

## **PSYD50 Summer 2012 Current Topics in Memory and Cognition**

Class Meeting Time: Tues 2:00-4:00

Classroom: MW 264

Course website: BlackBoard

### **Contact Information for the Instructors:**

Instructor: Dwayne E. Paré

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**Goals of the course:** This course is designed to help you develop your critical thinking and communication skills. It will also serve as an introduction to classic research, current topics of debate, and research interest in cognitive psychology, cognitive development and aging and, to a lesser extent, cognitive neuroscience. The goal is to use in-depth discussion of specific topics to illustrate the kinds of theories, research strategies, data, and mistakes, that researchers use/make when conducting their research, and trying to develop a better understanding of memory & cognition.

### **Required Readings:**

All articles will be made available on the BlackBoard website. It is important to remember that reading the articles will be necessary for all components of this course (i.e., all evaluations require that you have knowledge of the articles).

### **Methods of Evaluation:**

Weekly Peer Feedback (through peerScholar)	30%
Presentations	30%
Class Participation	10%
Poster	30%

### **Presentation (30%)**

Each student is required to present once throughout the course. The presentations are done in pairs however, each student is required to present individually. Each presentation should be maximum of 45 minutes (approx. 15 min by each presenter), 10 min integration of the articles presented by the two presenters, followed by a 5-10 min general discussion involving the class. In most weeks, a particular presentation topic will be provided along with two papers to guide you on how to get started. You are however, required to find other relevant articles on the topic and incorporate them in your presentation to support your view on the topic.

### **Weekly Peer Feedback (through peerScholar)**

Every week (that you are not the presenter) you will be expected to log into peerScholar to provide feedback on a draft of an upcoming presenter's presentation. You will do this on 10

occasions, and **we will rate** the quality of your feedback on a scale from 0 – 3 (maximum 3 x 10 = 30%). Your feedback will be broken into two parts 1. overall presentation and 2. papers chosen to present - and should be about one-page in total

Scale:

0= provided no feedback

0-1= provided non-informative or brief feedback (e.g., your idea was great, this was not clear)

1-2=provided semi-informative – but obvious - feedback (e.g., you spelt 'memory' wrong, your graph was too small)

2-3= provided informative and detailed feedback, demonstrating **critical thinking** of the topic

In addition, to receive a full grade, your feedback should demonstrate your knowledge of the topic and the relevant articles and demonstrate critical evaluation of your peer's presentation. You are required to provide feedback to be used by your peers in improving both the the structure and content of their presentations. For instance, you can suggest other relevant articles on the topic that either support or negate their view. **You are also required to critically evaluate the content of the articles chosen by the presenters (e.g., was the methodology used in the paper appropriate? What other factors could have affected the findings?)**

**Note:** In an unlikely event that no presentations are scheduled for a given week, all students are required to read the articles posted for that week and prepare and submit a one-page critical review of the articles on peerscholar.

### **Class Participation (10%)**

It is very important that you develop the ability to discuss, in conversational style, both data and theory. There are several ways to achieve this. The most obvious type of contribution, and the one we will be looking for the most, is contribution to class discussions, by asking questions, sharing your ideas and actively participating.

Near the end of the course, we will ask you to rate your own contributions, relative to the rest of the class. We will take these self-ratings (along with our own evaluation of your participation) into account in determining your final class participation grade.

### **Poster (30%)**

Each student is required to prepare a research poster (a template will be provided) on a topic of their interest relevant to the material covered during the class. The topic should be different from what you had chosen for your presentation. You need to propose a research question and suggest an appropriate methodology in order to investigate that question. You then need to make up a set of data (as if you had actually conducted the experiment), analyze the data (within the limits of your statistics knowledge, eg., t tests, ANOVA, correlations and regressions), provide figures and graphs to present your data and a small discussion section. This poster is due on the last day of classes.

**General Class Structure (2 hours):**

- 2:10            -Class begins.  
                   -General Questions.  
                   -Group presentations (\* Some classes might have a second presentation)
- 3:15            -Small lecture by me  
                   -General Discussion
- 4:00            -End of class

Weekly Schedule:

<b>Weekly (when you are not presenting)</b>	<b>When you are the Presenter:</b>
Saturday Sunday Monday <b>Tuesday: Class</b> Wednesday <b>Thursday: Peer feedback opens</b> Friday  Saturday: <b>Sunday: Peer feedback due @ 3:00PM</b> Monday <b>Tuesday: Class</b> Wednesday Thursday Friday	Saturday Sunday Monday <b>Tuesday: Class</b> <b>Wednesday: First draft of presentation</b> Thursday Friday  Saturday <b>Sunday opens @ 3:01PM</b> <b>Monday</b> <b>Tuesday: Class (Presentation and final version of the presentation due)</b> Wednesday Thursday Friday

**Note:**

1. [Reviewers] You are required to provide peer feedback every week by Saturday at midnight. Late feedbacks will not be accepted as your peers need time to incorporate your comments.
2. [Presenters] Drafts of presentations are to be submitted on the Wednesday by midnight the week prior to your presentation. Also, the final version of your presentation is due the Tuesday of your presentation. Neither of these will be accepted late.

**Academic Writing**

Writing assignments make-up a large component of this course. If you are not comfortable with your writing abilities, or would like a quick refresher on specific topics, then be sure to make use of the following two excellent resources:

**UTSC Writing Centre:** AC 210, <http://www.utsc.utoronto.ca/~tlsweb/TWC/index.htm>

-- offer 20 min. drop in sessions, or 50 min. 1-1 sessions.

**U of T Advice on Academic Writing:** <http://www.utoronto.ca/writing/advise.html>

-- a fantastic source of materials on writing.

### **Policies on Missed Assignments:**

Given that a large portion of your mark is based on your presentation and class participation, it is critical that you attend each class and actively participate. If you miss a day in which you were assigned to present, you need to provide proper documentation. There will however, be no opportunity to make up for missed presentations (unless a space becomes available). Given that you provide proper documents, your final poster will be reweighed accordingly. If you missed to submit your feedback on a given week, you also need to provide proper documentation. In this case, your feedbacks for the rest of the weeks will be reweighed.

### **Policies on Academic Integrity**

Please review the UTSC Code on Academic Behaviour:

[http://www.utsc.utoronto.ca/courses/calendar/University\\_of\\_Toronto\\_Policies.html#Code\\_of\\_Behaviour\\_on\\_Academic\\_Matters](http://www.utsc.utoronto.ca/courses/calendar/University_of_Toronto_Policies.html#Code_of_Behaviour_on_Academic_Matters)

### **AccessAbility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.*