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

Term W 2022
Tuesdays, 11:30 am - 2:30 pm
Zoom and eClass; room assignment TBD
Faculty of Health, York University

INSTRUCTOR: R. Shayna Rosenbaum
Office Hours: by appointment
shaynar@yorku.ca

COURSE DELIVERY

Due to the ongoing pandemic, at least part of this course will be delivered virtually through a combination of 1. pre-recorded lectures and student presentations that should be viewed prior to the scheduled class time, and 2. in-person group discussion via Zoom and/or in class, which will take place during the first 1.5-2 hours of the scheduled class time (i.e., 11:30 am - 1:30 pm). Active participation is expected and will be evaluated (further details below).

PREREQUISITES

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

Course prerequisites are strictly enforced and 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 2260 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: eClass

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.
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: 40%

   Students are required to submit 4 “thought papers” via email based on the week’s readings at the beginning of class (excluding the first class). 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 2-3 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). A thought paper cannot be on the same topic of your class presentation (described next). Each paper will be graded on a 10-point scale. Late thought papers will not be accepted, so be sure to meet the deadline.

2. Class Presentation: 35%

   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 during class time. 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 approximately 20 minutes. **Presentations will be uploaded to eClass to be viewed by students PRIOR to the lecture. Questions will be posed by the presenter during class time, and the presenter will be responsible for facilitating discussion based on the questions posed.**

3. Class Participation: 25%

Students are required to actively 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 18, 2022.**

**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. 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 any supplementary readings that are provided.

**ACADEMIC POLICIES**

**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 York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2021-22](#)

**Missed Classes, Presentations, or Assignment Deadlines**

1. Students must email the instructor in advance of any missed class/presentation/deadline if possible; otherwise, within 24 hours following the missed class/presentation/deadline.

2. For any missed 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, but a reason for missing an evaluated component in the course must be provided.
Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2021-22 Important Dates

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

Electronic Device Policy

Electronic devices (e.g., tablets, laptops) are permitted during class time only for course-related purposes (e.g., presenting, Zoom). Use of personal electronic devices (e.g., texting, email, social media) during class is strongly discouraged and may affect participation marks.

Course Policy on Academic Integrity

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.

In the event that plagiarism is suspected, the instructor has the right to use plagiarism detection software, such as Turnitin.com.

Email Policy

All email correspondence to Dr. Rosenbaum must include the course code (PSYC 4270) 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”). 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.

Attendance Policy

Attendance on Zoom is mandatory, and camera must remain on with microphones muted unless contributing to discussion or presenting. 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.

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.

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.

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 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.

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

Additional Resources

A number of valuable resources are available to students at York University. Importantly, this includes the Writing Center. Please visit the website: https://writing-centre.writ.laps.yorku.ca/
SCHEDULE OF LECTURES AND READINGS

The reading list will be modified throughout the term, and additional readings will be added on occasion. See course eClass site for most up-to-date list of readings for each week.

Jan. 11  
**Welcome**

No Readings

Jan. 18  
**History and Methods in Memory and Cognitive Research**

History and Current Trends


Lesion Method


Neuroimaging


Jan. 25  
**Object and Face Recognition**


Feb. 1 Implicit Memory


Feb. 8 Retrieval and Distortion


Feb. 15 Encoding and Perception


Feb. 22  
**Reading Week**

No Readings

March 1  
**Remote Memory and Consolidation**


March 8  
**Episodic Memory, Prospection, and Time**


**March 15 Spatial Memory and Navigation**

- Chapters 3 and 7


**March 22 Emotional Memory**


March 29  Social Cognition


April 5  Memory Across the Lifespan


