PSYC 576A (A01) Cognitive Processes: Memory (CRN)
Jan-Apr 2020

* Seminar meetings: Tues and Thurs 4:30-5:50 in Cornett A228
* Instructor: Steve Lindsay, slindsay@uvic.ca, 721-8593, office hours TBA or by appointment in Cornett A187
* Website: TBA

Overview

This course combines in-depth exploration of a current topic in the cognitive science of human memory with training on methodological reforms aimed at promoting transparency and replicability. In the first two weeks of the semester we will focus on selecting a recently reported empirical result in the domain of the cognitive psychology human memory that we will attempt to replicate by 1 April 2020. Each student will propose at least one candidate study by the third class session; each of us will then rank order the proposals and then we will discuss the pooled rank ordering and agree on which study we will attempt to replicate.

Candidates for replication must be unambiguously minimal-risk ethically. It must be feasible to conduct a replication in a few months. The effect should not be something any of us is already studying. Probably we want a computer-based procedure and one that takes no more than 30 minutes per subject, collects no personal information beyond bare-bones demographics, and involves benign materials and tasks that are not stressful or otherwise unpleasant.

Once we have selected a to-be-replicated finding, we will in parallel move forward on (a) applying current best-practices approaches to conducting that replication and (b) reading and discussing cognitive psychology literature relevant to the effect. Ultimately students will collaborate on a write-up that puts the replication in context (both the context of methodological reform and whatever substantive theoretical context surrounds the particular effect in question). Along the way, we will document our process and preregister our research plan on the Open Science Framework including a rationale sample-size plan and plans for analyses, and prepare our materials in ways that will make them transparent and useful to other scientists.

Grading

Marks will be based on the following six dimensions:

Coursespaces Forum (15%): For each seminar session excluding the first one, no less than 2 hours before class, each student is to post a course-relevant comment, suggestion, or question on the Coursespaces forum. This might be a criticism, or a question, or an insightful link to other material, etc. The posting can focus on cognitive psychology of memory or on methodological issues, broadly or with respect to the replication project. I hope that students will also often reply to one another’s postings, creating some bracing intellectual back-and-forth online before class, but at minimum each student is to (a) start his or her own thread with his or her own posting and (b) read all other students’ posts before each class. Each post will be marked, from 0 (little or nothing) to .5 (something but not much) to 1 (something of substance). These postings need not be long – often just a few sentences is enough to raise a provocative question or to challenge a claim – and the marking has to do with substance not style (i.e., don’t worry about grammar or spelling, as long as readers can understand).

Seminar Leadership (15%): Students will take turns serving as seminar leader, each student serving in that role on two or three occasions. The nature of the seminar will vary depending on the focus of our work on a particular day.

Seminar Participation (20%): Intellectually engaged and engaging discussions are central to any seminar-style course, and to the academic enterprise in general. There are three reasons for emphasizing seminar participation: (a) to hone your listening and speaking skills, (b) to encourage an active, generative engagement with the ideas that promotes comprehension and retention; and (c) to make class sessions fun. My hope is that the Coursespaces Forum will set us up so that students begin the seminar session with things to talk and think about. I don’t expect that everyone will be talking at once – that would be confusing – but I do expect that everyone will be actively engaged and attentive throughout and that over the course of every session every student will make at least some overt contributions to exploring the idea.
Contributions to Preparing, Conducting, and Analyzing the Replication (30%): Hard to be too specific about this at this stage but obviously getting the project done is a huge part of the course. Students will need to be proactive about this. I will aim to give students feedback on my perceptions of their contributions every few weeks.

Contributions to Archiving and Reporting the Replication (20%): We want to end up with a detailed and accurate record of our process and the fruits of our labours, documented in such a way that other scientists can easily gain a detailed and accurate understanding.

Each of the dimensions above will be marked as per UVic guidelines, https://web.uvic.ca/calendar2019-09/grad/academic-regulations/grading.html. Each student will receive a score for each component listed above; these will be weighted as per the percentages indicated above and then summed to determine your total points, which will be converted into a letter grade as follows: 90 and up = A+; 85 to 89 = A; 80 to 84 = A-; 77 to 79 = B+; 73 to 76 = B; 70 to 72 = B-; 65 to 69 = C+; 60 to 64 = C; 50 to 59 = D; 0 to 49 = F. Marks will be rounded up from .5 (e.g., 89.499 = A, 89.50 = A+).

You are responsible for knowing and following the UVic Policy on Academic Integrity Missed work. Missed forum postings, quizzes, seminar participation, and seminar leadership cannot be made up and will receive a score of zero unless I receive satisfactory written evidence within 2 weeks that the absence was due to personal illness or accident, family affiliation, or official University activity (in which case you will not be penalized for the missing work). Do not submit a Request for Academic Concession form, just give me the documentation. Late papers will be penalized 1 points per day from the max 15 points.

Registration status. Students are responsible for verifying their registration status. Commitment to Inclusivity and Diversity: The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members; so am I. If you qualify for a special accommodation, please let me know and I will do my best to be helpful.

Questions/Problems
Please come see me during office hours if you need help or just to chat about the course. Bright, motivated students come to instructors’ office hours.
UNIVERSITY OF VICTORIA  
Department of Psychology  

Important Course Policy Information  
Spring 2020

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://web.uvic.ca/calendar2019-09/pdfs/graduate-201909_Part3.pdf, (p.39-41 UVic Calendar September 2019). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.
Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 40 in September 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in September 2019) (https://web.uvic.ca/calendar2019-09/pdfs/graduate-201909_Part3.pdf)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: https://uvicombudsperson.ca/
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Discovering Victoria, UVic and your Community:
Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics. www.uvic.ca/mentalhealth/graduate/connect/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/graduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp