

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3265 3.0 Section: MEMORY**  
**Tuesdays 11:30-14:30. Online**  
**Winter/2021**

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Classes will be delivered asynchronously and synchronously. This means that some lectures are arranged on the student's schedule and others are real time lectures in which instructor and students interact at a specific time, through a specific online medium. Asynchronous lectures will be pre-recorded and uploaded on the course website by Tuesday 11:00 am each week. Synchronous lectures will be delivered by the course director every three weeks on Tuesdays at 11:30am via zoom. These real time sessions will be used to introduce new material and also to review and integrate material covered in the previous asynchronous lectures. This review will prepare students for the term quiz that will held in the week following each synchronous lecture. Attendance to synchronous lectures is very important.

**Instructor and T.A. Information**

Instructor: Dr. Noelia Calvo

Office Hours: Tuesdays after class (via zoom)

It is my goal to provide each student with all of the assistance to succeed in this course. If a student is struggling with the online format, is not doing well in the course, or just wants to learn more about memory, they are suggested to contact the course director as soon as possible. Students are advised to ask for office hours the moment they realise they need it, and not to wait until the end of the term to address a problem. If students want to contact the course director, they can book an appointment online. PLEASE NOTE: All questions concerning the course and material should first be directed to a TA. For this purpose, there will also be a forum on the course website ( eClass) in which TAs and students can interact.

Email: [memory3265york@gmail.com](mailto:memory3265york@gmail.com)

<b>T.A.</b>	<b>Viviana Vumbaca</b>	<b>Lina Deker</b>
<b>Email</b>	<a href="mailto:memory3265york@gmail.com">memory3265york@gmail.com</a>	<a href="mailto:memory3265york@gmail.com">memory3265york@gmail.com</a>
<b>Office Hours</b>	Friday at 11:00am (Forum)	Monday at 11:00am (Forum)

**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 this course website, unless otherwise indicated by the instructor. The site will be your central access point for course materials [e.g. recorded lectures, online activities, group discussions, quizzes].

## **Course Description**

This course will provide an in-depth study of human memory. Students will become familiar with theories and scientific data from the cognitive, neuropsychological and neuroscientific perspective. Emphasis will be placed on critical thinking, problem solving and discussion of the primary literature and current methodologies used in the field.

## **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 foundational knowledge of the main theories, research findings and methodological approaches of human memory. Students will develop skills for summarizing, evaluating, communicating scientific thought and critiquing research by themselves, as well as collaborative.

## **Required Text**

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

Hard copies of the text book are available at the bookstore and they can be shipped to students upon request. Also, students can purchase the digital book directly from the publisher at [://www.routledge.com/Memory/Baddeley-Eysenck-Anderson/p/book/9781138326095](http://www.routledge.com/Memory/Baddeley-Eysenck-Anderson/p/book/9781138326095)

- Papers used in the Journal club. This course will be delivered via eClass. This site will provide additional readings and supplemental information for the course. Please be sure to check for announcements and updates often

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Quiz 1	February 23	20
Quiz 2	March 23	20
Biweekly summaries	-	20
Final Exam		40
<b>Total</b>		<b>100%</b>

### Description of Assignments

All assignments will be held during the scheduled class sessions and will be announced on the course website. A final exam will be held during the scheduled exam period. Below there are some descriptions of both summative and formative assessments.

#### A) Summative assessments

##### *Quizzes*

There will only be 2 quizzes. Date of make up quizzes will be announced in the course website.

##### *Biweekly assignments*

Students will be required to submit biweekly assignments. These are open book activities students will do in groups (no more than 4 students in each group). They are important because they will lead to integration of old memories and new material. These will be done in the form of a very short written paragraph explaining the relationship between core concepts, mind maps or by sending a short audio file or video. There will be 4 biweekly assignments and students are required to submit at least three in order to get the corresponding percentage of the total mark. Grade will be calculated by determining the average of the three best scores.

#### B) Formative assessments

##### *Journal Club (not graded)*

There will be 2 journal clubs organized and delivered by TAs. Both will happen after the Instructor's general presentation of the topics to be discussed in that session. TAs will have the opportunity to share with students a 10 minute presentation of a paper related to their research interests. After each presentation, there will be some short online activities.

##### *PSYC 3265 goes to the Movies!*

The last class before the final review, student's will watch the movie "Still Alice" and reflect on how memory is depicted in the movie. After the movie, there will be some short online activities.

## Class Format and Attendance Policy

Attendance will be taken via the course website and Zoom.

## 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 - <https://calendars.students.yorku.ca/2020-2021/grades-and-grading-schemes>

## 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.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

## 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**

All assignments are designed to evaluate student's critical thinking, problem solving and learning strategies (comprehension, integration of material). So, students will not find the answer to any of the questions online. However, if the teaching team suspects two or more people 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 students will 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 HH PSYC 3265 3.00 A 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**

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Date	Topic	Readings	Lectures
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<b>January 12</b>	Overview	Chapter 1	<b>Synchronous:</b> online class via Zoom
January 19	Memory: a cognitive neuroscience perspective	Chapter 2	Asynchronous: video session 1
January 26	Short term and Working memory	Chapter 3 & 4	Asynchronous: video session 2
February 2	Neuroimaging. Introduction to EEG technique and EEG papers about memory	Simulation & Interactive video	Asynchronous: video session 3
<b>February 9</b>	Memory: a social neuroscience perspective. Learning, memory and social cognition, autobiographical memory	Chapter 5 & 11 Journal Club, paper 1	<b>Synchronous:</b> online class via zoom  <i>Short assessment 1</i>
February 16	<b>Reading week</b>		
February 23	<b>Term Quiz 1</b> Memory and Language, Memory in the Bilingual Brain	Simulation & Interactive video Journal Club: paper2	Asynchronous: video session 4
March 2	Memory: Affective Neuroscience Perspective. Emotion, episodic memory	Chapter 6 & 8	Asynchronous: video session 5
March 9	Forgetting, proactive and retroactive interference	Chapter 9 & 10	Asynchronous: video session 6

<b>March 16</b>	Plasticity and memory across the lifespan	Chapter 14	<b>Synchronous:</b> online class via zoom  <i>Short assessment 2</i>
March 23	<b>Term Quiz 2</b> Memory and Aging	Chapter 15	Asynchronous: video session 7
March 30	Amnesia, Brain Injury and Neurodegenerative Diseases	Chapter 16	Asynchronous: video session 8, <u>Movie</u> (Still Alice)
<b>April 6</b>	Review		Synchronous: online class via zoom

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