

SEMINAR IN MEMORY AND COGNITION (HH/SC PSYC 4270 3.0 M)

Term W 2017

Wednesdays, 11:30-14:30

FC 103

Faculty of Health, York University

INSTRUCTOR: R. Shayna Rosenbaum
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COURSE DESCRIPTION

This course will survey a variety of topics in the area of human memory and its relationship with other cognitive processes, such as perception, emotion, and executive function. Current theories and data on memory will be presented, focusing on the processes and systems involved at encoding, storage, and retrieval, as well as the errors of memory and the importance of memory in our everyday lives. Evidence derived from work with clinical populations with severe memory disturbances and healthy older individuals will be reviewed. Reference will also be made to research involving the use of animal models and the growing use of brain-imaging techniques to study the neural basis of memory. Students will have the opportunity to discuss and critique current research in memory, with particular attention to the ongoing debate regarding unitary versus multiple memory systems and the neural correlates of such systems.

LEARNING OUTCOMES

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of memory and cognition.
2. Critically evaluate, synthesize and resolve conflicting results of memory and cognition.
3. Articulate trends in the psychology of memory and cognition.
4. Locate research articles on memory and cognition and show critical thinking about research findings.
5. Express knowledge of memory and cognition in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

EVALUATION

There is no examination in this course. Students will be assessed as follows:

1. Weekly Thought Papers: 30%

Students are required to submit 5 “thought papers” based on the week’s readings at the beginning of class (excluding the 1st and final classes). The purpose of the thought paper is to present your view of

the readings in at least one of the following ways: describe the interesting or main questions and how well you believe they were addressed by one or more of the papers; evaluate the experimental design and/or the authors' interpretation of the findings; discuss ideas for theory or experiments that the paper(s) inspired; describe how the papers complemented or contradicted each other. Importantly, the thought paper is NOT meant to summarize the readings but rather to serve as a stimulus for class discussion.

Thought papers should be 1 (minimum) to 2 (maximum) pages long (double-spaced, 12-point font, 1-inch margins all around), not including the title page and references (at least 1 reference must be included). 5 thought papers are required. You may turn in 6 (only 1 per class), and the best 5 will be counted towards your final grade. A thought paper cannot be on the same topic of your class presentation (described next). Each paper will be graded on a 6-point scale (maximum grade = 30). Late thought papers will not be accepted, so be sure to meet the deadline.

2. Class Presentation: 20%

Each student will serve as a discussion leader and be responsible for presenting a seminar on one of the assigned topics. This will involve extracting the important issues of one or two of the readings, and posing discussion questions for class.

To lead the discussion, it will be necessary to elaborate on the Introduction of the paper and provide the theoretical context in which the main question or questions were asked in the paper. To do this well, you may need to read an additional article or two in order to be fully prepared to discuss the assigned paper. If you choose an empirical article, it will also be necessary to provide a concise description of the methods, the main findings, and interpretation of the findings. You should also share your take on the paper, and prepare a few questions to discuss. The questions can be points of confusion, issues for further consideration, follow-up research ideas, and so on. Sample questions are included with each topic, and you may use these as a guide for the questions that you pose for discussion. The presentation should take no more than 20-30 minutes.

3. Essay: 30%

At the end of the term, students will be required to submit a more lengthy paper on one of the topics. In addition to the requirements for the thought paper, the essay should incorporate a creative or applied component. Some examples include: 1. Design of an original research proposal that would help advance our understanding of memory systems or processes; 2. Analysis of a literary work or movie that relates to a topic covered in the course; 3. Commentary on the content, retrieval process, or metacognitive aspects of a memory interview with a friend or relative. Papers should be **no longer than 8 pages, not including references** (12-point font, double-spaced, 1" margins). Before writing the paper, each student should discuss with me the topic he or she chooses, and the general approach the student wishes to take. The paper should be in APA format (see Publication Manual of the American Psychological Association, 6th Edition, Washington, DC: American Psychological Association). There will be a penalty for late submissions of 5% per day.

4. Class Participation: 20%

Students are required to participate in class discussions by presenting the opinions, comments, or views they expressed in their thought papers and by offering answers to questions posed by others.

Note: The last day to drop the course without receiving a grade on your transcript is March 10, 2017.

Note: Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript) is March 11-April 5.

READINGS

There is no assigned text. Readings for each topic will consist of articles and/or book chapters selected by the instructor and will be available for download from the course website. Supplementary readings will be provided to help students with their class presentations and written assignments. The readings are intended to acquaint students with current issues and debate in the field of memory and serve to elaborate on topics discussed in class. Students will be expected to read the required readings for each topic *prior* to class and are also encouraged to sample supplementary readings.

PREREQUISITES

Students should be familiar with basic principles of brain function to fully appreciate the nature of cognitive models of memory.

Course pre-requisites include:

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II).
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes.
- HH/PSYC 3260 3.00 (Cognition) or *HH/PSYC* 3265 3.00 (Memory).
- Students must be in an Honours program in Psychology and have completed at least 84 credits; excluding (EDUC) education courses.

Course credit exclusion: AK/PSYC 4130 3.00 (taken between Fall/Winter 1992-1998).

The Psychology Calendar lists a number of student responsibilities and requirements, two of which are presented here.

It is the responsibility of the student to ensure that courses are selected in accordance with current degree/certificate and program requirements. Please check to make sure that the course that you enroll in fits with your degree requirements.

All students are required to satisfy all the corequisite(s) and prerequisite(s) for courses selected for enrolment. You may be de-enrolled from a course for which you lack the required co- or prerequisite(s). Do not rely on the enrolment system to block your enrolment from such courses. It is the student's responsibility to ensure that co- and prerequisite requirements have been satisfied. Please note that such de-enrolment could occur even after the course has started, leaving you with few or no options in terms of replacing the course.

ACADEMIC POLICIES

Written assignment deadlines:

1. Appropriate documentation verifying the circumstances for the missed written assignment deadline must be provided within one week (7 calendar days) of the missed item. Failure to provide appropriate documentation will result in a grade of 0. One of the following forms of documentation stating the reason for missing the thought paper or essay deadline **MUST** be provided:

(A) Written assignment deadlines missed for medical reasons must be supported by an Attending Physician's Statement. The Attending Physician's Statement must:

- (i) Include the full name, mailing address and telephone number of the physician
- (ii) State the nature of the illness and its duration and
- (iii) Include a statement that the illness and/or treatment would have SERIOUSLY affected the student's ability to perform over the period in question, not just that he/she was ill and seen by a doctor. Notes without such wording will not be accepted.

NOTE: The instructor, TA, and/or psychology undergraduate office will follow-up on medical notes. Falsification of any documentation relating to missing a course assignment is a serious academic offence (see "Academic Policies" below).

(B) Written assignments missed for non-medical reasons must be supported by appropriate documentation (i.e., copy of a death certificate, automobile accident report, etc.) Pre-booked travel is not a reasonable excuse for missing an assignment deadline.

2. In the case of a missed written assignment deadline that is justified as per 1A or 1B above, the deadline will be extended (under exceptional circumstances, the grade component might be re-distributed).

Academic Integrity for Students:

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

See also the Department of Psychology Supplemental Calendar and the York University Academic Integrity website for information on plagiarism, cheating and other forms of academic dishonesty. For example:

<http://psyc.info.yorku.ca/psychology-handbook/>

<http://secretariat-policies.info.yorku.ca/>

- 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

Policy Regarding E-mail:

All email correspondence to the TA or to Dr. Rosenbaum must include the course code (PSYC 3265) in the subject-heading to prevent messages from being filtered as spam, and close with your full name and student number (e.g., “Jennifer Jones, 867530986”). Most correspondence should be directed to the TA first. A response from Dr. Rosenbaum can be expected within 48 hours, not including weekends. Please re-send your message if you do not receive a reply within this timeframe. **Before contacting Dr. Rosenbaum, please reread the syllabus carefully to determine if it answers your question.**

Test Banks:

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4270 3.0M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

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