PSYC* 6790, Course Outline: Winter 2019

General Information

Course Title: Memory & Cognition

Course Description: This course will provide an in-depth examination of research into human memory and how memory-related processes inform other perceptual and cognitive abilities. The first half of the course will address factors that govern how we learn, retrieve, and forget information along with coverage of related mnemonic experiences. The second half of the course will focus on how memory informs other cognitive abilities including perception, attentional selection, cognitive control, and categorization.

Credit Weight: 0.5

Academic Department (or campus): Department of Psychology

Semester Offering: Winter 2019

Class Schedule and Location: Lecture Wednesdays, 11:30 - 2:20 pm, MacKinnon Building (MCKN), Room 317

Instructor Information

Instructor Name: Chris M. Fiacconi, PhD
Instructor Email: cfiaccon@uoguelph.ca
Office location and office hours: MacKinnon Extension 3019; appointments as needed

GTA Information

GTA Name: N/A
GTA Email: N/A
GTA office location and office hours: N/A
Course Content

Specific Learning Outcomes:

Learning Outcome 1: Critical and Creative Thinking
1. Inquiry and analysis: is a systematic process of exploring issues, objects and works in cognitive psychology through the collection and analysis of evidence that result in informed conclusions or judgments.
2. Problem solving: involves using one’s understanding to work through a series of operations to come to a conclusion or implement a solution.
3. Creativity: involves the ability to use one’s depth and breadth of understanding to adapt to situations of change, to initiate change, and to take intellectual risk.
4. Depth and breadth of understanding: demonstrates both broad and in-depth knowledge of concepts in neuroscience and/or applied cognitive science topics.

Learning Outcome 2: Literacy
1. Information literacy: is the ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats.
2. Methodological and technological literacy: is the ability to evaluate, design, and implement appropriate methodologies, and select and use appropriate technologies for rigorous science.
3. Quantitative literacy: includes numeracy, and competence in working with numerical data and statistics.
4. Visual literacy: is the ability to effectively find, interpret, evaluate, use, and create visual media, and to effectively present information visually.

Learning Outcome 3: Global Understanding
1. Sense of historical development: involves a comprehensive understanding of the studies that established the core knowledge in the content area.

Learning Outcome 4: Communication
1. Oral communication: includes interpersonal skills, oral speaking and active listening.
2. Written communication: is the ability to express one’s ideas and summarize theory and research through a variety of writing styles.
3. Reading comprehension: is the understanding of theoretical and empirical literature.
4.4. Integrative communication: is the ability to synthesize information from a variety of sources into a communicable form.

**Schedule:**

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic, Readings &amp; Presentations</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Overview: Distinction between memory-as-object vs. memory-as-tool</td>
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<tr>
<th>Jan. 16</th>
<th>Memory As Object I: Automatic/Controlled Forms of Memory &amp; Process Impurity</th>
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</table>

**Core Reading:** Toth, J.P., Lindsay, D.S., & Jacoby, L.L. (1992). Awareness, automaticity, & memory dissociations. In L.L. Squire & N. Butters (Eds.), *Neuropsychology of Memory* (2nd ed.). New York: Guildford Press.

Presentation Papers:


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<tr>
<th>Jan. 23</th>
<th>Memory As Object II – The Importance of Context</th>
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</thead>
</table>

**Core Reading:** Smith, S.M. (2014). Effects of environmental context on human memory. In T.J. Perfect & D.S. Lindsay (Eds.), *The SAGE Handbook of Applied Memory* (pp. 162-182). Thousand Oaks: SAGE.

Presentation Papers:
Week of:  
Topic, Readings & Presentations


Jan. 30  
Memory As Object III – Encoding/Retrieval Interactions


Presentation Papers:


Feb. 6  
Memory As Object IV – Forgetting

**Core Reading:** Kelley, C.M. (2014). Forgetting. In T.J. Perfect & D.S. Lindsay (Eds.), *The SAGE Handbook of Applied Memory* (pp. 127-144). Thousand Oaks: SAGE.

Presentation Papers:


Week of:

Topic, Readings & Presentations


Feb. 13

Memory As Object V – Subjective Experience


Presentation Papers:


Feb. 20

Reading Week (no class)

Feb. 27

Memory As Tool I – Perception As Memory

**Core Reading:** Jacoby, L.L. (1983). Remembering the data: analyzing interactive processes in reading. *Journal of Verbal Learning and Verbal Behaviour, 22*, 485-508.

Presentation Papers:
Week of:


Mar. 6

Class cancelled

Mar. 13

Memory As Tool II – Memory As A Basis for Attentional Selection

Core Readings:


Presentation Papers:


Week of: Mar. 20

Memory As Tool III – Automatic Control


Presentation Papers:


Week of: Mar. 27

Memory As Tool IV – Episodic Contributions to Skilled Performance


Presentation Papers:


Week of:  Topic, Readings & Presentations
Experimental Psychology: Human Perception & Performance, 36, 662-672.

Apr. 3 Memory As Tool V – Categorization

Core Readings:

Presentation Papers:

**Course Assignments and Tests:**

<table>
<thead>
<tr>
<th>Assignment or Test</th>
<th>Due Date</th>
<th>Contribution to Final Mark (%)</th>
<th>Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Presentation</td>
<td>Jan. 9 – Feb. 13</td>
<td>35%</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.3, 4.4</td>
</tr>
<tr>
<td>2nd Presentation</td>
<td>Feb. 27 – Apr. 3</td>
<td>35%</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.3, 4.4</td>
</tr>
<tr>
<td>Final Paper (Research Proposal)</td>
<td>Due at the beginning of next class</td>
<td>30%</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 4.2, 4.3, 4.4</td>
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**Additional Notes:**

1. Each student will prepare and deliver two oral presentations – one in the first half of the course, and one in the second. Each presentation should be 20 – 25 minutes in length. Students are responsible for identifying a minimum of 3 discussion questions that will be discussed by
the class following each presentation. Specific guidelines for oral presentations will be provided.

2. The final research paper can be written on a topic of your choice so long as it relates to the study of human memory. In this paper, you will identify an outstanding research question, and propose an experiment or series of experiments to address this question. The paper should discuss relevant background literature and provide motivation for the particular question addressed (i.e., why is this issue interesting/important), include appropriate methodological details, and expected results/hypotheses. The paper should not exceed 12 double-spaced pages, and is due on Friday, April 5, 2019.

Final examination date and time: No final exam.
Final exam weighting: No final exam

**Course Resources**

**Required Texts:**
No required textbooks. All readings will consist of book chapters and scholarly journal articles.

**Recommended Texts:** No recommended texts.

**Other Resources:** No other resources needed.

**Software:** Basic software programs including Microsoft PowerPoint and Microsoft Office will be useful in preparing presentations and final research proposal.

**Field Trips:** No field trips
**Additional Costs:** No additional costs

**Course Policies**

**Grading Policies:** If you are unable to attend the midterm or final exam due to medical, psychological, or compassionate reasons, you must provide formal documentation (i.e., note from physician or counselor) to the course instructor, and appropriate accommodations will be made on a case-by-case basis. No other reasons for missing an examination will be accepted (e.g., other exams on the same day, final exam conflicts, travel plans). There are no make-up assignments. Late assignments will be subject to a 10% per day grade penalty.

**Course Policy on Group Work:** No group work

**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

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 Graduate Calendar.

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 the Student Accessibility Services as soon as possible.

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

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website.
Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, March 8, 2019. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the Graduate Calendar.