

**Faculty of Health
Department of Psychology
PSYC 3265 3.0 A: MEMORY
Thursday 11:30-2:30
Fall/2023**

This course involves delivery of material through formal lectures by the teaching team and invited guests. The lectures will include traditional delivery of content with powerpoint slides, in-lecture quizzes and the opportunity to ask questions and engage with the material.

Instructor and T.A. Information

Instructor: Dr. Caitlin O’Riordan

Office Hours: Monday 2:30-4:30 (please email to ensure availability)

Email: caitorio@yorku.ca

It is my goal to provide every student with the tools and assistance needed to succeed in this course. Students requiring more information or instruction are advised to email me at the earliest opportunity to begin discussing how I can best support you.

Please note: All questions concerning the course and material should first be directed to a TA using the contact details below. There will also be a forum available on the course website (E-class) which you can use to post questions and view replies from the TAs and course director.

T.A.	Tolu Faromika	Alaina Frances Thomas
Email	tolufaro@yorku.ca	athomas7@yorku.ca
Office Hours	By appointment	By appointment

Course Prerequisite(s): HH/PSYC 1010 6.00 (Introduction to Psychology). 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.

Course Description

An examination of how humans encode, store and retrieve information from memory. Although the course focuses on data from laboratory studies and their theoretical interpretation, some consideration is given to applied aspects 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 non-clinical 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>).

There are several physical copies and e-book copies of the textbook available at Scott Library.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Thought Question 1	Week 7 – 19 th October by 11:59pm	2.5%
Thought Question 2	Week 12 – 23 rd November by 11:59pm	2.5%
Midterm 1	Week 5 – 5 th October	30%
Midterm 2	Week 10 – 9 th November	30%
Final exam	(Final Exam Schedule Period Fall 2023: December 7-20). Actual date TBD.	35%
Total		100%

Description of Assignments

Thought questions (5%)

The aim of the thought questions is to spark curiosity about memory and stimulate reflections on course material. These questions should be closely tied to the subjects discussed in class. For instance, a thought question could involve critiquing a study covered during lectures or proposing an intriguing research inquiry that draws inspiration from the course content.

Students are expected to develop these questions independently and without the use of artificial intelligence.

Students are required to submit two thought questions on eClass:

- Thought question 1 should be related to course materials in Weeks 1-6, and the deadline is 19th October by 11:59pm and is worth 2.5% of your final grade.
- Thought question 2 should be related to course materials in Weeks 7-12, and 23rd November by 11:59pm and is worth 2.5% of your final grade.

The word limit for each thought question is 150 words. Full grade (2.5% each) will be granted if the thought question is relevant to course content. Late submissions will NOT be accepted.

Midterms (60%)

There will be two non-cumulative midterms aimed at gauging your understanding of the course material. These midterms will be closed book exams with multiple choice questions. The midterms will not be handed back for individual review. The midterms will be held in class 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 are each worth 30% of your final grade.

Final exam (35%)

The final exam will take place during the winter exam period. It will be cumulative and will test materials covered in the assigned readings and lectures in the entire course. The final exam will multiple-choice questions and short-answer questions. The final exam is worth 35% of your final grade.

Class Format and Attendance Policy

The course will be delivered in-person at 11:30 on Thursdays. Students are expected to attend all classes and attendance in class will be beneficial to performance on midterms and the final exam given how the lecture will include opportunities to practice questions similar to midterm and final questions. Students are encouraged to attend office hours or email TAs 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 2023-24](#)

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.

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.

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 or family travel arrangements.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12-April 8

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 (TurnItIn).

Electronic Device Policy

It is expected that students will complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are explicitly stated as open-book. Both midterms and the final exam are closed book exams, and electronic devices must not be used. For the thought questions, students are able to use lecture materials and textbooks to develop thought questions, but are expected to develop the thought questions independently and not plagiarise from textbook or online examples. The use of electronic devices for the research and submission of thought questions is permitted.

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 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 core program classes.

- [Peer-Assisted Study Session \(P.A.S.S.\)](#) 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 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 consult our websites ([Calumet College](#); [Stong College](#))<mailto:scchelp@yorku.ca>, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming events)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listserv.

Course Schedule

Week	Date	Topic
The study of memory: Learn how memory is examined and acquire foundational knowledge		
1	7 th Sept	Course Introduction Overview and history of memory research
2	14 th Sept	Methods to examine memory, neuroanatomy and neuroimaging techniques
Types of memory: Apply information learned in Week 1 and 2 to understand types of memory		
3	21 st Sept	Short-term and working memory
4	28 th Sept	Implicit and Explicit Memory
5	5 th Oct	Midterm 1
6	12 th Oct	Reading week
7	19 th Oct	Retrieval and Forgetting **Thought Question 1 due at 11:59pm**
8	26 th Oct	Semantic and autobiographical memory
9	2 nd Nov	False memory and memory distortion
10	9 th Nov	Midterm 2
Types of Memory in Context: Apply information learned in Weeks 1-10 to learn about memory in different contexts		
11	16 th Nov	Effects of Stress and Emotion on Memory
12	23 rd Nov	Plasticity and memory across the Lifespan **Thought Question 2 due at 11:59pm**
13	30 th Nov	Review
	Final exam period (7 – 20 Dec)	Final exam

Please note, the instructor reserves the right to make changes to the schedule as the course progresses.