

Psychology 333.002 Syllabus

Memory: Historical, Clinical & Cognitive Perspectives

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or by appointment

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* Emails that require more than a sentence or two will be answered with a “come see me about this” (this is true for both of us). Keep in mind that emails may not be returned for up to 48 hours.

Textbook *Learning and Memory: From Brain to Behavior (3rd Edition)* Gluck, Mercado & Meyers
One copy will be on reserve at the Koerner Library (2 hour loan)

Pre-Requisites Either (a) PSYC 100 or (b) two of PSYC 101, PSYC 102, PSYC 205, PSYC 207, PSYC 208, PSYC 216, PSYC 217. Non-PSYC students may substitute LING 420 or LING 200 and 201 for the above prerequisite.

Objectives The primary objective of this course is to acquaint students with a range of topics within the major areas of human memory by:

- Exploring the basic categories of memory, their clinical implications and historical roots
- Reviewing the neural correlates for memory processes
- Exploring simple mathematical, network, and animal models of memory in support of theoretical understanding
- Discussing the applications of current knowledge to real world issues and
- Considering new important findings from primary research that have the potential to radically alter the way we think about memory

In parallel, in this course you will learn to:

- Collect information supported by evidence, and analyze data
- Recognize when previous knowledge has to be re-evaluated as a result of new discoveries
- Fit newly gained information into a growing framework of understanding
- Develop well thought out and supported arguments
- Communicate effectively in a manner acceptable to the audience, in a variety of modes
- Collaborate effectively with other contributing participants in group work
- Manage projects and course work together with other commitments
- Reflect on your learning and how it relates beyond this course

Lectures Their location and time is Buchanan A Room 104, on Mon/Wed/Fri 9:00am-10:00am. I do value your attendance, and greatly encourage critical thinking and productive interactions between instructor and students, TA and students as well as among students. To make it a fully productive experience for everybody, please feel free to ask questions during the lecture and afterwards. *Before* each lecture, please read the assigned textbook pages and download/read the relevant slides from *Canvas* (see below). Please bring a pencil to the lecture. You may be asked on a voluntary basis to write down one-minute papers and/or brief end-of-the-lecture comments, as instructed (see also the detailed *Course Schedule*, required readings and lecture subjects on page 7 of this Syllabus).

Canvas Login to at www.canvas.ubc.ca. You are responsible for announcements posted on *Canvas*. The lecture slides will be posted on *Canvas* under Modules > Lecture Slides. While in most cases they will be uploaded the day before a lecture, the instructor reserves the right to post revised lecture slides after the lecture. Since lecture slides will be mostly images and sparse in text, regular attendance will be important to get a good grade.

Behavior If you are chatting during the lecture I will ask you to be quiet and/or I may ask you to leave. Disruptive behavior of any kind disturbs your classmates and it is disrespectful. For the same reasons you should arrive on time and ready to work, and be prepared to stay until the end. If you frequently violate these policies you may be singled out to meet me privately to explain yourself, and you will be penalized 2% for each meeting.

Exams

Appraisal Tool	Points	Dates
Mid-Term 1	15% *	Jan 28, 2019
Mid-Term 2	15% *	Mar 8, 2019
Essay	20%	start: Jan 4, 2019 4% of total points outline, due: Feb 8, 2019 16% of total points full version, due: Mar 29, 2019
Final	50% **	Apr 8 - 26, 2019 time/location: TBA
Total Base Points Available:	100%	
HSP Bonus Credit	3% ***	
* 7.5% multiple choice, 7.5% long answers - the total duration of each Mid-Term is 50 minutes. ** multiple choice only - the total duration of the Final Exam is 2 hours. *** Please note that any credit earned from HSP or the library option will be added at the end of term ABOVE and BEYOND the final assessed grade, and AFTER any scaling that may have been applied		

There will be two *Mid-Term exams*. Each Mid-Term exam will consist of both multiple choice and long answers questions (i.e. short-essays). One or two multiple choice questions of the Mid-Terms *may cover the content of this Syllabus*. Both the *Mid-Term 2 and the Final exam will be cumulative*, with an emphasis on material covered since the last Mid-Term. The Final exam will consist of multiple choice questions only. All exams will be based on *lecture materials* (slides, presentations and discussions), *Canvas postings* (including all Discussion blogs) and the *required readings*.

On the exam days, please do the following:

- **Bring your Student Card or other picture ID**
- Write your name on any paper exactly as it appears on the official UBC records
- Bring at least one HB pencil
- Be sure to arrive on time since no additional time is given to students who arrive late

NOTE: If you fail to fill the scantron with your ID number or answers (i.e. you haven't transferred the answers from the booklet to the scantron) by the end of the test period, you will be given time to do so at a penalty of 5% of your exam grade per minute (or part thereof) required.

Midterms are available for review during the TA office hours once the grades have been posted, and will be available for review until the last day of classes. Please contact the TA directly if you wish to review your midterm.

Essay - On Jan 4th, specific instructions for the Essay are made available on Canvas and discussed in class. The *Essay is comprised of two parts, which are evaluated separately but are meant to be consistent with each other*. First, an *outline* is to be submitted by Feb 8th. This part should be between 200 and 500 words, without references. *After submission and grading of this outline, your request of feedback from the T.A. is highly encouraged!* The *full version* of the essay is then submitted, based on the outline and any feedback, no later than Mar 29th. This second part should be between 1000 and 1200 words and requires a short reference list. For both components, no class hardcopy is submitted, only the electronic submission on www.turnitin.com is required. Write your ID number, as well as your name on both parts of your essay, exactly as it appears on current, official UBC records. Late deductions for both parts start at midnight of the respective cutoff dates for submission, and these will accumulate at a rate of 5% per day (or fraction thereof) until the final cutoff for submission at midnight on Apr 3rd 2019.

Credit Points: Experiment Participation One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 extra credit points (for a possible 3% added to your final grade) toward your course grade by participating in studies that are posted on <https://ubc-psych.sona-systems.com>. Please register in this online system on time (date TBA). You can also earn your first half hour of credit by completing the Pre-screening Questionnaire that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for online studies (not including the pretesting). If you intend to apply your credit points to your grade in PSYC 333 (including those from the Library Option, see below), you must assign them to this course by the end of February. Any points that remain unassigned past this deadline will not contribute to your grade in PSYC 333.

Credit Point: Alternative: Library Option As an alternative to participating in studies, you may choose to complete library-writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. If you choose the library option, you must notify Dr. Belardetti by the end of January. You are to submit your article and your summary to turnitin.com. If you don't have a *turnitin* account already (from a previous course), you will need to create a user account in *Turnitin*. For the library assignment, the class ID, class name and password are TBA. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to *Turnitin*. All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied. Note that credit points for a term paper (library-writing project) are assessed INSTEAD of experimental participation; it is not possible to earn extra credit for both.

Grades Scaling The Department of Psychology has a policy regarding grade distribution in Psyc 300-level courses. Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Grades are not official until they appear on a student's academic record.

Missed/Late
Assignment &
Exam Policy

NON-EMERGENCY TRAVEL IS NOT A VALID EXCUSE FOR MISSING AN ASSIGNMENT OR EXAM. Acceptance will be strictly based on UBC policies and regulations on the matter. All excuses, including travel for varsity sports or extracurricular events, are only subject to *acceptance if: (a) you have notified your instructor via email prior to the due date (for the assignment) or before the start of the exam AND (b) you have a valid and documented excuse* (see below). To be considered valid, your documentation(s) must **(i)** display *your name* on it, **AND (ii)** show a *date that is within +/- one day* of the missed assignment or exam, **AND (iii)** be personally presented to the instructor within ten days of the missed assignment/exam. Documentation(s) may come from your doctor, counselor/ therapist/ psychiatrist, or may be in the form of a request for "Academic Concession" from Arts Academic Advising.

If you miss one Mid-term with a documented and valid excuse, the weight of this exam will be transferred to the final exam. However, *even with a documented and valid excuse, this transfer of weight to the final can be allowed for one Mid-term only.* For a second validly excused mid-term, a deferred mid-term session can be arranged at the discretion of the instructor within a reasonable number of days. If you miss the due date of submission of the essay in the presence of a documented and valid excuse (see above) and submit your essay within the final cutoff time, then the late deductions will not be applied. *Transfer of the essay weight to the final is not allowed. Even in the presence of a valid and documented excuse,* if for whatever reason a deferred mid-term session cannot be arranged or if an essay is completed beyond the final cutoff time, then the student can obtain a Standing Deferral from UBC.

Psychology
Department's
Position on
Academic
Misconduct:

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. The Department subscribes to *Turnitin* – a service designed to detect and deter plagiarism. All materials (term papers, essays, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in *Turnitin's* own proprietary databases. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Please note that In this course, students will be required to use *Turnitin*, an online service. During the account creation process, *Turnitin* will collect your name and other identifying information. *By using Turnitin, you are consenting to the storage of this information in the United States. If you choose not to provide your consent, see the instructor to make alternate arrangements.*

Wellness
Resources

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

The Kaleidoscope: the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

Counselling Services: students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

SpeakEasy: ams.ubc.ca/services/speakeasy/

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE: www.vivreshare.org

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre: students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity: students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services: students.ubc.ca/livewell/services/student-health-service

604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC: ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Live Well, Learn Well: students.ubc.ca/livewelllearnwell

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club: ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services: 3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

AMS Food Bank: ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic: clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center: crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line: Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Course Schedule

This plan is subject to change. Changes will be announced in class and posted on CANVAS

Week	Date	Topic	Required Reading	Notes
1	Jan 2	Course Intro & Syllabus, Historical Perspectives	READ: Ch 1: pp.4-24, including intro p.24: "The Cognitive...."	Most important: Tables 1.1, 1.2; Definitions: pp.5-29; Figs: 1.1, 1.2, 1.3; Synthesis pp. 31-32-top
	Jan 4	Historical Perspectives		ESSAY start Jan 4 - Instructions discuss'd
2	Jan 7	A Neural Basis for Memory	READ: Ch 2: pp.36-39, 41-54, 55-59, 62-68; Skip: Comp. Anat.pp.39-41, ERPs p.54, Electr.Chem. p.59-62, Boxes pp.36, 63	Most important: Definitions: pp.37-66; Figs. 2.1, 2.2b, 2.3, 2.5b, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16; Boxes pp.51, 59, 66
	Jan 9	Neural Basis		Synthesis pp. 67-68 & Fig.2.17
	Jan 11	Declarative: Episodic & Semantic	READ: Ch.7: 267-86, 290-96top, 298-99 (gaps in pages to be done later OR skipped); Skip: pp. 286-90, 296-98, 300-end of chapter, boxes pp.279, 283	Most important: Tables 7.1; Definitions: pp.268-292; Figs: 7.2, 7.7, 7.11, 7.13; Boxes pp.274, 299; Synthesis pp.307-08
3	Jan 14	Episodic & Semantic		
	Jan 16	Neural Substrates of Episodic & Semantic		
	Jan 18	Non-Declarative: Classical Conditioning	READ: Ch.4: pp.115-36, 139-55, 159-62	Most important: Tables 4.2, 4.4, 4.5, 4.6, 4.7, 4.8; Definitions: pp.117-48, Figs. 4.8, 4.10, 4.17, 4.18, 4.19, 4.20; Boxes pp.143, 153, 162; Synthesis p.163
4	Jan 21	Classical Conditioning	Skip: Error Corr. in Hu.. pp.136-39, Invert. pp.155-59,	
	Jan 23	Neural Basis & Clinical Perspectives of Classical Conditioning		
	Jan 25	REVIEW		
MID-TERM 1				
5	Jan 28			
	Jan 30	Emotions in Learning & Memory	READ: Ch.10: pp.395-406, 408-23, 425-26, 428-35	Most important: Table 10.1; Definitions pp.396-400, 408-420; Figs.10.3, 10.5, 10.8, 10.10, 10.11; 10.13; Boxes: p.402; Synthesis: p.435
6	Feb 1	Emotions in Learning & Memory		
	Feb 4	Emotions in Learning & Memory: Neural substrates	Skip: Cond. Escape, Avoid. pp.406-08	
	Feb 6	Emotions in Learning & Memory: Clinical Perspectives	Retriev pp.423-25; Feelings pp.426-27	
7	Feb 8	Sensory, Short-Term & Working Memory	READ: Ch.9: pp.351-68, 371-86, 387-89	>>>>> Essay OUTLINE due Feb 8 <<<<<
	Feb 11	Working Memory	Skip: Are Working..." pp.369-71, Attention.... 389-91	Most important: Tables 9.1, 9.2; Definitions pp. 352-61, 374; Figs. 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.12, 9.13, 9.16, 9.19; Boxes pp.380, 382; Synthesis pp.391-92
	Feb 13	Working Memory		
8	Feb 15	Working Memory: Neural Mechanisms		
	Feb 18-22	no class - W2 Midterm Break		
	Feb 25	Working Memory: Clinical Perspectives		
9	Feb 27	Non-Declarative: Non-Associative Memory	READ: Ch.3: pp.72-79, 83-86, 88-90, 91-98, 99-101; Skip: box p.77, Dual...	Most important: Definitions pp.73-78, 83-95
	Mar 1	Non-Associative Memory	p.80-83, box p.86 & p.87, top of p.88	Figs. 3.1, 3.2, 3.6, 3.7, 3.8, 3.11, 3.12, 3.13, 3.15; Boxes p. 96; Synthesis 110-11
10	Mar 4	Non-Associative Memory: Neural Mechanisms		
	Mar 6	REVIEW		
	Mar 8	MID-TERM 2		
11	Mar 11	Non-declarative: Skills	READ: Ch.8: pp.312-20, 320-30, 331-41	Most important: Tables 8.1, 8.2; Definitions pp. 313-25, 328-29; Figs. 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.11; Boxes pp. 329, 335, 341
	Mar 13	Skills	344-46; Skip: boxes pp.327, 335, & The Cerebellum.. pp.341-44	
	Mar 15	Skills: Neural Mechanisms		Synthesis pp.347-48
12	Mar 18	Non-declarative: Skills, Clinical Perspective		
	Mar 20	Memory & Sleep	Slides only	
	Mar 22	Consolidation & Reconsolidation	READ: Ch.7: pp.286-88, 296-98, Ch 10: pp.423-25	Most important: Definitions pp. 286-87, 296-98; Figs. 7.10, 7.16, 7.17; Box p.423
13	Mar 25	Aging & Memory	READ: Ch.12: pp.474-88, 489-90, 492-97, 499-504; Ch.3: pp.98-9; Skip: boxes p.482, p.493, Selective...pp.490-92, Effect of Sex pp.497-98	Most important: Definitions: pp.477-83, 492-95; Figs. 12.1, 12.2, 12.3, 12.4, 12.5, 12.8, 12.11, 12.12; Boxes: pp.488, 493, 499; Synthesis p.515
	Mar 27	Aging & Memory: Neural Mechanisms		
	Mar 29	Amnesias: Long- and Short-Term	READ: Ch.7: pp.302-06; Skip: box p.303	Most important: Definitions pp.302-05
13	Apr 1	Clinical perspective: Down syndrome & Alzheimer's disease	READ: Ch.12: pp.505-14	>>>>>> FULL ESSAY Due Mar 29 <<<<<<<
	Apr 3	REVIEW		

Apr 8-26, 2018 (incl'd)

FINAL EXAM: covers all lecture material AND all required readings *

* The Final Exam will be scheduled during the regular April exam period, from April 8-26, 2018, both dates are included

To avoid an unexcused absence, DO NOT MAKE TRAVEL PLANS DURING THAT PERIOD until the schedule is posted