



PSY372H5F - Human Memory: The World within your Mind

Friday, 12:00 – 3:00PM, IB250

Contact Information

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Office Hours: In-person, By appointment

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DO YOU HAVE A QUESTION?

Email is considered professional correspondence and will be treated accordingly. The following guidelines apply:

1. Email should be sent using university-approved addresses only (i.e., @mail.utoronto.edu)
2. 24 business hours to expect a reply. 48 business hours before sending a follow-up.
3. Weekends and holidays are not business hours.
4. Questions re: course content should be raised during lecture & office hours. Emails re: course content will not be considered.
5. Questions that are addressed in full by this syllabus will not be considered.
6. Questions communicated via the Quercus Inbox will not be considered.

Most questions can be addressed more quickly by another student than by the instructor or the TA(s). Consider exchanging contact information with your peers at the beginning of the term.

Course Description

This course aims to provide a research-oriented overview of the history, methodology, theories, and contentious issues in the study of human memory. The course draws on scientific articles, lectures, interactive discussions, and student writing in order to discuss and critique current research related to the investigation of human memory.

Learning Objectives:

In taking this course, you should:

1. Gain new knowledge about the scientific study of human memory, from both foundational and recent advances in empirical research.
2. Become an informed consumer of research in psychological science by learning to translate between data and theory while considering the limitations to any approach.
3. Practice your critical thinking and writing skills.

Prerequisites: PSY201H5/equivalent, 290H5 and, PSY270H5.

Reading Materials

Title: Memory

Author(s): Alan Baddeley, Michael W. Eysenck, Michael C. Anderson

Publisher: Psychology Press, 2nd Edition (Nov. 25, 2014)

*Information covered in the textbook is considered **supplementary** to the lecture and will not be included in any assessment unless explicitly noted by instructor.*

All reading materials outside of the textbook will be uploaded to Quercus.

Course Evaluation

Assessments	Grade Percentage (%)
Exams (Midterm + Final)	50% (25% each)
Thought Paper	25%
Weekly Quizzes	15%
QALMRI Reflections	10%

Exams: The midterm and final exam will contain multiple-choice, fill-in-the-blank, and short answer questions that emphasize the information presented in the lecture but will also contain information covered in the assigned readings. The final exam is cumulative, meaning that it will cover materials from all lectures in the term.

Thought paper: The thought paper is a critical evaluation of empirical research and will be based on two articles that are selected by the student during the term.

The primary components of the assignment include:

1. **A summary of each article.** This should include a brief and concise description of each article including the research question(s) and motivation, the hypothesis(es), the method used to address the research question(s), a description of the results, and the interpretation of the results that is made in the article.

The student will be evaluated on their comprehension of the study described in the article and the conciseness of their writing.

Each article summary should be no longer than one, double-spaced page.

2. **A commentary or critique of the article.** This should include a discussion of the articles with the goal of providing a novel insight or idea that is **(A)** not already made by the authors of either article and **(B)** can only be made by synthesizing the findings across articles. The purpose of this component is to evaluate the student's ability to integrate independent empirical findings in a manner that requires understanding the relationship between different studies and the generation of new scientific thought. This component is intended to be open-ended and can include, but is not limited to, the following:
 - (i) A critique of the conclusions in one article based on the findings of another article
 - (ii) A plausible explanation for seemingly-contradictory findings in the articles
 - (iii) A proposal for a study that addresses a novel research question that is implied by the findings in the articles

Avoid falling into *traps of unoriginality* that include, but are not limited to, the following:

- (i) Criticisms of sample size without statistical support
- (ii) Study ideas that are not unique to the research topic (e.g., replications in different populations or patients, replications with different neuroimaging techniques)
- (iii) Dishonestly re-framing points that are already made by the authors to sound original
- (iv) Dishonestly re-framing a study that has already been conducted in a third article as a new study idea

The student will be evaluated on the originality of the discussion, the rigor of critical thinking, the plausibility of any future directions, and the conciseness of writing.

The commentary should be no longer than two, double-spaced pages.

3. **Reference Section.** Students are expected to support claims and arguments with other peer-reviewed articles beyond the two articles that are assigned. A minimum of 5 other peer-reviewed articles should be cited in the commentary and in a reference section.

APA 7th Edition formatting is expected. Violations of APA formatting are subject to lost marks.

For details on APA formatting, see [Purdue OWL](#)

Weekly Quizzes: The quiz for each week will be taken in-person during the first 15 minutes of class, except on holidays, exam dates, and the week following an exam. The quizzes will contain multiple-choice, fill-in-the-blank, and short answer questions that emphasize the information presented in the prior week's lecture and in the assigned readings for the present week (non-cumulative). Students will be allowed to reference their notes and the assigned readings during the quiz. However, the questions will be designed to assess students' deeper understanding of the material, and not superficial details that can be readily accessed in the lecture slides.

QALMRI Reflections: Students will be assigned to a small discussion group of 3-4 students that will meet during the last hour of the lecture time twice during the term. Students will be assigned an article to read and discuss with the other members of their group. The outcome of the student discussions will be a short, written assignment using the QALMRI Method (Questions, Alternatives, Logic, Method, Results, Inferences). Each student will submit their own unique QALMRI submission.

The assignment will carry-out over three stages:

Stage 1 – Draft your initial QALMRI responses (20% of mark)

Each student will individually read the article and write a draft of their QALMRI responses. Students will be evaluated primarily on completion, within reason. Sub-par submissions that indicate that the article was not read thoroughly will be subject to lost marks. The purpose of this stage is to engage the student with the article through the QALMRI lens and to facilitate a more fruitful group discussion.

Stage 2 – Group Discussion

Discussion groups will meet to discuss their responses to the QALMRI prompts and resolve any confusion about the elements of the article. The purpose of this stage is to share unique perspectives on the article with the goal of expanding the students' understanding of the article beyond their own responses.

Stage 3 – Revise & Re-Submit QALMRI Responses (80% of mark)

Each student will submit an updated version of their QALMRI responses that incorporates any useful information or ideas from Stage 2. The content of the responses is anticipated to be similar across members of the same group, but each student is expected to write their own

response. The revised version of responses does not have to reflect a common collection of thoughts across the group members (e.g., if the group did not reach a consensus or some members have differences of opinion).

The student will be evaluated on the originality of responses, the rigor of critical thinking, and the conciseness of writing. A brief feedback survey will be submitted at Stage 3 to inquire about the quality of the group discussion. Any members of the group that are identified as non-participatory in the discussion will be subject to lost marks.

The purpose of this assignment is to practice the style of critical thinking that is necessary to completing a successful Thought Paper.

Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>.

Note: You don't need to create a new login for Canvas; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Canvas. If you have any general questions regarding Canvas, please visit the following help site: <https://library.utm.utoronto.ca/faculty/canvas>

Student Tech Requirements and Connection Tools

- [Recommended tech requirements for online learning](#)
- [UTM Library Learn Anywhere resource website](#)

Course Outline

All dates are subject to change at instructor discretion. Indicates a lecture/quiz that will be posted to Quercus

Date	Topic	Assignment Due
09/09	Course Overview Introduction to Human Memory	
09/16	Quiz 1 Methods in Memory Research Foundations: Attention and Sensory Memory	QALMRI Group Members – 09/15, 11:59 PM EST
09/23	Quiz 2, Introduction to QALMRI Foundations: Short-term and Working Memory I	QALMRI 1 Paper Pick – 09/22, 11:59 PM EST
09/30	Quiz 3 Foundations: Short-term and Working Memory II Foundations: Long-term Memory I QALMRI Discussion 1 (QALMRI)	QALMRI 1 Draft – 09/29, 11:59PM EST
10/07	Quiz 4 Foundations: Long-term Memory II	QALMRI 1 Final – 10/06, 11:59PM EST
10/14	Reading Week + Thanksgiving (No Lecture)	
10/21	Midterm	
10/28	Memory Control and Failures	Thought Paper Picks – 10/27, 11:59PM EST
11/04	Quiz 5 Memory in Everyday Life	QALMRI 2 Paper Pick – 11/03, 11:59 PM EST
11/11	Quiz 6 Recent Advances: Attention and Sensory Memory QALMRI Discussion 2 (QALMRI)	QALMRI 2 Draft – 11/10, 11:59PM EST
11/18	Quiz 7 Recent Advances: Short-term and Working Memory I	QALMRI 2 Final – 11/17, 11:59PM EST
11/25	Quiz 8 Recent Advances: Short-term and Working Memory II Recent Advances: Long-Term Memory I	
12/02	Quiz 9 Recent Advances: Long-Term Memory II	Thought Paper – 12/07, 11:59PM EST
TBA	Final Exam	

IMPORTANT COURSE POLICIES

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g., illness or family emergency) can request that the Department grant them special consideration. Students must present their case to the Department—*not to the instructor*—by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>

Important: If you sit down and receive a test, you will **NOT** be able to receive special consideration.

If your request is approved by the department, the value of the test will be redistributed to the final exam.

Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness or family emergency), must do so by submitting a request directly to the instructor for the period up to and including the last day of the term. The decision to apply a penalty for the specified period rests with the instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Students are advised to consult the departmental Undergraduate Counsellor prior to the deadline.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

For missed final exams or extensions of time beyond the examination period, the student must submit a petition through the [Office of the Registrar](#) and follow their procedures.

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including weekends and holidays) up to and including the last day of classes, will be applied by the instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any pre-requisites, you will be removed from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847. <http://www.utm.utoronto.ca/accessability/>

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, may be recorded on video and made available to students in the course for viewing remotely. Course videos and materials belong to the instructor, the University, and/or other sources (depending on the specific facts of each situation) and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear, please contact the instructor.

Academic Honesty and Plagiarism

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all violations of these principles are treated as doing damage the integrity of the university itself. When students are suspected of cheating or a similar academic offense, they are typically surprised at how formally and seriously the matter is dealt with—and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behavior on Academic Matters outlines behaviors that constitute academic dishonesty and the process for addressing academic offences

Common trends in academic offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

Essays will be submitted to Quercus & screened for similarity and plagiarism using *Ouriginal*.

Please read the following disclaimer:

“Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).”

If students choose to opt out of submitting their work through Ouriginal, the following must be completed instead:

1. The student will notify the instructor by email, stating their intent to opt out of the Ouriginal service
2. This intent to opt out must be submitted by the end of the day of the first class
3. During subsequent submissions, along with the completed work, students will need to submit all rough work used to compose the completed work, along with call numbers or website addresses associated with cited references

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to the Code of Behavior on Academic Matters regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g., software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behavior on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks on assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use Ouriginal
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays that are neatly written.
- Have no assignment worth 100% of your final grade.

- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small, non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment, and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca