

Memory

PRE-REQS

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.

TEAM

Instructor: Dr. Daniela Palombo
(She/Her)

Office Hours:

3:30-4:30 Th (Zoom)*

daniela.palombo@ubc.ca

TA: Kyle Gooderham, PhD
Student (He/Him)

Office Hours:

2:00-3:00 Tu (Zoom)*

kyle@psych.ubc.ca

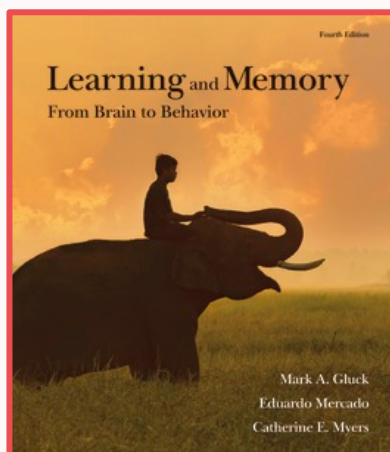
*Office hours may change

ABOUT

In this course, you will take a closer look at the psychological science of memory. Think about your fondest and most cherished memories—the ones you will never forget. How were these memories formed and why do they leave such a lasting impression? We will consider the science of memory at many levels: cognitive, behavioural and neuroscientific. We will examine historical and contemporary research in human and non-human animals. We will discuss memory in the context of neuropsychological and clinical populations.

FORMAT

This course includes lecture (mainly asynchronous video), podcast, and zoom. Video and accompanying lecture slides are provided on Canvas each week. Lectures will be based on textbook content and beyond. The latter includes additional relevant content (e.g., hot topics in the field), discussion of other reading material (e.g., journal articles), or occasional video clips. Hence students should watch lectures and attend zoom discussions to access all of the content.



LEARNING MATERIALS

Learning and Memory: From Brain to Behavior
4th Edition (Gluck, Mercado & Meyers)
E-version required; hard copy optional



AFTER TAKING THIS CLASS YOU WILL BE ABLE TO ANSWER THESE QUESTIONS:

How and why do we remember?

What happens in our brain when we remember?

How is memory affected in disease and brain injury?

How does memory relate to mental health?

How can I apply the science of memory to everyday life?

How can I recognize and communicate scientific research?

COMMUNICATION

Website

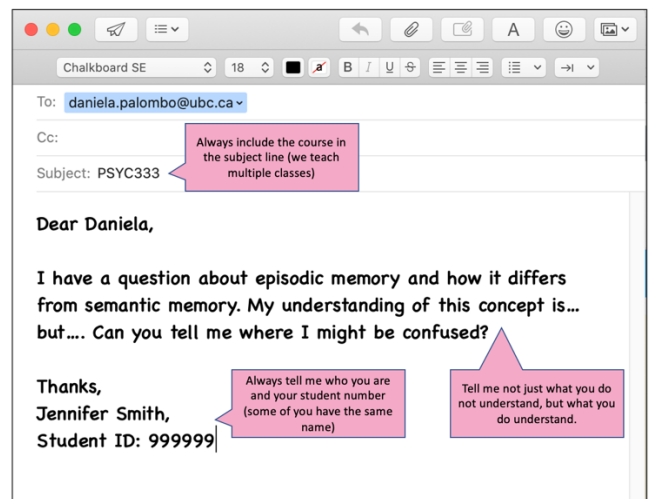
Lectures, assignments, and grades are available on Canvas.

Email

The best way to get in touch with us is through our UBC e-mails, with an expected response within 48 h. (Please check for the information in the syllabus first.) I understand that some students do not feel comfortable emailing professors. They do not know what to say, or how to say it. Try something like this (right panel). Remember, we want to hear from you and we are here to help! **Email Daniela for content questions and Kyle for assessment questions (quizzes, assignments, etc.).**

Zoom Office

See page 1 for weekly office hours. To schedule an appointment with Daniela or Kyle outside of this time (if you are in a different time zone), send them an email.



ASSESSMENT

Quizzes 1-4 (no final exam) (40%; 10% per quiz)

The quizzes are based on material from the textbook, lectures, supplementary readings, and videos. The format of each quiz will be discussed in advance of each quiz.

Short Paper (40%)

The short paper involves an essay critiquing an article assigned to you (see assignment outline when available).

BioRender Assignment (10%)

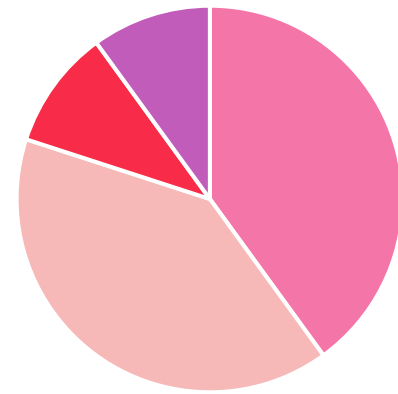
In this assignment, you will create two schematics in BioRender to depict a neuroscientific mechanism of a memory phenomenon (see assignment outline when available).

Discussion Board Participation Assignment (10%)

For your participation, you are asked to post twice and respond to another student twice. High quality posts will be awarded full marks (see assignment outline when available).

Extra Credit (3%)

One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 credits toward your course grade by participating in studies that are posted on <https://ubc-psych.sona-systems.com>. Please register in this online system by end of the first month of class. You can also earn your first half hour of credit by completing a pretesting survey 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 survey).~~ 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. More information about this option can be found at: <https://psych.cms.arts.ubc.ca/wp-content/uploads/sites/2/2020/05/Info-for-Participants-2020-spring.pdf>. 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.



■ Quizzes ■ Paper
■ BioRender ■ Discussion

DIVERSITY AND ACCESS

Our (virtual) classroom is one that is equitable, diverse, inclusive, and supportive. We respect and elevate each other. We are a team. Please remain respectful of your classmates, instructor, TA(s), and guest lecturers at all times.

UBC is committed to equal opportunity for all of its students including those with documented physical or learning disabilities. If you have a disability that affects your learning or performance in class, including exam writing, please visit: <http://students.ubc.ca/about/access>.

POLICIES

Grading

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. **However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W.** According to these adjusted norms, the average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

Disputing a Grade

Any complaint about a graded item should be made in writing to Kyle and should detail the point of contention. All complaints should be made within **1 week** of receiving your grade. After 1 week, we will not accept complaints. If you received your mark on a Tuesday, you will have until the end of the day on the final Tuesday to file a complaint.

Missing a Quiz

There are no make-ups. For course policies regarding in-term academic concessions, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>
Faculty of Arts-specific information here: <https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/>

If granted concession, your other work will be reweighted. If you miss a quiz or do not hand something in **without a legitimate excuse and are not granted concession**, you will receive a mark of zero.

Late Assignment

In the absence of concession (see concession link above), there is a 10% penalty per day for lateness and the assignment will not be accepted if it is more than one week late (e.g., if it is due on a Tuesday, the last day it will be accepted is the following Tuesday).

Academic Integrity

"The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>."

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. Details of the policies and how to access support are available **here** (<https://senate.ubc.ca/policies-resources-support-student-success>)

LEARNING OUTSIDE OF CANADA (CONSIDERATIONS)

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<http://academic.ubc.ca/support-resources/freedom-expression>

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All materials of this course (syllabus, course handouts, lecture slides, podcasts, assessments, course readings, etc.) are the intellectual property of Dr. Palombo or licensed to be used in this course by Dr. Palombo in the Fall of 2020 at the University of British Columbia. **Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.** For example, you are not permitted to redistribute any recordings of lectures, slides, or assignments without permission (including posting online to sites off the University of British Columbia servers).

RESOURCES

The Equity and Inclusion Office has put together a list of resources to help you when you need it, available at <https://equity.ubc.ca/resources/students/>. Here are some:

[The Centre for Accessibility](#)

Provides support for students with a disability or ongoing medical condition (academic accommodations, exam accommodations, financial support and assistance).

Tel: 604.822.5844

Email: accessibility@ubc.ca

Counselling Services

Offers a variety of services to help you manage mental health concerns

Tel: 604.822.3811

The Wellness Centre

Includes a staff of trained student volunteers available to help you with mental and physical health

Tel: 604.822.8450

Email: wellness.centre@ubc.ca

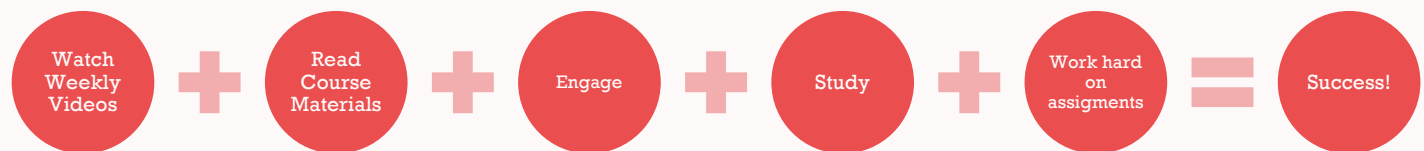
Here2Talk

A mental health service which provides free, confidential counselling as well as community referral services 24/7 via app, phone and web.

Tel: 1-877-857-3397 (Canada-wide toll free)

Tel: 604-642-5212 (direct)

HOW CAN I DO WELL IN THIS COURSE?



SCHEDULE

	Week	Date	Topic	Reading(s)	
Module 1	1	08-Sep	Virtual Imagine Day (no class) Intro+ Syllabus Review (brief welcome video)	-	
		10-Sep	NO LECTURE IN SUPPORT OF SCHOLAR'S STRIKE		
	2	15-Sep	Best Practices for Remembering in the Classroom History of Memory Part 1	Article: https://ctlt.ubc.ca/files/2011/02/eich_cogscience.pdf Article: https://students.ubc.ca/ubclife/science-why-we-forget-what-we-just-learned	
		17-Sep	History of Memory Part 2	Chapter 1	
	3	22-Sep	Neuroscience of Memory	Chapter 2	
		24-Sep	QUIZ 1		
	Module 2	4	29-Sep	Habituation and Sensitization	Chapter 3
			01-Oct	Classical Conditioning	Chapter 4
5		06-Oct	Instrumental Conditioning	Chapter 5	
		08-Oct	Generalization	Chapter 6	
6		13-Oct	Tips for Term Paper (Kyle Gooderham)		
		15-Oct	QUIZ 2		

Module 3	7	20-Oct	Episodic / Semantic Memory	Chapter 7 Podcast1		
		22-Oct	Episodic / Semantic Memory (+ Sleep) (cont)	Article: https://www.nature.com/articles/d41586-019-02211-5		
	8	27-Oct	A Closer Look at Semantic Memory (Will Orwig)			
		29-Oct	Future Thinking BIORENDER ASSIGNMENT DUE	Article: https://www.jneurosci.org/content/jneuro/31/28/10262.full.pdf Podcast2		
	9	03-Nov	Emotional Memory Part 1	Chapter 10 Podcast3		
		05-Nov	Emotional Memory Part 2 (Chantelle Cocquyt)			
	10	10-Nov	Emotional Memory Part 3 (Aria Petrucci) DISCUSSION BOARD ASSIGNMENT DUE			
		12-Nov	QUIZ 3			
	Module 4	11	17-Nov		Short Lecture: Getting Involved in Research (Kyle Gooderham)	No Reading
			19-Nov		SHORT PAPER DUE	
12		24-Nov	Working Memory Part 1	Chapter 9		
		26-Nov	Working Memory Part 1			
13		01-Dec	Development and Epigenetics (Sarah Merrill)	Chapter 12		
		03-Dec	QUIZ 4			

Page 1 Image: Image of the hippocampus, an area critical for memory. The pink represents brain cells that were active during a threatening experience in rodents. Image courtesy of Dr. Stephanie Grella.