

Psychology 463 (L01)		Memory	Winter 2015
<b>Instructor:</b>	Dr. Glen Bodner	<b>Lab TA:</b>	Zorry Belchev
<b>Phone:</b>	403-220-2714 (no callbacks)	<b>Phone:</b>	403-220-6682
<b>Email:</b>	bodner@ucalgary.ca (I aim to reply within 1 weekday)	<b>Email:</b>	zorribelchev@gmail.com
<b>Office:</b>	Admin 235 B	<b>Lab TA Office:</b>	Admin 01 (basement)
<b>Office Hours:</b>	by appointment	<b>Lab TA Office Hours:</b>	TBA
<b>Lecture Location:</b>	SH 280	<b>Lab Location:</b>	Admin 248
<b>Lecture Days/Time</b>	MWF 10-10:50	<b>Lab Days/Time:</b>	B01 T 11 am -12:50 pm B02 R 11 am -12:50 pm

### Course Description

Current memory research is explored. Topics include memory encoding and retrieval. Laboratory projects introduce methodologies used in memory research.

### Prerequisites

Psyc 200 & 201– 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 (60% of final grade; evaluated by the instructor)

**A. Research proposal presentation (15%).** You will give a 10-minute research-proposal presentation based on an assigned target article (options will be posted on D2L) and answer questions afterward. Two or more students will present proposals based on each target article. Propose a novel study to extend or better test the central claims in the target article, that will further our understanding of the memory phenomenon. Do not propose a study for which you are unable to justify a prediction, or for which you merely predict a replication of known findings. Your proposed study should be a 2x2 factorial design (2 independent variables, each with 2 levels), and it is critical that you predict and justify a novel and meaningful interaction (note: the instructor can approve other designs). Proposals for a given target article must be distinct. Your presentation must cite at least 3 articles beyond the target article. Provide an APA-formatted bar graph of your predicted means with clearly labeled axes. Use figures to convey your design/procedure. Provide the instructor a printed handout of your slides (6 slides per page) before

you present or you will lose 5 points out of 100. If you miss your presentation you must email the instructor a complete presentation within 24 hours or you will receive 0%. Missed presentations will receive 0% unless an official University medical excuse is provided within 1 week, in which case the weight may be added to another class component chosen by the instructor; a written research proposal is still required.

**B. Research proposal (20%).** You will prepare a written version of your research proposal using the template posted on D2L. The main text must be between 5-6 double-spaced pages (or lose 5 points out of 100). One week after your presentation, provide the instructor 1 printed copy in class (or lose 5 points out of 100 per class) the instructor will then give it to your peer reviewer. One week after receiving your proposal, your peer reviewer will provide the instructor 2 printed copies of his/her review in class, 1 for the instructor and 1 for you. One week after your review is returned to the instructor in class, you will submit your final (revised, printed, stapled) proposal in class (or lose 5 points out of 100 per class). Proposals must always be submitted in class. In a brief *Background* section, introduce the topic and provide a brief summary of key proposal-relevant aspects of the target article (what was done, why, what was found, what it tells us about memory). In the main *Proposal* section, propose your study including the research question and rationale for it, design, key methodological details, justified predictions (for each main effect, the interaction, and simple effects), and implications. Cite at least 5 journal articles that inform your proposal. Provide an APA-formatted bar graph of your predicted means with clearly labeled axes. If helpful, use figures to convey your design/procedure. Put all figures at the very end of the proposal. Do not include any tables/figures from published articles.

**C. Research proposal review (10%).** You will read a peer's initial research proposal and provide a critical and constructive review using the template posted on Blackboard. Your review should be 1.5-2 *single-spaced* pages. One week after the initial proposal is submitted by your peer in class, you must provide the instructor 2 printed copies of your review in class, 1 for the instructor and 1 for your peer (or lose 5 points out of 100 per class).

**D. Article presentation (10%).** In the second part of the term, you will give a 10-minute presentation on an approved memory article of your choice and answer questions afterward. The article must be from 2010 or up, *must be focused on memory* (i.e., focuses on tests of a memory theory/phenomenon), must report original data (i.e., not a review article), and must not be chosen by another student. Article approvals will only be provided in class. Introduce the topic and research question and 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) before you present (or lose 5 points out of 100). If you miss your presentation you must email the instructor your complete presentation within 24 hours or you will receive 0%. Missed presentations will receive 0% unless an official University medical excuse is provided within 1 week, in which case the weight may be added to another class component chosen by the instructor.

**E. Class participation 1 (2.5%) and 2 (2.5%).** The quality of your contributions to class discussions will be evaluated during the Research Proposal Presentation round (2.5%) and after that round (2.5%). You will receive .5% or 1% out of 2.5% for each quality contribution you make each round. You will receive 0% if you do not contribute effectively to class discussions.

## 2. Lab components (40%; 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 our understanding of memory. Students presenting a given target article will all be in the same lab section and will form a lab group of 2 or 3 students. Projects must use a 2x2 repeated-measures factorial design (2 independent variables, each with 2 levels), and the study should be designed to yield a meaningful and significant interaction (note: the instructor can approve other designs). Groups will collect data from their classmates. Lab group members must be prepared to invest time outside the lab on their projects throughout the term.

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 Lab Contributions form posted on D2L when presenting/submitting a lab component (or lose 5 points out of 100). 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  $70/80 + 15.5/20 = 85.5/100 = A^-$ .

**A. Lab group annotated bibliography (2.5%).** Each lab group will submit a 1 single-spaced page annotated bibliography consisting of a research question and a set of at least 6 references of relevant articles, each of which includes a brief description of the connection between the article and the project. Proposals must be printed and submitted to the TA in lab (or lose 5 points out of 100 per weekday).

**B. Lab group project pitch (2.5%).** Each lab group will submit a 1 page "project pitch" outlining their research question and rationale, study design, method, predictions, and implications. Pitches can be created in Word or PowerPoint (handout mode). Feedback from the TA will allow groups to make changes and to anticipate issues before data collection. Proposals must be printed and submitted to the TA in lab (or lose 5 points out of 100 per weekday).

**C. Lab group presentation (10%).** Using PowerPoint, each lab group will give a 10-minute presentation of their project in class at the end of term, emphasizing their topic background, research question and rationale, study design and procedure, key prediction and rationale, key results and interpretations, implications, limitations, and future directions, and answer questions thereafter. Provide a printed handout of your slides (6 slides per page) before you present (or lose 5 points out of 100).

**D. Lab group report (25%).** Each lab group will collaboratively write up an APA-formatted report of their project due at the end of term (see Lab Schedule). Use the template posted on D2L. Lab groups are strongly encouraged to write the introduction and method sections before data collection. Reports must be printed, stapled, and submitted to the TA via the Psychology office by the due date (or lose 5 points out of 100 per weekday). The lab report must include the following:

- *Title Page.* Choose an original and informative 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 maximum).* 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 brief report in *Psychological Science* or *Psychonomic Bulletin and Review*.

- *References (minimum of 8 references)*. Reference in text and reference list all cited sources.
- *Tables/Figures (minimum of 1)*. Provide an APA-formatted bar graph of your means with clearly labeled axes. If helpful, use figures to convey your design/procedure. Put all figures at the end of your report. Do not use tables/figures from published articles.

### 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 in 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% will round to 90% = A but 89.4% will round to 89% = A-).

## Tentative Class Schedule

Date	Activity
M Jan 12	Course overview (full class with critical info)
W Jan 14	Target Article 1: Bodner Presentation
F Jan 16	Target Article 1: Research Proposal Workshop Choose research proposal presentation articles/groups/dates
M Jan 19	Target Article 1: Class Discussion
W Jan 21	Target Article 2: Class Discussion
F Jan 23	Target Article 3: Class Discussion
M Jan 26	Target Article 4: Class Discussion
W Jan 28	Target Article 2: Research Proposal Presentations
F Jan 30	Target Article 3: Research Proposal Presentations
M Feb 2	Target Article 4: Research Proposal Presentations
W Feb 4	Target Article 5: Class Discussion
F Feb 6	Target Article 6: Class Discussion
M Feb 9	Target Article 7: Class Discussion
W Feb 11	Target Article 5: Research Proposal Presentations
F Feb 13	Target Article 6: Research Proposal Presentations
M Feb 23	Target Article 7: Research Proposal Presentations
W Feb 25	Target Article 8: Class Discussion
F Feb 27	Target Article 9: Class Discussion
M Mar 2	Target Article 10: Class Discussion
W Mar 4	Target Article 8: Research Proposal Presentations
F Mar 6	Target Article 9: Research Proposal Presentations
M Mar 9	Target Article 10: Research Proposal Presentations
W Mar 11	Lab group data collection on T lab members 1. Groups receive feedback.
F Mar 13	Lab group data collection on R lab members 2. Groups receive feedback.
M Mar 16	Article presentation advice, article approvals, and scheduling
W Mar 18	Lab group data collection on T lab members 1. Groups receive feedback.
F Mar 20	Lab group data collection on R lab members 2. Groups receive feedback.
M Mar 23	Article presentations
W Mar 25	Article presentations
F Mar 27	Article presentations
M Mar 30	Article presentations
W Apr 1	Article presentations
M Apr 6	Article presentations
W Apr 8	Article presentations
F Apr 10	Lab group presentations
M Apr 13	Lab group presentations
W Apr 15	Lab group presentations

### Tentative Lab Schedule

Date	Lab group activities	Homework
T Jan 20 R Jan 22	<ul style="list-style-type: none"> <li>• TA outlines lab project, reviews 2x2 design, and shows how to create a 2x2 graph</li> <li>• groups discuss their target article</li> <li>• generate potential lab project ideas</li> <li>• divide up relevant target article references</li> </ul>	<ul style="list-style-type: none"> <li>• each member reads a unique set of 2-3 relevant articles cited in the target article and writes down the relevance of each article to the target article and project</li> </ul>
T Jan 27 R Jan 29	<ul style="list-style-type: none"> <li>• members share notes on their 2-3 articles</li> <li>• do cited reference search on target article</li> <li>• divide up relevant articles</li> <li>• refine project and update TA on progress</li> </ul>	<ul style="list-style-type: none"> <li>• each member reads a unique set of 2-3 relevant articles that cite the target article and writes down the relevance of each article to the target article and project</li> </ul>
T Feb 3 R Feb 5	<ul style="list-style-type: none"> <li>• members share notes on their 2-3 articles</li> <li>• finalize articles for annotated bibliography</li> <li>• draft annotations</li> <li>• refine project and update TA on progress</li> </ul>	<ul style="list-style-type: none"> <li>• each member reads the final 6 articles for annotated bibliography</li> <li>• finalize annotated bibliography</li> </ul>
T Feb 10 R Feb 12	<ul style="list-style-type: none"> <li>• submit <b>annotated bibliography</b></li> <li>• draft proposal pitch</li> <li>• refine project and update TA on progress</li> </ul>	<ul style="list-style-type: none"> <li>• finalize proposal pitch</li> <li>• prepare materials and experiment</li> </ul>
T Feb 24 R Feb 26	<ul style="list-style-type: none"> <li>• submit <b>proposal pitch</b></li> <li>• choose data collection 1 vs. 2 dates</li> <li>• finalize project and update TA on progress</li> <li>• discuss data coding/analysis with TA</li> </ul>	<ul style="list-style-type: none"> <li>• finalize pilot of experiment for TA</li> <li>• draft Introduction section</li> </ul>
T Mar 3 R Mar 5	<ul style="list-style-type: none"> <li>• show/troubleshoot experiment with TA</li> <li>• draft post-experiment questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• final experiment and questionnaire</li> <li>• draft Method section</li> </ul>
T Mar 10 R Mar 12	<ul style="list-style-type: none"> <li>• lab group data collection 1 and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• group 1s code and analyze data</li> </ul>
T Mar 17 R Mar 19	<ul style="list-style-type: none"> <li>• lab group data collection 2 and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• group 1s draft Results section</li> <li>• group 2s code and analyze data</li> </ul>
T Mar 24 R Mar 26	<ul style="list-style-type: none"> <li>• group 1s finalize data interpretation</li> <li>• show TA draft Introduction and Method</li> </ul>	<ul style="list-style-type: none"> <li>• group 1s draft Discussion section</li> <li>• group 2s draft Results section</li> </ul>
T Mar 31 R Apr 2	<ul style="list-style-type: none"> <li>• group 2s finalize data interpretation</li> <li>• show TA draft Results</li> </ul>	<ul style="list-style-type: none"> <li>• group 2s draft Discussion section</li> </ul>
T Apr 7 R Apr 9	<ul style="list-style-type: none"> <li>• work on lab group presentation</li> <li>• work on lab group report</li> </ul>	<ul style="list-style-type: none"> <li>• finalize lab group presentation</li> <li>• work on lab group report</li> </ul>
F Apr 17	<ul style="list-style-type: none"> <li>• submit <b>lab group report</b> to AD 255 by 4 pm</li> </ul>	

## Important Dates

Date	Topic
M Jan 12	Winter term lectures begin.
F Jan 23	Last day to drop Winter Term half-courses.
M Jan 26	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
F Jan 30	Fee payment deadline for Winter Term fees.
Feb 15-22	Reading Week. No lectures. University open (except Family Day).
M Feb 16	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Apr 3	Good Friday University Closed
W Apr 15	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.

### 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 255), 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 **April 15, 2015**.

### **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

[suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913

[socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)



### **Student Ombudsman's Office**

The Office of the Student Ombudsmen 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](mailto: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 **January 23, 2015**. Last day for registration/change of registration is **January 26, 2015**. The last day to withdraw from this course is **April 15, 2015**.