

**Faculty of Health
Department of Psychology
PSYC 3265 3.0 A: MEMORY
Tuesdays 11:30-2:30/Course Website and Online via Zoom
Winter/2022**

This course will be delivered online synchronously (Tuesdays from 11:30 to 2:30). It is expected that students will be present for lectures and keep up with readings each week. The course instructor and TAs will be available for live chats on Zoom in their designated office hours. Students are encouraged to take advantage of these opportunities to ask questions about the course content.

Instructor and T.A. Information

Instructor: John E. Krzeczowski, PhD
Office Hours: Tuesday 2:30-3:30 pm (via Zoom)
Email: krzeczj@yorku.ca

T.A.	Michelle Au	Krista Mitchnick
Email	michau@yorku.cag	mitchnick.k@gmail.com
Office Hours	By appointment	Wednesday 930-1030am

Email Policy

All email correspondence to the TAs or to Dr. Krzeczowski must include the course code (PSYC 3265) in the subject-heading to prevent messages from being filtered as spam. Questions concerning the course and material should be directed to a TA first.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

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

Course Website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials [i.e. assignments, and exams].

Course Description

This course will cover a variety of topics in the area of human memory. Classic and current theories and studies on human memory will be presented, focusing on how memory works and how it fails, how we study memory as researchers, and the importance of memory in our everyday lives. Students will have the opportunity to discuss and critique current research regarding the investigation of human memory.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in the psychology of memory.
2. Articulate trends in the psychology of memory.
3. Express knowledge of the psychology of memory in written form.
4. Describe and explain limits to generalizability of research findings in memory.
5. Demonstrate ability to relate information in memory to own and others' life experiences.

Specific Learning Objectives

Students will gain a deep understanding of the processes and systems involved in memory encoding, storage, and retrieval, including the role of different neural structures in shaping and supporting different types of memory. Students will be able to assess the merits of different prominent theories of memory based on empirical evidence from cognitively unimpaired and patient populations and from neuroimaging studies.

Required Text

- Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2020). Memory, 3rd edition. New York: Taylor and Francis.

<https://www.routledge.com/Memory/Baddeley-Eysenck-Anderson/p/book/9781138326095>

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Thought question 1	Due Feb 15 @ 11:59 pm	2.5%
Thought question 2	Due Mar 29 @ 11:59 pm	2.5%
Midterm 1	Feb 8	30%
Midterm 2	Mar 15	30%
Final Exam (Cumulative)	TBD Final Exam Period	35%
Total		100%

Description of Assignments

1. Thought questions

The purpose of the thought questions is to encourage interests in memory and trigger thoughts on course content. The thought questions should be related to the topics covered in class. For example, the thought question can be a critique of a study covered in class, or an interesting future research question inspired by any course content.

Students need to submit two thought questions on eClass. Thought question 1 should be related to course materials in Weeks 1-6, and the deadline is **February 15 at 11:59 pm**. Thought question 2 should be related to course materials in Weeks 7-12, and the deadline is **Mar 29 at 11:59 pm**. The word limit for each thought question is 150. Full grade (2.5% each) will be

granted if the thought question is relevant to course content. Late submissions will **NOT** be accepted.

2. Midterms

There will be two non-cumulative midterms. The midterms will be online and will test materials covered in the assigned readings and lectures. Although there is much overlap between the readings and lectures, it is not a complete overlap; some content is covered only in one or the other. Students are responsible for all materials. The midterms will consist of multiple-choice questions and short-answer questions. Midterms will **NOT** be handed back for individual review.

3. Final exam

The final exam will be online and will take place in the fall exam period. It will be cumulative and will test materials covered in the assigned readings and lectures in the entire course. It will have multiple-choice questions and short-answer questions.

BONUS points

You will have a chance to improve your grade by submitting additional thought questions. The ground rules are as follows:

1. Each extra thought question is worth 2 percentage points.
2. Points will be added after the total course grade is set. E.g., if your total course grade is 80, then you will end up with 82 if you submit one extra thought question.
3. Each student can submit a maximum of 2 extra thought questions, for a maximum of 4 additional points.
4. The thought question should be related to course materials covered in class throughout the whole semester (all weeks). E.g., the thought question can be a critique of a study covered in class or an interesting future research question inspired by any course content. The word limit for each thought question is 150.
5. The deadline is **April 11 @11:59 PM**.

Class Format and Attendance Policy

This course will be delivered online, synchronously at 11:30 on Tuesdays. The course instructor and TAs will be available for live chats on Zoom in their designated office hours. Students are encouraged to attend office hours to ask questions about the course content.

Grading as per Senate Policy

The 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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form **within 48 hours of the original deadline** will result in a grade of zero for the missed quiz or late assignment.

Tests or exams missed for non-medical reasons must be supported by appropriate documentation (i.e., copy of a death certificate, automobile accident report, airline/bus ticket/receipt for emergency travel etc.) Examples of unacceptable reasons for missing an exam include (but are not limited to) personal events such as vacations, weddings, work, or family travel arrangements.

There are **no make-up midterms** in this course. If you miss a midterm due to illness or other approved absence, then the weight of the excused exam will be added to the final. Students who miss a midterm must acknowledge that they may not receive sufficient feedback before the course drop deadline to determine whether they need to drop the course. Therefore, it is in students’ best interests to write midterms as scheduled.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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.

Information on Plagiarism Detection

Plagiarism is a serious breach of academic honesty. If the teaching team suspects two or more students submitted very similar answers, students will be asked about the content, main points and sources used. If necessary, software to detect plagiarism will be used (Turnit).

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

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

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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.

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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic

accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 PSYC 3265 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.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and provide opportunities to students to work and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.

- For additional resources/information about our student success programs, please visit our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

Course Schedule*

Week	Date	Topic	Readings
The study of memory			
1	Jan 11	Course introduction Overview and History of Memory	- Chapter 1
2	Jan 18	Methods to examine memory and neuroanatomy	Chapter 2
Types of memory Apply Sections 1 and 2 to understand types of memory			
3	Jan 25	Short-Term and Working Memory	Chapters 3 & 4 Chapter 17, pp. 539-551
4	Feb 1	Implicit and Explicit Memory (Encoding)	Chapters 5 & 6
5	Feb 8	Midterm 1	-
6	Feb 15	Retrieval and Forgetting <i>^a Thought Question 1 due at 11:59pm</i>	Chapter 8, pp. 237-256, 258-270 Chapter 9
7	Feb 22	Reading week	-
8	Mar 1	Semantic Memory Autobiographical (Episodic) Memory/ Remote Memory	Chapter 10, pp. 317-331 Chapter 17, pp. 551-557 Chapter 7 Chapter 11, pp. 351-362 Chapter 16, pp. 503-524
9	Mar 8	False Memory and Memory Distortion	Chapter 10, pp. 339-343 Chapter 14, pp. 461-463 Chapter 17, p. 539 Chapter 12
10	Mar 15	Midterm 2	-
Types of Memory in Context Apply the study of memory (sections 1 and 2) and the types of memory (sections 3-10) to memory in the context stress/ emotions and development across the lifespan			
11	Mar 22	Effects of Stress and Emotion	Chapter 8, pp. 256-258 Chapter 10, pp. 331-332 Chapter 11, pp. 362-365, 378-380
12	Mar 29	Memory Across the Lifespan <i>^b Thought Question 2 Due at 11:59</i>	Chapter 14, pp. 447-461, 463-464 Chapter 10, pp. 316-317
13	April 5	Review	

*The instructor reserves the right to make changes as the course progresses.