

**Faculty of Health
Department of Psychology
PSYC 3265 3.0 A: MEMORY
Thursdays 11:30-2:30/Course website and in person
Fall/2022**

This course will be delivered in person, synchronously. Lecture slides will be made available on the course website by 5pm each Wednesday before the lecture. It is expected that students will attend 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 the office hours to ask questions about the course content.

Instructor and T.A. Information

Instructor: Dr. Adrienne Li

Office Hours: Thursdays 10:00-11:00 am (via Zoom)

Email: awyli@yorku.ca

T.A.	Carly Magnacca	Claire Lauzon
Email	cmagnacc@yorku.ca	cdlauzon@yorku.ca
Office Hours	Tues 10:00-11:00am (Zoom)	Mon 10:00-11:00am (Zoom)

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:

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., slides, 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 with regard to 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 good 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. They 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 Oct 28, 11:59 pm	2.5%
Thought question 2	Due Dec 7, 11:59 pm	2.5%
Midterm 1	Oct 7	30%
Assessment 2	Due Nov 21, 11:59 pm	30%
Final Exam (Cumulative)	TBD Fall 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 from Lectures 1-5, and the deadline is **Oct 28 at 11:59pm**. Thought question 2 should be related to course materials from Lectures 6-10, and the deadline is **Dec 7 at 11:59 pm**. The word limit for each thought question is 100-200. 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/online assessment

There will be two non-cumulative assessments – a midterm in person in October and a second written assignment submitted online in November. These will assess 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 midterm 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 in person 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.

Class Format and Attendance Policy

This course will be delivered in person, synchronously. Lecture slides will be made available on the course website by 5pm each Wednesday before the lecture. It is expected that students will attend 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 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 2022-23](#)

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 students 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. There will be opportunity to make up the final exam at a later date if the student is unable to attend due to an acceptable and documented medical or non-medical reason.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11

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 in person format and electronic devices (e.g., tablets, laptops) are permitted during class time only 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 3265 3.0 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](#).

Course Schedule

Week	Date	Topic	Readings
1	Sept 8	Course introduction Overview and History	Chapter 1
2	Sept 15	Methods and Neuroanatomy	Chapter 2
3	Sept 22	Short-Term and Working Memory	Chapters 3 & 4 Chapter 17, pp. 539-551
4	Sept 29	Implicit and Explicit Memory (Encoding)	Chapters 5 & 6
5	Oct 6	Midterm 1	-
6	Oct 13	Reading week	-
7	Oct 20	Retrieval and Forgetting	Chapter 8, pp. 237-256, 258-270 Chapter 9
8	Oct 27	Forgetting (cont'd) and Semantic Memory	Chapter 10, pp. 317-331 Chapter 17, pp. 551-557 Chapter 7
9	Nov 3	Autobiographical (Episodic) Memory/ Remote Memory	Chapter 11, pp. 351-362 Chapter 16, pp. 503-524
10	Nov 10	False Memory and Memory Distortion	Chapter 10, pp. 339-343 Chapter 14, pp. 461-463 Chapter 17, p. 539 Chapter 12
11	Nov 17	Effects of Stress and Emotion	Chapter 8, pp. 256-258 Chapter 10, pp. 331-332 Chapter 11, pp. 362-365, 378-380
12	Nov 24	Assessment 2 (due Nov 21, 11:59pm)	-
13	Dec 2	Memory Across the Lifespan	Chapter 14, pp. 447-461, 463-464 Chapter 10, pp. 316-317

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