



Department of Psychology

Psychology 463 RDC – Memory

Winter Session 2008

Instructor	Dr. Glen Bodner	Lecture Location	819A
Phone	220-2714 (no callback)	Lecture Day/Time	Mon/12-2:50 pm
Email	bodner@ucalgary.ca	Lab TA	Cody Tousignant
Office	2506H	Lab TA email	catousig@ucalgary.ca
Office Hours	before or after class	Lab Day/Time/Room	Wed/4-5:50 pm/1435

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. Late assignments may be submitted via email, and any assignments submitted via email will be deemed late.

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

A. Article presentations 1-2 (10% x 2 = 20%). Presentation dates and articles will be scheduled during the first class. Using PowerPoint, you will present a brief summary of your article, a critique of it, and a detailed 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. You will also moderate in-class discussion after your presentation. 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 must bring two copies of a research-proposal version of your presentation to class to distribute to your assigned peer reviewers. Your peer reviewers will provide you with a copy of their peer review the following week (see C). You will then revise your proposal in light of your reviews and submit the final version 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. 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 a section labeled “Predictions and Implications”. It is expected that you will use and cite relevant articles beyond the one you are presenting/critiquing to help inform your rationales and predictions. You are also encouraged to create tables/graphs in APA format to help convey your design and/or predictions. Late penalty is 5% (out of 100%) 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 set of article presentations. Because you will not know in advance whose proposals you will be asked to review, you should 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) Summary and overall evaluation, (2) Main points (e.g., conceptual, organizational) and (3) Minor suggestions (e.g., spelling, grammar, format). Each proposal review should be 2 single-spaced pages. Submit two copies of each review: one will be returned to the student and one will be graded. Each review is due no later than 1 week after the specified in-class presentation. Late penalty is 5% (out of 100%) 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 lab. Class size will determine presentation durations (maximum = 15 minutes). A brief discussion period will follow each presentation. The instructor will grade these presentations.

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 of 10 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.

The report must be submitted during the lab on **Wed April 9**. Late penalty is 5% (out of 100%) 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 lab 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.

Class Schedule

Date	Activity
Jan 7	Introduction, presentation scheduling, Topic 1 lecture, sample presentation
Jan 14	Topic 1 article presentations, Topic 2 lecture
Jan 21	Topic 2 article presentations, Topic 3 lecture
Jan 28	Topic 3 article presentations, Topic 4 lecture
Feb 4	Topic 4 article presentations, Topic 5 lecture
Feb 11	Topic 5 article presentations, Topic 6 lecture
Feb 18	Mid-term Break and Family Day – No class
Feb 25	Topic 6 article presentations, Topic 7 lecture
Mar 3	Topic 7 article presentations, Topic 8 lecture
Mar 10	Topic 8 article presentations, Topic 9 lecture
Mar 17	Topic 9 article presentations, Topic 10 lecture
Mar 24	Topic 10 article presentations, Topic 11 lecture
Mar 31	Topic 11 article presentations, Topic 12 lecture
Apr 7	Topic 12 article presentations

Lab Schedule

Date	Activity	Homework
Jan 9	No lab	
Jan 16	Introduction to lab, selection of lab groups and topics	Find and read 3 articles
Jan 23	Within lab group discussion of articles and project selection	Find and read 3 new articles
Jan 30	Within lab group discussion of articles and project refinement	Find and read 3 new articles
Feb 6	Lab group presentations of project and relevant literature review	Find and read 3 new articles
Feb 13	Lab group presentations of refined project and new literature	Set method/analysis plan
Feb 20	Mid-term Break and Family Day – No lab	
Feb 27	Lab group presentations of detailed method and data analysis plan	Prepare materials/pilot test
Mar 5	Data collection	Data analysis/Write intro
Mar 12	Data collection	Data analysis/Write method
Mar 19	Lab group presentations of initial results and interpretation	More analyses/interpretation
Mar 26	Lab group presentations of refined results and interpretation	Final analyses/Write results
Apr 2	Within lab group final discussions, presentation preparation	Finish presentation/report
Apr 9	Lab group presentations	Submit lab report

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.

Important Dates

The last day to drop this RDC course and still *receive a fee refund* is Friday January 25, 2008. The last day to withdraw from this course is Friday April 18, 2008.