



Department of Psychology

Psychology 463 (L01) – Memory

Fall Session 2007

Instructor	Dr. Glen Bodner	Lecture Location	SH 288
Phone	220-2714 (no callback)	Lecture Days/Time	MWF/9-9:50 am
Email	bodner@ucalgary.ca	Lab TA/Location	Reh Mulji/A 253
Office	Admin 258	Lab 01 Day/Time	T/10-11:50 am
Office Hours	MWF before/after class	Lab 02 Day/Time	F/10-11:50 am

Course Description and Goals

The course will provide a detailed examination of central topics in memory research. It will be run as a seminar, thus presentations and participation will be key components. By examining a number of research articles directly, you will learn how memory research is done and how to evaluate it. The lab will also be useful in these roles, by giving you experience conducting a study, analyzing and interpreting data, and writing a research report.

Required Text

No text.

Evaluation

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

1. Class components (70%; evaluated by the instructor)

A. Article presentations 1-2 (10% x 2 = 20%). Using PowerPoint, you will present a brief critique of that week's article (or of a related article approved by me beforehand), and then describe in detail a research proposal for one or more experiments that would address your criticisms and improve our understanding of memory as it relates to that week's topic/article. You will also moderate in-class discussion after your presentation. Presentation dates will be scheduled during the first week of class. Class size will determine presentation durations (maximum = 15 minutes). Missed presentations receive 0% unless a documented excuse deemed valid by me is provided within 1 week, in which case the weight will be added to the other presentation (or to another class component chosen at random if the second presentation is missed). A research proposal is still expected if a presentation is missed (see B).

B. Research proposals 1-2 (15% x 2 = 30%). One week after your first article presentation you will post a research-proposal version of it on Blackboard in Word format, labeled as follows: Yourlastname1.doc. Your first research proposal will be reviewed by two classmates the following week (see C). You will then print and submit a final, revised research proposal, based on the input from your reviewers, to me for grading the following week (i.e., 3 weeks after your presentation). Your second proposal will be due 1-week after your presentation; no peer review process will occur. Your proposals must adhere to APA format, must be double-spaced, must have 1" margins, must use 12 pt Times font, and must be stapled (no binders/clips). The body will be 5 double-spaced pages. Briefly summarize the article in a section labeled "Summary", then summarize the criticisms of it that your proposal will address in a section labeled "Critique", then use most of your space to describe your proposed experiment(s) in a section labeled "Proposal", then end with sections labeled "Predictions" and "Implications". You are encouraged but not

required to use and cite relevant articles to help inform your proposals. You are also encouraged but not required to create tables/graphs in APA format to help convey your design and/or predictions. Late penalty is 2% (out of 15%) per day (at either the peer-review or final submission stage).

C. Proposal reviews 1-2 (5% x 2 = 10%). You will read two of your peers' research proposals during the first part of term, chosen at random after each day's article presentations. Because you will not know in advance whose proposals you will be asked to review, you should try to attend all presentations. You will type up critical but constructive reviews using the **ProposalReview.doc** template posted on Blackboard. Provide helpful suggestions in sections labeled (1) Overall evaluation, (2) Main points (e.g., conceptual, organizational) and (3) Minor suggestions (e.g., spelling, grammar, format). Each proposal review should be 1-2 single-spaced pages. Submit two copies of each review: one will be returned to the student (you can leave your name off this copy if you wish), and one will be graded. Each review is due no later than 1 week after the specified in-class presentation. Late penalty is 1% (out of 10%) per day.

D. Class participation (5%). The quality and frequency of your contributions to in-class discussions will be evaluated. You will receive 0% if you never participate in class discussions.

E. Lab project presentation (5%). Your lab group will jointly present a summary of your project and findings during the last week of classes. Class size will determine presentation durations (maximum = 15 minutes). A brief discussion period will follow each presentation.

2. Lab components (30%; evaluated by the TA)

You will be assigned to a lab group and will help devise and conduct a research project during the term. Your goal is to conduct an original, feasible experiment that has the potential to make an important, original contribution to the literature on a memory topic. You will collect data on your classmates. Group members will discuss their findings, but will write their own lab report (plagiarism will not be tolerated).

F. Lab group work (5%). Each week, lab groups will be expected to present a progress report to the rest of the lab section for input, and to set goals for the following week. Each group's weekly progress and presentations will be evaluated.

G. Lab report (20%). You will write up the results of your project as a lab report. The report will be evaluated in terms of 1) the project's merit (e.g., design elegance, control of confounds, theoretical importance), feasibility, and success, and 2) the quality of the individual lab report. Your report must adhere to APA format, must be double-spaced, must have 1" margins, must use 12 pt Times font, and must include the following:

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

Abstract (150 words maximum). What is the topic and your extension of it? How will you extend it? What will we learn from it? Why is it important? Be specific, clear, and concise.

Body (10-15 pages). Include all of the following sections (with appropriate levels of subheadings): introduction, method, results, and discussion. Your report should tell a coherent story and should read like a published article (e.g., see *Psychological Science*, *Memory & Cognition*, or *Psychonomic Bulletin and Review*). Use APA format. Each paragraph should be of a reasonable length and should have a beginning, a middle, and an end. Each paragraph should transition smoothly to the next paragraph.

References (minimum 8 relevant references). Reference in the text and in reference list all primary sources cited in your proposal.

Tables/Figures. Include original APA-formatted tables or figures of your results (all raw means should be provided). You can also include other tables, figures, or pictures if they are helpful/necessary (e.g., stimuli, procedure). You cannot use materials from copyrighted sources.

You will have a chance to have your lab report peer reviewed during the last lab. The final printed report must be submitted before 4 pm on **Monday December 10**. Late penalty is 2% (out of 20%) per day.

H. Lab participation (5%). The quality and frequency of your contributions to in-lab discussions will be evaluated. You are expected to help other lab groups develop their projects. You will receive 0% if you never participate in class discussions.

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%

Final grades will rounded up to the nearest whole percent at the end of the term (e.g., 89.5% = 90% but 89.4% = 89%). Final grades will not be raised to help you meet a higher cut-off, but you can add 2% to your final grade via research participation during the term.

Class Schedule

Date	Activity
M Sept 10	Introduction to course
W Sept 12	Selection of presentation dates
F Sept 14	Article 1
M Sept 17	Article 1 presentations
W Sept 19	Article 1 presentations
F Sept 21	Article 2
M Sept 24	Article 2 presentations
W Sept 26	Article 2 presentations
F Sept 28	Article 3
M Oct 1	Article 3 presentations
W Oct 3	Article 3 presentations
F Oct 5	Article 4
M Oct 8	Thanksgiving – No class
W Oct 10	Article 4 presentations
F Oct 12	Article 5
M Oct 15	Article 5 presentations
W Oct 17	Article 5 presentations
F Oct 19	Article 6
M Oct 22	Article 6 presentations
W Oct 24	Article 6 presentations
F Oct 26	Article 7
M Oct 29	Article 7 presentations
W Oct 31	Article 7 presentations
F Nov 2	Article 8
M Nov 5	Article 8 presentations
W Nov 7	Article 8 presentations
F Nov 9	Article 9
M Nov 12	Reading days – No class
W Nov 14	Article 9 presentations
F Nov 16	Article 10
M Nov 19	Article 10 presentations
W Nov 21	Article 10 presentations
F Nov 23	Article 11
M Nov 26	Article 11 presentations
W Nov 28	Article 11 presentations
F Nov 30	TBA
M Dec 3	Lab group presentations
W Dec 5	Lab group presentations
F Dec 7	Lab group presentations

Lab Schedule

Date	Activity
T Sept 18 or F Sept 21	Introduction to lab and selection of lab groups
T Sept 25 or F Sept 28	Within lab group project selection and initial discussion
T Oct 2 or F Oct 5	Within lab group sharing of refined project and initial literature review
T Oct 9 or F Oct 12	Lab group presentations of project and literature review
T Oct 16 or F Oct 19	Lab group presentations of refined project and literature review
T Oct 23 or F Oct 26	Lab group presentations of detailed method and data analysis plan
T Oct 30 or F Nov 2	Data collection: Within lab section
T Nov 6 or F Nov 9	Data collection: Between lab sections
T Nov 13 or F Nov 16	Reading days – No lab
T Nov 20 or F Nov 23	Lab group presentations of results and interpretation
T Nov 27 or F Nov 30	Lab group presentations of refined results and interpretation
T Dec 4 or F Dec 7	Optional peer review of lab report (not of own lab group project)

University of Calgary Curriculum Objectives

University of Calgary Core Competencies	Curriculum Redesign Features
Critical/creative thinking: A-H (see above)	A defined interdisciplinary component: N/A
Analysis of problems: A-H	An international component: N/A
Effective oral /written communication: A-H	An experiential learning component relevant to the program objectives: F,G
Gathering/organizing information: A-H	Broad and extended faculty-student interaction at the program level: N/A
Logical calculation, mathematical ability: F,G	Integration of research: A-H
Abstract reasoning and its applications: A-H	
Insight/intuition in generating knowledge: A-H	
Interpretive/assessment skills: A-H	

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) 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. 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 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.

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 an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. The last day to participate in research is December 6, 2007.

Student Organizations

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

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

Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still *receive a fee refund* is September 21, 2007. The last day to withdraw from this course is December 7, 2007.