

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3265 3.0 Section M: MEMORY**  
**Tue 11:30 – 2:30 CLH B**  
**Winter 2020**

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**Instructor and T.A. Information**

Instructor: Norman Park

Office: 213 Behavioral Sciences Building

Office Phone: 416 736-2100 Ext. 22159

Office Hours: By Appointment. I am also available most days after class

Email: [npark@yorku.ca](mailto:npark@yorku.ca)

<b>T.A.</b>	Karolina Bearss
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**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:** The course is not on Moodle. The course website address is [http://www.yorku.ca/npark/memory\\_w\\_20](http://www.yorku.ca/npark/memory_w_20)

**Course Description**

This course will examine a range of cognitive processes and will consider the experimental evidence that has helped to guide the development of theoretical formulations of how people perceive, understand, store, retrieve, and act on stored information. We will examine different conceptualizations of memory and review experimental evidence from cognitively unimpaired and patient populations. Laboratory and/or classroom demonstrations will be conducted in order to clarify the methods, findings, and theories under discussion. During these demonstrations, students will act as research participants and may provide data for analysis.

The 3-hour class period will encompass some combination of lecture, activities, and breaks. Depending on the number of topics covered in a given lecture and the mood of the class, we will sometimes have a single 15-minute break in the middle; other times, there will be two 10-minute breaks.

Each class is intended to be interesting and enjoyable. Class attendance is

important. The material in the lectures is challenging and your understanding of it will be made easier if you are there. Every two weeks, provided there is time, I will lead a review of material covered in the two most recent lectures. This review will help you prepare for the quiz that will be held in the following week. Questions regarding material from the text book should be directed to the TA. If you miss a class it is your responsibility to find out what you missed and borrow notes from a fellow student.

Material presented in class--from lectures, films, and research demonstrations--will be included on the exams as will material from the required text and selected readings.

### **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**

This course will review evidence from a variety of methodologies including from behavioural studies, studies from patients with neurological impairment, and neuroimaging experiments. The strengths and limitations of each of these methodologies will be reviewed.

### **Required Text**

- Radvansky, G. (2017). Human Memory, Allyn & Bacon, Toronto, ON (3rd edition).

The most recent version of this text will be used.

### **Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Quiz 1	Jan 21	20% *
Quiz 2	Feb 4	20% *
Quiz 3	Feb 25	20% *
Quiz 4	Mar 10	20% *
Quiz 5	Mar 24	20% *
Final Exam	During exam period	40%
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Total		100%

### **Description of Assignments**

Note: \* The top 3 quiz grades count for 20%. Further information about the quizzes and final exam is presented subsequently.

There will be five quizzes, and they will be held during the scheduled class sessions. A final exam will be held during the scheduled exam period. The quizzes and the final exam will consist of multiple-choice and short-answer questions. The five quizzes together will count for 60% and the final will count for 40% of your final grade. Each quiz will last about 35 minutes and will test lecture material and readings from the previous two weeks. The final exam will cover all the course material. Your quiz grade will be calculated by determining the average of your three best scores from your five quizzes (e.g., 60%, 80%, 70%, 0%, 55%); quiz grade = 70%). There will be no opportunity to write a makeup quiz. If you miss a quiz your grade for that quiz will be 0% If you miss a quiz, you do not need to justify the reason for missing the quiz. Although it is in your best interest to write all the quizzes, if you do not write a quiz you will not be strongly disadvantaged, provided you write at least three of the five quizzes. Please note that if you do not write any quizzes prior to the drop date, you will have waived your right to receive feedback on your performance in this course prior to the drop date. Students wishing to have their quizzes reviewed should contact their TA no later than one week after the last class of the term. Students should be aware that their grade may be unchanged or may be adjusted up or down.

### **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 2019-20](#)

### **Missed Tests/Midterm Exams/Late Assignment:**

As noted previously, your quiz grade will be calculated by determining the average of your three best scores from your quizzes (e.g., 60%, 80%, 70%, 0%, 55%); quiz grade = 70%). **There will be no opportunity to write a makeup quiz. If you miss a quiz your grade for that quiz will be 0% so it is in your best interest to write all the quizzes.** Students, who miss a quiz, do not need to document their reason for missing the quiz. Please note that if you do not write any quizzes prior to the drop date, you will have waived your right to receive feedback on your performance in this course prior to the drop date.

Students, who miss the final exam, MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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.

In addition, to the online form, students documented reason for a missed final exam such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - 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. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*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

Students are permitted to use electronic devices in class in order to follow along the powerpoint slides that are on the course website.

## Attendance Policy

Class attendance is important. Each session is intended to be interesting, challenging, and (hopefully) enjoyable for you. It is your own responsibility to find out what you missed. Thus, it is to your benefit to come to every class and to borrow notes from a fellow student when you do have to miss a class.

## 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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

## 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.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **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 Statement.

**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](#).

### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYCH 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](#).  
Course Schedule

## COURSE OUTLINE: WINTER TERM

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan 7	Overview and history	Ch. 1
Jan 14	Neuroscience of memory Rev*	Ch. 2
Jan 21	Short-term working memory, Quiz 1**	Ch. 3, 5
Jan 28	Executive functions, Rev*	Ch. 3, 5
Feb 4	Implicit memory: basal ganglia and habits, Quiz 2**	Ch. 6
Feb 11	Encoding & retrieval from long-term memory, Rev*	Ch. 7, 8
Feb 18	Reading week	
Feb 25	Semantic organization, Quiz 3**	Ch. 9
Mar 3	Semantic memory and brain Rev*	Ch. 9
Mar 10	Autobiographical memory, Quiz 4	Ch. 12
Mar 17	Neuroscience of memory, Rev*	Ch. 18
Mar 24	Memory for skills and tools, Quiz 5	Ch. 17
Mar 31	Review	

- Rev = Review
- \*\* Each quiz tests information from the previous 2 lectures and the chapters assigned in the previous 2 lectures. So Quiz 1 tests lecture material from Jan 7 and 14 and chapter 1, assigned in lecture 1 and chapter 2, assigned in lecture 2. Quiz 2 is based on lectures delivered on Jan 21 and 28 and chapters 3 and 5. Quiz 3 is based on lectures presented on Feb 4 and 11, and chapters 6, 7, and 8.