



Psychology 463 (L01)		Memory		Fall 2013	
Instructor:	Dr. Glen Bodner	Lab TA:	Alexander Taikh		
Phone:	403-220-2714 (no callbacks)	Phone:	403-220-6682		
Email:	bodner@ucalgary.ca (I will aim to reply to emails within 1 weekday)	Email:	taikh@ucalgary.ca		
Office:	Admin 235 B	Lab TA Office:	Admin 01 (basement)		
Office Hours:	By Appointment	Lab TA Office Hours:	TBA		
Lecture Location:		Lab Location:	Admin 248		
Lecture	T 12:30 – 1:45 pm	Lab Days/Time:	B01 M 9:00-10:50 am		
Days/Time	R 12:30 – 1:45 pm		B02 W 9:00-10:50 am		

Course Description

Current and classic memory research is explored. Topics include how memories are encoded, stored, and retrieved. Laboratory projects introduce methodologies used in memory research.

Prerequisites

Psyc 200 & 201 or Psyc 205 – Principles of Psychology I & II
Psyc 312 – Experimental design and quantitative methods for psychology
Psyc 365 – Cognitive psychology

Required Text

None.

Evaluation

Students must achieve a passing grade on both the class and lab components to pass this course.

1. Class components (65% of final grade; evaluated by the instructor)

A. Research proposal presentation (15%). You will give a brief (~10 minute) PowerPoint research proposal presentation based on one of the assigned target articles (list of articles will be posted on Blackboard prior to start of term), and you will moderate discussion afterward. Several students will present proposals based on each target article. Each student will aim to propose a novel study to extend or better test the central theory/theories in the target article, to help us better understand the memory phenomenon, and/or to usefully apply the research to a relevant new domain. The proposed study should aim to add something important to our understanding of memory. Do not propose a study for which you are unable to make a prediction or for which you predict a replication of the target article's findings or other known findings. Your proposed study should be a repeated-measures factorial design (a "2 x 2" within-subject ANOVA) that includes 2 independent variables, each with 2 levels, and the

study design should lead you to expect a meaningful interaction (note: the instructor can approve other designs). Finally, proposals for a given target article must be distinct from each other and from that group's lab project (see Lab components section). To come up with a good proposal you will need to develop an understanding of research in the area by reading several articles beyond the target article. Provide the instructor a printed handout of your slides (6 slides per page) at the start of class (or lose 5 points out of 100). Missed presentations will receive 0% unless an official University medical excuse is provided within 1 week, in which case the weight will be added to another class component chosen by the instructor; a research proposal is still required.

B. Research proposal (20%). You will prepare a brief (6 double-spaced pages of text) written version of your research proposal. One week after your presentation, provide the instructor 2 printed copies of your initial research proposal at the start of class (or lose 5 points out of 100 per class), 1 for the instructor and 1 for your peer reviewer. One week after receiving your proposal, your peer reviewer will provide the instructor 2 printed copies of his/her review at the start of class (see C), 1 for the instructor and 1 for you. One week after the review is submitted in class, you will submit your final (revised, printed, stapled) proposal at the start of class (or lose 5 points out of 100 per class). Proposals must be completed using the ResearchProposal.docx file posted on Blackboard. Late initial or final proposals will be accepted only in class. In the *Background* section, introduce the topic and provide a brief summary of the target article (what was done, why, what was found, what it tells us about memory). In the *Proposal* section, propose your study including rationale, design, key methodological details, justified predictions (refer to main effects, interactions, and simple effects), and implications. Cite at least 5 journal articles that inform your proposed design, method, data analysis, and predictions. Create an APA-formatted figure or table of your predicted means. If helpful, also create a figure to convey your design or method. Put all figures and tables at the end of the proposal. Do not use tables/figures from published articles.

C. Research proposal review (10%). You will read one of your classmates' initial research proposals and provide a constructive, critical review, using the ResearchProposalReview.docx file posted on Blackboard, in sections labeled *Summary*, *Overall Evaluation*, and *Comments*. Your review should be 2 *single-spaced* pages. One week after the initial proposal is submitted in class, provide the instructor 2 printed copies of your review at the start of class, 1 for the instructor and 1 for the classmate (or lose 5 points out of 100 per class).

D. Article presentation (15%). In the second part of the term, you will give a brief (~10 minute) PowerPoint presentation on a memory article of your choice (subject to the instructor's approval), and you will moderate discussion afterward. The article must be from 2010 and up, must focus on memory, must report original data (i.e., not a review article), and must not already be chosen by another student. Article approvals will only be provided in class (see Schedule below for the specific date). Begin by introducing the topic. Then provide a brief summary of the target article (what was done, why, what was found, what it tells us about memory). Then provide an evaluation of the research and an original idea or two about how to usefully further the line of research (what would you do next and what would we learn from doing it?). Provide the instructor a printed handout of your slides (6 slides per page) at the start of class (or lose 5 points out of 100). Missed presentations will receive 0% unless an official University medical excuse is provided within 1 week, in which case the weight will be added to another class component chosen by the instructor.

E. Class participation (2.5% x 2 = 5%). The quality of your contributions to class discussions will be evaluated during the Research Proposal Presentation round (2.5%) and during the Article Presentation

round (2.5%). You will receive 0%, .5%, or 1% out of 2.5% for each contribution you make each round, depending on its quality. You will receive 0% if you do not contribute effectively to class discussions.

2. Lab components (35%; evaluated by the TA and by your lab group)

The lab portion of the course gives students an opportunity to design, conduct, analyze, and report an original study that aims to make an important, original contribution to the literature on that memory topic. Students presenting a given target article will all be in the same lab section and will form a lab group (maximum size = 3 students). Projects should be a repeated-measures factorial design (a "2 x 2" within-subject ANOVA) that includes 2 independent variables, each with 2 levels, and the study design should yield a meaningful interaction (note: the instructor can approve other designs). Lab projects must be distinct from individual members' research proposals for a given target article. Groups will collect data from all of their classmates, therefore each lab group must contain at least 1 member who can attend the other lab section to collect that section's data.

For each lab component, a portion of each member's grade will be determined by the lab group. Each lab group must complete and submit the LabContributions.docx file posted on Blackboard when presenting/submitting a lab component. Members must distribute 20 points among the members reflecting their relative contributions to the component (in units of 1 point; minimum = 1), and the differences from an even distribution of the 20 points will be added or subtracted from the contribution component. For example, if a group of 2 members receives 70/80 on the graded component ($87.5/100 = A^-$) then members' scores will be adjusted from 17.5/20 ($87.5/100$) on the contribution component. If the members assign 12 points to Member A (+2 from 10) and 8 points to Member B (-2 from 10), then Member A's grade will be $70/80 + 19.5/20 = 89.5/100 = A$ and Member B's grade will be $70/80 + 15.5/20 = 85.5/100 = A^-$. If a group of 3 members receives 70/80 on the component and the members assign 12 points to Member A (+5.33 from 6.67) and 7 points to Member B (-.33 from 6.67) and 1 point to Member C (-5.67 from 6.67), then Member A's grade will be $70/80 + 22.8/20 = 92.8/100 = A$, Member B's grade will be $70/80 + 17.2/20 = 87.2/100 = A^-$, and Member C's grade will be $70/80 + 11.8/20 = 81.8/100 = B^+$.

A. Lab group presentation (15%). Using PowerPoint, lab groups will present a brief (~10 minute) PowerPoint report of their project at the end of term, emphasizing their goals, design, method, results, interpretations, limitations, and future directions, and they will also moderate discussion thereafter. Lab groups must invest substantial time coding, analyzing, and interpreting their data after data collection.

B. Lab group report (20%). Each lab group will collaboratively write up the APA-formatted report of their project due at the end of term (see Lab Schedule). Use the LabGroupReport.docx file posted on Blackboard. The lab report must include the following:

Title Page. Choose a simple, short, catchy, original, and appropriate title.

Abstract (150 words maximum). What did you do and why? What did you find? What are your conclusions and implications? Provide a specific, clear, and concise take-home message here.

Body (10-12 pages). Include all of the following sections (with appropriate levels of subheadings): *introduction, method, results, discussion*. Your report should tell a story and should read like a published article (e.g., see *Psychological Science, Psychonomic Bulletin and Review*).

References (minimum of 10 journal articles). Reference in text and reference list all cited sources.

Tables/Figures (minimum of 1). Include original APA-formatted tables or figures of your results (note: all cell means should be provided). If helpful, create a figure to convey your design or method. Put all figures and tables at the end of your report. Do not use tables/figures from published articles. Write the introduction and method prior to data collection. Prepare to invest substantial time writing up your lab report after data collection/analysis. Reports must be printed, stapled, and submitted to the TA via the Psychology office. Late penalty is 5 points out of 100 per weekday for all members.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% becomes 90% = A, but 89.4% becomes 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity
T Sep 10	Course overview (full class with critical info) Lecture begins.
R Sep 12	Choose research proposal presentation dates Target Article 1: Class Discussion
T Sep 17	Target Article 1: Research Proposal Practice Target Article 2: Class Discussion
R Sep 19	Target Article 3: Class Discussion
F Sep 20	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 23	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
T Sep 24	Target Article 4: Class Discussion Target Article 2: Research Proposal Presentations
R Sep 26	Target Article 5: Class Discussion Target Article 3: Research Proposal Presentations
F Sep 27	Fee payment deadline for Fall Term full and half courses.
T Oct 1	Target Article 6: Class Discussion Target Article 4: Research Proposal Presentations
R Oct 3	Target Article 7: Class Discussion Target Article 5: Research Proposal Presentations
T Oct 8	Target Article 8: Class Discussion Target Article 6: Research Proposal Presentations
R Oct 10	Target Article 9: Class Discussion Target Article 7: Research Proposal Presentations
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 15	Target Article 10: Class Discussion Target Article 8: Research Proposal Presentations
R Oct 17	Target Article 11: Class Discussion Target Article 9: Research Proposal Presentations
T Oct 22	Target Article 12: Class Discussion Target Article 10: Research Proposal Presentations
R Oct 24	Target Article 13: Class Discussion Target Article 11: Research Proposal Presentations
T Oct 29	Target Article 14: Class Discussion Target Article 12: Research Proposal Presentations
R Oct 31	Target Article 15: Class Discussion Target Article 13: Research Proposal Presentations
T Nov 5	Target Article 14: Research Proposal Presentations Round 2 Article Approvals

R Nov 7	Target Article 15: Research Proposal Presentations Round 1 Feedback/Round 2 Suggestions
Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
Nov 9-12	Reading Days. No class.
R Nov 14	Data collection 2. Lab group feedback.
T Nov 19	Article Presentations
R Nov 21	Article Presentations
T Nov 26	Article Presentations
R Nov 28	Article Presentations
T Dec 3	Article Presentations
R Dec 5	Article Presentations Fall Term Lectures End.
F Dec 6	Last day to withdraw with permission from Fall Term half courses.
Dec 9 - 19	Fall Term Exam Period.

Tentative Lab Schedule

Date	Lab activity	Homework
Sep 16/18	TA outlines lab project. Members discuss their target article and potential research ideas.	Each member prepares a 1-page <i>research proposal prospectus</i> with a title and sections labeled <i>Goal, Design, Method, Anticipated Results, Implications</i> .
Sep 23/25	Members provide a copy of their prospectus to the group and TA. Members share, choose, and refine project. Members divide up relevant references from target article. Members do a cited reference search on target article and divide up relevant articles.	Each member reads and reflect on a unique set of 3 articles that are cited in the target article or that cite the target article.
Sep 30/ Oct 3	Members share their findings from the readings with the group and the group refines the project accordingly. Group selects the 3 most-relevant articles from the set for all members to read.	Each member reads the 3 most-relevant articles.
Oct 7/9	Group discusses 3 most-relevant articles. Group refines project. Group chooses 3 more relevant articles to read. Project design and method should be roughly set.	Each member reads the 3 new articles.
Oct 21/23	Group discusses 3 new articles. Group refines project. Group finalizes their procedure, materials, data-coding plan, data-analysis plan.	Each member contributes to the preparation for data collection.
Oct 28/30	Group reviews and troubleshoots their procedure. Group designs a post-experiment questionnaire. Groups choose data collection dates based on readiness.	Final preparation for data collection. Each member contributes to a draft of the Introduction and Method sections.
Nov 4/6	Data collection 1. Lab group feedback.	Data collection 1 groups code and analyze their data.

Nov 13/14 (in class)	Data collection 2. Lab group feedback.	Data collection 2 groups code and analyze their data. Each member of Data collection 1 groups contributes to a draft of the Results section.
Nov 18/20	Groups discuss and finalize their data analysis and interpretation.	Each member of Data collection 2 groups contributes to a draft of the Results section. Each member of Data collection 1 groups contributes to a draft of the Discussion section and to the <i>lab group presentation</i> .
Nov 25/27	Data collection 1 lab group presentations. Lab group feedback.	Each member of Data collection 2 groups contributes to a draft of the Discussion section and to the <i>lab group presentation</i> .
Dec 2/4	Data collection 2 lab group presentations. Lab group feedback.	Finalize lab group reports.
Dec 6	Lab group reports due by 4 pm.	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is Dec 6, 2013.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.:

Phone: 403-220-3913

socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and still receive a tuition fee refund is September 20, 2013. Last day for registration/change of registration is Sept 23, 2013. The last day to withdraw from this course is Dec 6, 2013.