

**Faculty of Health  
Department of Psychology  
PSYC 4270 Section A: SEMINAR IN MEMORY AND COGNITION**

**Tuesdays: 11:30am - 2:30pm  
Vari Hall (VH) 2005  
Winter 2019**

---

**Instructor Information**

Instructor: Zainab Fatima (Dr. Zee), Ph.D.  
Office: 1006 Sherman Health Science Research Centre  
Office Phone: (416) 736-2100 ext. 33516 (BUT PLEASE USE EMAIL)  
Office Hours: By appointment  
Email: zfatima@yorku.ca

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- 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 Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [Moodle](#)

**Course Description**

This course will survey a variety of topics in the area of human memory and other cognitive processes, such as perception, conceptual processes, and executive function, primarily from a cognitive neuroscience perspective. Current theories and research on memory and cognition will be presented and discussed, focusing on the processes and systems involved in encoding, storage, and retrieval, as well as errors of memory and the importance of memory in our everyday lives. Evidence derived from work with clinical populations, healthy older individuals, research involving the use of animal models, and brain-imaging techniques to study the neural basis of memory and cognition will be explored. Students will be required to read and critically evaluate selected articles from the literature and engage in active discussion during class, focusing in particular on ongoing debates in the field across a number of topics.

## Program 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.

## Specific Learning Objectives

At the end of this course, students should be able to identify current key debates in the field of memory and cognition; find, understand, and critically evaluate primary source research papers, including empirical studies and reviews; and effectively communicate their knowledge in both written and oral forms.

## Required Reading

No textbook is required for this course. Instead, selected articles from the relevant literature will be assigned for reading each week for the various topics. (See list of Readings on Course Moodle site)

## Course Requirements and Assessment

(See detailed description of each component below under Description of Assignments)

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Class Participation	Weekly	10%
Research Assignments*	Due: Jan 22, Feb 26, Mar 19, 2019 10% each	30%
Presentation	TBD	20%
Term Paper Outline*	February 12, 2019	10%
Term Paper*	April 2, 2019	30%
Total		100%

\***All assignments are due at the beginning of class.** (Late assignments will not be accepted.)

See policy for missed classes, presentations, and deadlines below.

**Note: The last day to drop the course without receiving a grade on your transcript is March 8, 2019.**

## **Description of Assignments**

### **Class Participation:**

A large proportion of each class will be devoted to class discussion. Therefore, an evaluation of each student's participation makes up a substantial proportion of the overall grade for the course. Participation includes showing up on time and being prepared for every class, having read and thought about the assigned readings and engaging in discussion. Students will be expected to discuss their opinions, thoughts, and views on the readings, as well as those expressed by fellow students.

### **Research assignments:**

Students are required to submit a maximum of three research assignments at the beginning of class based on the assigned readings at the beginning of class. The goal of the research assignments is to use critical thinking to evaluate primary research articles. In the first assignment, students will be asked to examine two sides of a particular psychological debate in the literature, i.e. two competing theories in the fields and their main advantages and disadvantages. In the second assignment, students will be asked to design a small experiment to address a particular research question. The last assignment will involve writing a brief grant or scholarship proposal for a topic of interest in the course. Each assignment will address a topic that is different than the research presentation and paper due at the end of term.

Research assignments will be 2.5-3 pages maximum, double-spaced, 12-point font, 1-inch margins all around, not including the title page and references (at least 3 references must be included). A detailed rubric will be uploaded two weeks before each assignment is due and discussed in class. Research assignments are due at the beginning of each class and will not be accepted late.

### **Presentation:**

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 more of the readings, posing discussion questions for the class, and leading/moderating the discussion. There will typically be 3 student presentations per class, so presenting students must coordinate with one another to ensure that their presentations are complementary and not overlapping or redundant.

To lead the discussion, it will be necessary to elaborate on the background and introduction of the paper(s) to provide the theoretical context in which the main questions were asked. 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 empirical articles, 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 perspective on, and evaluation of, the paper(s), and prepare several questions to discuss with the rest of the class. The questions can be points of confusion, issues for further consideration, follow-up research ideas, and so on. The presentation should take approximately 20 minutes, with another 5-10 minutes for class discussion during and/or after the presentation.

Additionally, three students will evaluate each presentation and provide feedback via email to the instructor, who will forward the anonymized feedback to the presenter. The reason for this is to provide valuable feedback to the presenter so that they can learn from the experience and improve their communication and oral presentation skills. Student evaluations will contribute to the participation grade for the evaluators.

## Term Paper & Outline:

For your term paper, you may write a comprehensive review related to any of the topics covered throughout the course (must be different from your presentation topic). It must have a clear thesis and present a novel argument or synthesis of the ideas presented and/or discussed in the course (e.g., you may choose to compare, contrast, and evaluate two competing theories). Your paper must be a maximum of 8 pages (double-spaced, 12-point font, 1-inch margins all around) not including the title page, abstract (if included), and references. The paper must be written in APA format (see Publication Manual of the American Psychological Association, 5th Edition, Washington, DC: American Psychological Association). **Late submissions will be penalized 10% per day.**

Approximately halfway through the term (see Course Schedule), you must submit a 2-page outline that indicates whether you will write a critical review or a research proposal, and clearly delineates the proposed topic and structure of your paper. The structure and requirements of your outline will be discussed during class sometime before the due date.

## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (i.e., A+ = 9, A = 8, B+ = 7...C+ = 5, etc.). Assignments 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 the York grading system, see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

## Missed Classes or Assignment Deadlines

1. Students must email the instructor in advance of any missed class/presentation/deadline if at all possible; otherwise, within 24 hours following the missed class/presentation/deadline.
2. Appropriate documentation (See A, B below) verifying the circumstances for the missed class/presentation/deadline must be provided within 1 week (7 calendar days). Failure to provide appropriate documentation will result in: a grade of 0 for participation in a given class, thought papers, and presentations; a penalty of 10% per day for late Term Papers and Outlines.
  - A. Classes, presentations, and deadlines for thought papers, term papers, and outlines missed for medical reasons must be supported by an Attending Physician's Statement, which can be downloaded at the following link:  
<http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>

NOTE: The instructor and/or Psychology Undergraduate Office will verify the authenticity of medical notes. Falsification of any documentation relating to an absence or missed deadline is a serious academic offence (see "Academic Policies" below).

- B. Classes, presentations, and deadlines missed for legitimate non-medical reasons must be supported by appropriate documentation (e.g., copy of a death certificate, automobile accident report, etc.) **Pre-booked travel is not a legitimate excuse.**

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2018-19 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9 - Apr. 3

***\*Note:** You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

### **Electronic Device Policy**

Absolutely no use of personal electronic devices (e.g., texting, email, social media) during class is permitted. Laptops may only be used for legitimate class related activities (e.g., taking notes). Violations of these rules will result in a loss of participation marks.

### **Email Policy**

All email correspondence to Dr. Zee must include the course code (PSYC 4270) in the subject line to prevent messages from being filtered as spam, and close with your full name and student number (e.g., "Jennifer Jones, 867530986"). A response from Dr. Zee 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. Zee, reread the syllabus carefully first to determine if it answers your question.**

### **Attendance Policy**

Attendance is mandatory. To receive full participation marks, a student must:

1. Arrive on time and stay for the duration of the class.
2. Participate in class discussion.
3. Demonstrate knowledge of the assigned readings.

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

**NOTE:** All students must review the [Academic Integrity Tutorial](#) and complete the [Academic Honesty Quiz](#), repeating if necessary until a perfect score is achieved, and provide a copy of the results to the Course Instructor.

## **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:** 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](#).

## **Additional Resources:**

A number of valuable resources are available to students at York University.

Importantly, this includes the Writing Center. Please visit the website:

<http://www.yorku.ca/la`ps/writ/centre/>

York University also offers both academic and crisis counselling services. For information, visit the Counselling and Development Centre website: <http://www.yorku.ca/cds/>

Please inform the instructor as soon as possible if there are extenuating circumstances that may interfere with the successful completion of the course requirements in order to make appropriate arrangements.

## COURSE SCHEDULE

DATE:	TOPIC:	ASSIGNMENT:
January 8, 2019	Course Overview	Sign-up for Presentation slots
January 15, 2019	Approaches & Methods in Memory & Cognition Research	
January 22, 2019	Object Concepts & Semantic Memory	Research Assignment # 1
January 29, 2019	Neurocognitive Specialization & Plasticity *TERM PAPER TUTORIAL*	
February 5, 2019	Implicit Memory	
February 12, 2019	Priming & Repetition Suppression	*TERM PAPER OUTLINE DUE*
February 26, 2019	Encoding & Perception	Research Assignment # 2
March 5, 2019	Retrieval & Distortions	
March 12, 2019	Time & Space: Prospection & Spatial Cognition	
March 19, 2019	Executive Function & Working Memory	Research Assignment # 3
March 26, 2019	Neurocognitive Aging	
April 2, 2019	Cutting-edge interventions in Memory	*TERM PAPER DUE*

**\*Term Paper Outline and Term Paper are due at the beginning of class!\***