



PSYD50H3 F LEC01: Current Topics in Memory & Cognition

Fall 2018

Fridays 11am – 1pm HL010

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Office hours	Thursdays 12 – 1pm

***Please address questions to this email address. Emails pertaining to PSYD50 sent to Dr Lee's personal account will not be answered.**

1. Course Description and Objectives

How does the brain process memories? Do different brain regions make distinct contributions to memory processing? Are there different types of memories? The present course is designed to provide you with an in-depth understanding of some of the key issues in the cognitive neuroscience of memory. Although you may have come across some of these topics in previous courses in Years 1 to 3, you will soon discover that there is considerable debate surrounding each one, with conflicting experimental data, differing interpretations of studies, and contrasting theoretical viewpoints. Throughout the course, you will be encouraged to engage in discussion and debate with your peers, and you will be given the opportunity to develop your critical thinking and presentation (written and oral) skills. In summary, by the end of the course, you will:

- A) Be knowledgeable in a number of current 'hot topics' in cognitive neuroscience memory research focused largely on the functions of the medial temporal lobe structures.
- B) Be able to consider experimental data critically, and reconcile divergent findings.
- C) Understand how to discuss and critique experimental studies in the context of a written article or an oral presentation.
- D) Develop your own viewpoint on the basis of evidence available in the literature.

The last three skills are particularly crucial as they are transferable to other courses and more importantly, will serve you well in the future no matter what further studies/career you pursue.



2. Tentative schedule

You will all be divided into 6 groups in Week 2. The assigned work (critique paper or oral presentations) for Weeks 3 to 8 will depending on which group you are in.

DATE	TOPIC
07 SEP	SYLLABUS OVERVIEW & COURSE INTRODUCTION LAYING THE FOUNDATIONS: FUNDAMENTAL ANATOMY, TECHNIQUES AND THEORIES.
14 SEP	WRITING A CRITIQUE PAPER A PRACTICAL SESSION BASED ON TWO CONTRADICTING PAPERS. NOTE ON ORAL PRESENTATIONS
21 SEP	RECOLLECTION & FAMILIARITY I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES.
28 SEP	RECOLLECTION & FAMILIARITY II DEBATE: GROUP 1 VS. GROUP 2. <i>*GROUPS 3, 4, 5, 6 RECOLLECTION/FAMILIARITY CRITIQUE PAPER DUE*</i>
05 OCT	MEMORY DISORDERS RESEARCH SOCIETY CONFERENCE NO CLASS.
12 OCT	READING WEEK NO CLASS.
19 OCT	LONG-TERM & SHORT-TERM MEMORY I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES.
26 OCT	LONG-TERM & SHORT-TERM MEMORY II DEBATE: GROUP 3 VS. GROUP 4. <i>*GROUPS 1, 2, 5, 6 LTM/STM CRITIQUE PAPER DUE*</i>
02 NOV	MEMORY & PERCEPTION I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES
09 NOV	MEMORY & PERCEPTION II DEBATE: GROUP 5 VS. GROUP 6. <i>*GROUPS 1, 2, 3, 4 MEMORY/PERCEPTION CRITIQUE PAPER DUE*</i>
16 NOV	SYNTHESIS INFORMATION SESSION ON FINAL PAPER AND GENERAL DISCUSSION.
23 NOV	FINAL PAPER ADVICE BY APPOINTMENT
30 NOV	EPISODIC MEMORY REHABILITATION DISCUSSION OF RESEARCH ARTICLE.
07 DEC	FINAL PAPER DUE



Any slides will be posted on the course website **by midnight at the latest** the night before the lecture. You may find it useful to print out a copy of the slides and bring it to the lecture for note taking.

Drop dates: November 19th Last day to drop F courses without academic penalty and have them removed from the transcript. **December 3rd** Last day to drop F courses (on eService only) and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are recorded on transcripts whether course work is completed or not (with a '0' assigned for incomplete work) and they are calculated into GPAs.

3. Course reading

There is no required textbook for this course. All the readings will be based on primary articles in the literature and will be assigned on a weekly basis and with links to the articles posted on the course website.

4. Course assessment

4.1. Summary

10% Class participation
10% Critique paper 1
20% Critique paper 2
15% Oral presentation
45% Final written assignment

4.2. Details

A) **Class participation (10%)**

This will be assessed by weekly attendance (4%) and contributions to class discussions (6%).

B) **Critique papers (Paper 1 10%; Paper 2 20 %)**

Everyone will be required to write two critique papers, each based on two contradicting articles. There will be a workshop on how to write a critique paper in week 2 but in brief, each paper should set the theoretical background, summarise the studies, provide a critical analysis of the findings, and come to a conclusion by reconciling the disparate data. Each paper should cite a minimum of 2 articles in addition to the two main articles to back up any claims you make and should be between **1000 – 1500 words**, not including title or reference list. Please use 12-point font, double spacing, 1-inch margins, and Microsoft Office or PDF file format. All references



should be listed using APA-style. **The papers must be submitted online via the course website (see course schedule table for due dates).** The critique papers will be marked out of 15 points on the basis of structure and clarity (5), accuracy (5) and critical analysis (5).

C) Oral presentation (15%)

Everyone will be required to give an oral presentation as part of the 'Debate' sessions. Each debate will involve two groups, each taking opposite sides of a theoretical debate. Each group will be given a reading list and each member of the group will be asked to give a 10-minute PowerPoint oral presentation on an article from the reading list describing the theoretical background of the study, the methods and findings of the study, the strengths of the study, and why the study is important evidence for the theoretical viewpoint it supports. Similar to the critique papers, the presentations will be marked out of 15 points on the basis of structure and clarity (5), accuracy (5) and critical analysis (5). After the individual presentations, the floor will be open for questions and each group must argue for their theoretical viewpoint.

D) Final written assignment (45%)

Everyone will be required to write a final assignment, which **must be submitted online via the course website by 11:59pm on Dec 7th 2018.** The topic of each student's final assignment will be the same as that for his or her oral presentation (titles will be assigned in due course). The final assignment is basically a longer and more in-depth version of the critique papers, covering a wide range of articles. The paper should be **3000 – 4000 words** not including title or reference list, typed in 12-point font, double-spaced with 1-inch margins and in Microsoft Office or PDF file format. All references should be listed using APA-style. The final assignment will be assessed out of 45 points for clarity (15), accuracy (15) and critical analysis (15).

5. Course Policies

5.1 Late assignments

Critique papers are due **at the beginning of class** on the specified due date, whereas the final assignment is due at 11:59pm on the specified date. Except in the case of a documented emergency (see above), **for every 24 hours that the paper is late, 10% will be docked off the final mark. For instance, for the first deadline Sep 28th, a paper handed in past 11am on Sep 29th will only receive 90% of the mark the quality of the work deserves, a paper handed in past 11am on Sep 30th will only receive 80% of the mark the quality of the work deserves, and so forth.** Appropriate documentation is required in all emergency situations. Unless you have a legitimate, documented emergency, **NO EXTENSIONS WILL BE GIVEN.**



5.2 Missed assignments due to medical illness or other emergencies

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C within three (3) business days of the assignment due date. You must bring the following:

- (1) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

- Submit both (1) a hardcopy of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2) the web-based departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a death of a family member, a copy of a death certificate should be provided.
- In the case of a disability-related concern, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity athletic commitments, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent well in advance of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1) request form and (2) medical/self-declaration/other documents in person WITHIN 3 BUSINESS DAYS of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.



Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

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5.3 Grading

Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Guidelines (<http://www.writing.utoronto.ca/advice/general/grading-policy>):

A+ Outstanding performance, exceeding even the A described below.

A Exceptional performance: strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Good performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C Intellectually adequate performance: student who is profiting from her or his university experience; understanding of the subject matter and ability to develop solutions to simple problems in the material.

D Minimally acceptable performance: some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.



F Inadequate performance: little evidence of even superficial understanding of the subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

Note: for all written work, consistently poor spelling/grammar will be penalised. Please make use of the UTSC writing centre if you feel you need additional help with writing or want to develop your writing skills further: <http://www.utsc.utoronto.ca/twc/>.

5.4 Contesting a grade

All requests for a re-grade must be submitted **in writing** within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. *A legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or it may stay the same.* **Arbitrary requests for grade increases will not be entertained (e.g., "I need to get into grad school, so could you please give me a higher grade?").**

5.5 Video and Auditory Recording

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

5.6 Accessibility

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. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. 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.

5.7 Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:



In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Please review this website which describes tips on how not to plagiarize when writing your assignments: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>.

On submission via the course Quercus website, assignments will be reviewed by Turnitin for textual similarity and detection of possible plagiarism. Students' assignments will be subsequently included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described here: <http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/>.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).