PSYC*3330, Course Outline: Fall 2023

General Information

DUE to the COVID-19 pandemic some courses are offered virtually and some face to face. **This course is offered using the Face-to-Face format, with a set day, time, and location of class.**

Course Title: Memory and Attention

Course Description: This course provides an overview of attention and memory: how we prioritize some objects and events over others and how such prior experience influences our subsequent thoughts, feelings and actions. The course will cover what is known about memory and attention from research in the overlapping fields of cognitive psychology, neuropsychology, and cognitive neuroscience.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2023

Class Schedule and Location: Tu/Th 8:30 AM - 9:50 AM, MCKN 120

Instructor Information

Instructor Name: Dr. Mark Fenske
Instructor Email: mfenske@uoguelph.ca
> ***Expectations about Email Communication:*** *I do my best to answer emails within 2 business days. I do not check or answer emails on Saturdays or Sundays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. Only questions that can be answered simply (e.g., "yes" or "no", or with a short sentence) will be answered by email. Questions requiring longer answers will result in a request for you to talk with me directly. If the matter is private, please come to office hours to discuss.*

Office hours: Thursdays from 3:30 - 4:30 PM via Zoom.
> Go to https://calendly.com/mark_fenske/office-hour-10-min-slot? to book a time.

GTA Information

GTA Name: Donnelle DiMarco
GTA Email: dimarcod@uoguelph.ca
GTA office location and office hours: TBA

GTA Name: Rachel Eng
GTA Email: engr@uoguelph.ca
GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

Critical & Creative Thinking:
        Depth & Breadth of Understanding (Reinforce)
        Inquiry & Analysis (Reinforce)
        Problem Solving (Master)

Literacy:
        Information (Reinforce)
        Methodological (Master)
        Technological (Introduce)

Professional and Ethical Behaviour:
        Ethical issues in research (Reinforce)

Communication:
        Written (Master)
        Reading (Reinforce)
        Integrative (Reinforce)

These Learning Outcomes will be achieved through the successful completion of the following Objectives. By the end of this course, you should have:

1) shown an ability to understand major advances within human cognitive psychology, neuropsychology, and cognitive neuroscience regarding the study of memory and attention.
2) gained an ability to critically assess the usefulness of research methods and experimental designs for investigating attention and revealing how prior experience influences thoughts, feelings, and actions.
3) learned how to apply research methods and data-acquisition techniques to design and report an ethical scientific study of one or more ways in which memory and/or attention supports human thought, feelings, or behaviour.
4) realized the value of using multiple converging approaches to examine links between the neural and cognitive mechanisms of memory and attention.
5) expanded your communication skills to be able to describe ways in which memory and attention research can be applied to promote successful outcomes in day-to-day activities.

Lecture Content:
A list of topics and readings is indicated below for specific dates. This represents a tentative course schedule that is subject to change throughout the semester.

Date	Topic	Readings
Sep. 07	Introduction & History	Ch. 1
Sep. 12	A cognitive-neuroscience perspective	Ch. 2

Sep. 14-19	Attention *(Discuss research proposal)*	K&U(2000)
Sep. 21	Sensory / Short-term memory	Ch. 3
Sep. 26	Interface of Attention & Working memory	Ch. 4
Sep. 28	Working memory	
Oct. 03	**Midterm Exam I**	
Oct. 05	Learning/Non-declarative memory	Ch. 5
Oct. 10	Holiday: No class	
Oct. 12	Procedural memory / implicit	
Oct. 17	Episodic memory / Future	Ch. 6
Oct. 19	Synesthesia / Semantic memory	Ch. 7
Oct. 24	Memory retrieval	Ch. 8
Oct. 26	Incidental forgetting	Ch. 9
Oct. 31	Intentional forgetting	Ch. 10
Nov. 02	**Midterm Exam II**	
Nov. 07	Autobiographical memory *(How to write a good proposal)*	Ch. 11
Nov. 09-14	Flashbulb / Erasing traumatic memories	
Nov. 16	No class (go work on your research proposal!)	
Nov. 21	Memory, attention and the law **(Research: Due)**	Ch. 12
Nov. 23	Eyewitness testimony / Prospective memory	Ch. 13
Nov. 28	Attention and memory across the lifespan	Ch. 14-15
Nov. 30	Impairments	Ch. 16
Dec. 12	**Final Exam: 7-9pm**	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Objectives Assessed
Midterm Exam I	Oct. 03	20	1, 2, 4, 5
Midterm Exam II	Nov. 02	20	1, 2, 4, 5
Research Proposal	Nov. 21	30	1, 2, 3

Midterm and Final Exams: Exams will be designed to assess students' understanding of all material covered in readings and in-class lectures. The exams are not cumulative in nature, and the format of each exam will be a mixture of multiple-choice and short written-answer questions. Exam content will cover both readings and lectures. The final exam will also include short-answer questions about the key aspects of your research project.

Assignment - Research Review/Proposal: Each student will be required to use artificial intelligence (AI) tools (e.g., Chat-GPT) to help as they write a brief overview of an area of memory and/or attention research, identify a question of interest within the area, and propose an experiment to address the question of interest. In addition to the final proposal, each student must document how they used the AI tools (e.g., what 'prompts' were used) and submit these along with a written reflection about the benefits, challenges and ethical considerations when using AI tools for research purposes. This project is designed to provide

you with experience in the use of AI tools, in conducting a literature search, reading and summarizing journal articles, generating hypotheses, and applying your knowledge of cognitive psychology and/or cognitive-neuroscience techniques, research methods and data analysis to design a study that will test your hypotheses. The proposal and documentation/reflection papers must each be typed and should adhere to APA format guidelines. The proposal must not exceed 20 double-spaced pages, including the title page, abstract, references, and any tables or figures. There is no page limit for documenting how the AI tools were used, but the reflection component of the documentation/reflection paper must not exceed 3 double-spaced pages.

Final examination date and time: Dec. 12, 7:00 PM – 9:00 PM

Final exam weighting: 30% of final mark

Course Resources

Required Texts:
Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2020). *Memory* (3rd Edition). London: Psychology Press. (Available through Course Reserve at McLaughlin Library).

Zoom: https://zoom.us/education

Other Resources:
Additional readings will be announced and made accessible through CourseLink.

Course Policies

Grading Policies
Completed assignments must be submitted to the corresponding Dropbox folder on the CourseLink website before the deadline on the due date indicated above. Early submissions are welcome. Late submissions will not be accepted. **Failure to submit an assignment on time will result in a grade of zero for that assignment.**

Additional grade-related information can be found in the calendar under
Undergraduate Grading Procedures

Course Policy regarding use of electronic devices and recording of lectures:
Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:
[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
[Academic Misconduct Policy](#)

Illness
Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This

relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the Student Accessibility Services Website

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.
Student Feedback Questionnaire

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the Academic Calendar

Instructors must provide meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day. For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

 Current Undergraduate Calendar

Additional Course Information

Plagiarism Detection Software

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.