PSYC 451A (A01)
Advanced Cognitive Psychology: Memory
January-April 2021 CRN 22586
Mondays and Wednesdays 4:30-5:50

Contact Details

* Instructor: Steve Lindsay, slindsay@uvic.ca, 250-721-8593, office hour Fridays 1-2:30 or by appointment. My pronouns are he/him/his.
* TA: Eric Mah (ericmah@uvic.ca), office hours TBA. Pronouns: He/him/his
* Website: https://bright.uvic.ca/d2l/home/51219
* Zoom https://uvic.zoom.us/j/89857945653?pwd=YXR0bFdSQ2NkaS9oTTZwSHNaZnNaUT09
    Meeting ID: 898 5794 5653   Password: 3a393t

Territorial Acknowledgement and Commitment to Inclusive Learning

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

We are committed to making our best efforts to provide a safe, supportive, and effective learning environment for all students. See https://www.uvic.ca/equity/index.php and the section below on Health and Wellness Promotion.

Course Objectives

This course has three major aims. One is to help students gain knowledge and understanding of research and theory on the cognitive psychology of human memory in academic contexts (e.g., what do we know about how best to study for an exam?). We will start out with a few broad/general readings about the nature of human memory and then focus on reading and discussing published reviews and primary research articles on the cognitive psychology of studying.

The second major aim is to introduce students to the methodological reform movement. That movement was sparked by the "replication crisis" (i.e., realization that many famous findings in social sciences are difficult to replicate). Methods reform seeks to promote transparency and replicability.

A third goal is to foster the development of collaborative skills. To that end, students will work in teams to replicate Experiment 5 in Nash, Winston, Gregory, and Papps (2018). Each of several lab groups will adapt a Qualtrics computer program used by Nash et al., and use it to collect real data online and then analyze and report the findings. Exciting!

Keys to Success

This course will involve lots of interaction with classmates. You need to be able to participate during the designated class times. Most class sessions will involve a mix of periods during which we all work together and periods during which students will work in teams of up to 6 in Zoom-based break-out rooms, with me rotating between rooms.

Requirements/Assessment Techniques

There is no text for this course. All readings can be accessed for free via the McPherson library website. During the first few weeks we will read and discuss works on the "replication crisis" and ways to improve methodological and statistical rigor. Then we will read and discuss the Nash et al. article and teams will begin working on the replication. While work on the replication goes forward, we will read and discuss a number of articles on what cognitive psychologists have learned about better and worse ways of studying academic material. Your aim in reading and thinking about those articles is to get a good grip on the main argument, NOT to memorize the details.

There will be no tests in this course. Instead, marks will be based on the following products:

- Survey: We hope to assign students to working teams that will remain stable across the semester. To help us create teams that are roughly comparable in terms of the skills of the teammates, students are asked to complete a and submit a brief survey on Brightspaces. Each student will receive 1% for completing the survey.

- Forum Posts: For each session for which readings are assigned, you are to complete the assigned reading and post a summary of its central argument no less than 24 hours before class. Just two or three sentences that capture the main claim of the reading. After posting, you will be able to read other students' posts and you are to <u>comment on at least one other student's</u> post no less than 4 hours before class. **30%** of grade will be based on these posts: Post scale: 0 = nothing or nothing relevant; .5 = weak; .80 = meeting expectations; 1 = exceeding expectations.

- Seminar Discussions: During class sessions for which readings have been assigned, you will have opportunities to contribute to discussions and/or to work on solving problems or creating products that enhance understanding of the topic. For example, teams will collaborate in break-out rooms to synthesize the summary statements for that day's reading, and then share their synthesis with the class. Students will receive 1 to 2 points for each session they attend, depending on their level of constructive activity and engagement; attending without participation will get 1 point whereas active contributions to team efforts will get 1.6 or more). Missed session will receive a mark of 0. The three sessions with the lowest scores will be dropped. **25%** of grade will be based on this dimension

- Individual Paper: No later than the last day of class, each student is to email me a 2-page typed paper that either (a) summarizes something they learned in the course and says why it is interesting or (b) raises a question or proposes an idea for future research and explains why it is interesting. **14%** of grade will be based on this paper. More details regarding the criteria for this paper will be provided soon.

- Project Planning Sessions: Each student is to participate in two scheduled lab-team meetings via Zoom in which they will work together on plans for the replication project. I (and TA Eric Mah) will attend these sessions and support and evaluate them. Students who miss a session will get 0 for that session. Attending with no evident participation will receive 1. Adequate participation, 1.6, up to 2 points. Each of these planning sessions will account for 5% of total grade, total of **10%**.

- Project Execution and Report: Collectively, each team is to plan, prepare, carry out, analyze a replication of Nash et al. (2018 Experiment 5), create an archive of that project, and present a 15-minute spoken-with-slides report of the project to the class (and respond to questions/comments from classmates). All told, this will determine **20%** of grade. All teammates who made non-trivial contributions to the project will receive the same grade (but see below for cases in which I judge that a member of the team has not adequately contributed).

One of the objectives of this course is to help students develop skill and experience at working together in teams. In the "real world" beyond university, many jobs emphasize team work, so this is an important ability to cultivate. A good teammate doesn't have to excel at everything – different members can make different sorts of contributions. But to share in the credit, each member must contribute in positive ways. At the end of the semester, I will invite students to email me if they believe that a member of their team fell short, either by contributing very little or by contributing in ways that were problematic. I will consider any such claims in combination with my own perceptions and TA Eric Mah's reported perceptions. Possibly that will lead me to assign a lower grade for the Project Execution and Report component to students who appear not to have contributed adequately. Further details about marking will be provided well in advance.

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+).

Students with Disabilities

If a disability makes it difficult for you to perform course tasks, please consult with the fine folks at the Centre for Accessible Learning, https://www.uvic.ca/services/cal/ I am happy to make accommodations to help students learn.

Questions/Problems

Please come see me during Zoom office hours if you need help or just to chat about the course. Bright, motivated students come to instructors' office hours. If you have a concern about the marking of a course component, please first make a genuine effort to understand the marking on your own. If that doesn't avail, then please contact me via email.

For general help on study skills, www.coun.uvic.ca/learning/

For help with English, please contact the English Language Centre (www.uvcs.uvic.ca/elc/).

If you have problems with email or Brightspaces, please contact the Computer Help Desk (helpdesk@uvic.ca).

If you have a problem with the course, please tell me about it. If speaking to me does not resolve the problem, you can contact the Chair of the Department of Psychology, Ulrich Mueller, at psychair@uvic.ca and/or you could ask the UVic Ombuddy, Annette Fraser, ombuddy@Uvic.ca (see https://uvicombudsperson.ca/).

Important Dates

Second term classes begin for all faculties	Monday, January 11th
Last day for 100% reduction of second term fees for standard courses	Tuesday, January 19th (under review)
Last day for adding courses that begin in the second term	Friday, January 22nd (under review)
Last day for paying second term fees without penalty	Sunday, January 31st
Last day for 50% reduction of tuition fees for standard courses	Tuesday, February 9th (under review)
Last day for withdrawing from courses without penalty of failure	Sunday, February 28th

Important Course Policy Information

Prerequisites

Prerequisites for this course are PSYC 300A (with PSYC 300B as a pre- or co-requisite) and either PSYC 351A or two of PSYC 351B, 351C, and 351D. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline. For other information about program requirements, see https://www.uvic.ca/socialsciences/psychology/undergraduate/program-requirements/index.php

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

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. I strive to make my classroom a safe and welcoming place for students of diverse backgrounds, genders, and abilities.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2018, p. 48-50)

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession," normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record. Or download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

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, 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 Policy on Academic Integrity in the University calendar (on p. 46 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) (https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#)

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/tips/plagiarism/
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
4. Dr. Mitchell of the UVic English Dept.: http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf

DISCRIMINATION AND HARASSMENT

Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university inn an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying or harassment as it is defined by regulations pursuant to the British Columbia Worker' Compensation Act.
Please refer to University of Victoria discrimination and harassment policy at:
https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf and
WSBC bullying and harassment policies at: https://www.uvic.ca/ohse/assets/docs/BH_policies_Nov1_2013.pdf

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

Health and Well-being Promotion

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.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/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/

Student Wellness Centre
https://www.youtube.com/watch?v=LEsdBw2zmAA&t=2s

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/undergraduate/

BE WELL

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Important Course Policy Information
Spring 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar January 2021.

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In the Event of Illness, Accident or Family Affliction

- *What to do if you miss the final exam scheduled during the formal exam period*

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- *What to do if you miss an exam other than one scheduled during the formal exam period*

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *What to do if you require additional time to complete course requirements*

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6. **Aiding Others to Cheat**. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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The definitive source for information on Academic Integrity is the University Calendar
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1. The Ombudsperson's office: https://uvicombudsperson.ca/tips/plagiarism/
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca;Web: uvicombudsperson.ca.
2. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf