



PSYD50H3 F LEC01: Current Topics in Memory & Cognition

Winter 2021

Tuesdays 11am – 1pm Online Zoom Class

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| Instructor: | Dr Andy Lee |
| Email*: | psyd50.uts@gmail.com |
| Website: | https://q.utoronto.ca/courses/206728 |
| Online office hours (Bb Collaborate) | Mondays 1 – 2pm |

****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 '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.
- E) Exchange ideas effectively with others and understand other people's points of view.

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

The class will be divided into 6 groups in Week 2. The assigned work (critique paper or oral presentation) for Weeks 3 to 8 will depend on which group you are in. Since this is a seminar course with class and group discussions, you are strongly encouraged to have your cameras on during class.

| DATE | TOPIC |
|--------|--|
| 12 JAN | SYLLABUS OVERVIEW & COURSE INTRODUCTION LAYING THE FOUNDATIONS: FUNDAMENTAL ANATOMY, TECHNIQUES AND THEORIES. |
| 19 JAN | WRITING A CRITIQUE PAPER A PRACTICAL SESSION BASED ON TWO CONTRADICTING PAPERS. NOTE ON ORAL PRESENTATIONS |
| 26 JAN | RECOLLECTION & FAMILIARITY I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES. |
| 02 FEB | RECOLLECTION & FAMILIARITY II 'DEBATE': GROUP 1 VS. GROUP 2 PRESENTATIONS. <i>*GROUPS 3, 4, 5, 6 RECOLLECTION/FAMILIARITY CRITIQUE PAPER DUE*</i> |
| 09 FEB | NO CLASS |
| 16 FEB | READING WEEK NO CLASS. |
| 23 FEB | LONG-TERM & SHORT-TERM MEMORY I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES. |
| 02 MAR | LONG-TERM & SHORT-TERM MEMORY II 'DEBATE': GROUP 3 VS. GROUP 4 PRESENTATIONS. <i>*GROUPS 1, 2, 5, 6 LTM/STM CRITIQUE PAPER DUE*</i> |
| 09 MAR | MEMORY & PERCEPTION I INTRODUCTION AND DISCUSSION OF 2 RESEARCH ARTICLES |
| 16 MAR | MEMORY & PERCEPTION II 'DEBATE': GROUP 5 VS. GROUP 6 PRESENTATIONS. <i>*GROUPS 1, 2, 3, 4 MEMORY/PERCEPTION CRITIQUE PAPER DUE*</i> |
| 23 MAR | SYNTHESIS INFORMATION SESSION ON FINAL PAPER AND GENERAL DISCUSSION. |
| 30 MAR | FINAL PAPER ADVICE BY APPOINTMENT |
| 06 APR | EPISODIC MEMORY REHABILITATION DISCUSSION OF RESEARCH ARTICLE. |
| 12 APR | 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: **March 29th** Last day to drop S courses without academic penalty and have them removed from the transcript. **April 12th** Last day to drop S 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 session will involve two groups, each representing opposing theoretical viewpoints. Each group will be given a reading list and each member of the group will be asked to give a ~7-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). The audience will have the opportunity to ask questions and at the end of the session, a vote will be taken to determine which theoretical viewpoint the class is most convinced by.

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 Apr 12th 2021.** 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 Feb 2nd, a paper handed in past 11am on Feb 3rd will only receive 90% of the mark the quality of the work deserves, a paper handed in past 11am on Feb 4th 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 term work due to medical illness or other emergencies

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below in accordance with the Psychology Department Missed Term Work Policy, WINTER 2021.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following two-step process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,
and

2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at least two weeks (10 business days) before the date of the activity, or as soon as possible if it was not possible to identify the conflict earlier.



Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and noting "Religious conflict" in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at least two weeks (10 business days) before the date of the activity, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at least two weeks (10 business days) before the date of the activity, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed TERM TESTS due to ACCESSABILITY REASONS:

- Contact your AccessAbility consultant and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed ASSIGNMENTS due to ACCESSABILITY REASONS:

- If your desired accommodation is within the scope of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your Accommodation Letter to Keely Hicks (keely.hicks@utoronto.ca).



- If your desired accommodation is outside the scope of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. Contact your AccessAbility consultant and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, you must email Keely (keely.hicks@utoronto.ca) within the three business day window to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) well before the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

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/>).