizing the article (remember your classmates have read the paper), “fleshing out” material found in the assigned article (i.e., going to additional sources to supplement your knowledge and the class knowledge), generating questions and facilitating discussion. You are encouraged to discuss your plans for leading class with me. I may have some ideas for some directions you can take.

### **Reflection Papers**

Each week (except for the week that you lead the discussion), you will be responsible for submitting a two page (double-spaced) reflection paper. This paper should demonstrate that you have read the papers and engaged in critical thinking on the material. It should NOT be a summary of the articles, but should express your thoughts and serve as a basis for comments you make in class.

### **Term Paper & Outline**

For your term paper, you may choose any topic within the realm of memory and cognition that interests you except for work you are doing for your thesis/independent study. You may write a review paper with a clear thesis (e.g., you may compare and contrast two competing theories) or you may propose a novel study. If you choose to do a proposal, you must clearly motivate your study and include a method section. Your paper must be written in APA format and be 12 to 15 double spaced pages of text.

Approximately a month before the final submission of the paper, you must submit a 2 page outline that clearly delineates the structure of your paper (see the course schedule).

### **Grading, Assignment Submission,**

#### **Lateness Penalties**

**Grading:** The final grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [http://calendars.registrar.yorku.ca/pdfs/uq2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/uq2004cal/calug04_5_acadinfo.pdf))

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the health faculty section of the Undergraduate Calendar:

**Late Penalty:** Term Papers received later than the due date will be penalized 3 percentage points per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require

supporting documentation (e.g., a doctor's letter). Students must inform the instructor of illness within 48 hours of the class date and arrangements will be made for submission.

**Missed classes and reflection papers:** Missing classes will be reflected in your participation mark and cannot be made-up. Likewise late reflection papers will not be accepted. Students with a documented reason for missing a reflection paper, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may submit a late reflection paper. Students must inform the instructor of illness within 48 hours of the class date and arrangements will be made for submission. Please be aware, the earlier you tell me of any difficulties that you are having the more options we have for accommodations.

### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
January 10 <sup>th</sup>	Introduction & “the expert learner”	
January 17 <sup>th</sup>	Attentional Networks & the Bottleneck effect	Reflection paper 1
January 24 <sup>th</sup>	Working Memory : Phonological Loop	Reflection paper 2
January 31 <sup>st</sup>	Executive Control : individual differences	Reflection paper 3
February 7 <sup>th</sup>	Episodic Memory: recollection & familiarity	Reflection paper 4
February 14 <sup>th</sup>	Autobiographical Memory: childhood amnesia, reminiscence bump & flashbulb memories	Reflection paper 5
<b>February 21<sup>st</sup></b>	<b>READING WEEK</b>	
February 28 <sup>th</sup>	Embodied Cognition	Reflection paper 6 & <b>Term paper Outline</b>
March 7 <sup>th</sup>	Computational Modeling: Reading models Example	Reflection paper 7
March 14 <sup>th</sup>	Re-conceptualizing Intelligence	Reflection paper 8
March 21 <sup>st</sup>	Mind, Brain & Education: Training & Neural Plasticity	Reflection paper 9
March 28 <sup>th</sup>	Bilingualism	Reflection paper 10
April 4 <sup>th</sup>	Rationality, Judgments & Decision making	<b>FINAL TERM PAPER DUE</b> Reflection paper 11 (optional)