



UNIVERSITY OF ALBERTA
DEPARTMENT OF PSYCHOLOGY

Human Memory
PSYCO 350, Section B1
Winter 2021
TR 2:00 – 3:20 PM
ALL CONTENT ON ECLASS

Instructor: Dr. Peggy St. Jacques*

*Please address me as Dr. St. Jacques or Professor St. Jacques

E-mail: pstjacqu@ualberta.ca

Office Hours: My office hours are on **Tuesdays & Thursdays 11 AM to 12 PM** or by appointment. You can drop-in at any point during that time, but to reserve a specific slot I recommend that students book a time to meet with me using the following website: <https://stjacques.youcanbook.me>. Usually a 10-minute slot is sufficient time to answer questions related to the course content or structure. In addition to office hours, you can also get help using the forums on the course eClass website. Email should only be used to address personal issues.

Teaching Assistants:

Selen Kucuktas, kucuktas@ualberta.ca

Eamin Zahan, heanoy@ualberta.ca

COURSE DESCRIPTION: An introduction to the study of human memory. Topics include verbal learning and interference theory, the short-term/long-term memory distinction, semantic memory, working memory, sensory memory, autobiographical memory, amnesia, and implicit memory. The emphasis will be on developing coherent theoretical accounts of the evidence. Prerequisite: PSYCO 258. [Faculty of Arts]

It is your responsibility as a student to ensure that you have the appropriate prerequisite for the course.

COURSE OBJECTIVES AND EXPECTED LEARNING OUTCOMES:

At the conclusion of this course students will be able to:

- A.** Define the term memory and demonstrate understanding of advanced terminology, concepts and methods of the discipline.
- B.** Describe classic and recent findings in human memory including: sensory and short-term memory, working memory, amnesia, nondeclarative memory, episodic memory, forgetting, semantic memory, autobiographical memory, false memories, eyewitness memory, source monitoring, and future memory.
- C.** Demonstrate basic knowledge of the biological foundations of human memory by distinguishing the major brain systems, the organization and function of brain regions, and the main techniques used to study the brain in human memory.

- D. Analyze primary papers about the psychology of human memory, including review papers and empirical papers describing research studies.
- E. Apply psychological research on memory to everyday life.

COURSE FORMAT: The objectives of this course will be met from a combination of formal lectures, class discussions, assigned readings and audiovisual materials.

The lectures for this course will be held synchronously over zoom during our regularly scheduled class time (see eClass for details).

For convenience, we will also record all lectures for those who are unable to attend at the designated times. Recordings will not be able to capture all of the interactive nature of synchronous meetings. Students are expected to attend all synchronous lectures for this course. It is the student's responsibility to obtain lecture notes from classmates for missed classes or if there is a technical issue that affects the quality of the class recording.

REQUIRED TEXT:

Radvansky (2017). Human memory, 3rd ed. Boston, CA: Pearson.

An ebook is available for free from the University of Alberta Library:

<http://login.ezproxy.library.ualberta.ca/login?url=http://ebookcentral.proquest.com/lib/ualberta/detail.action?docID=4825146>

An ebook version is also available to buy:

<https://www.vitalsource.com/referral?term=9781134871803>

The 2nd edition will also work, but the page numbers (and some of the chapters) are out of sync. If using an older edition of the textbook, it is up to students to make sure that they are reading the correct sections by checking with the e-book version.

Additional readings will be required. All readings are available on-line through the University of Alberta Library website.

IMPORTANT DATES: See [Academic Schedule in current Calendar](#)

First Day of Class: January 12, 2021

Final Exam Date: tentatively on April 22 at 9 AM

Date of Deferred Final Exam: May, TBD

**** WARNING:** Students must verify the final exam date on BearTracks when the Final Exam Schedule is posted.**

POWERPOINT LECTURE SLIDES:

Powerpoint slides will be made available on the eClass site. Every effort will be made to post the slides at least 24 hours before class. However, this may not always be possible.

LECTURE SCHEDULE & ASSIGNED READINGS:

**** WARNING:** Students must verify the final exam date on BearTracks when the Final Exam Schedule is posted.**

Date	Topic	Required Reading
Jan. 12	Introduction	Ch. 1
Jan. 14	History & Background	Ch. 1; Roediger (1980)
Jan. 19	Sensory & Short-Term Memory	Ch. 4
Jan. 21	Working Memory I	Ch. 5
Jan. 26	Working Memory II	Engle (2002); Shipstead et al. (2012)
Jan. 28	Episodic Memory Encoding & Retrieval	Ch. 7
Feb. 2	Episodic Memory Encoding & Retrieval	Ch. 7
Feb. 4	Recognition Memory	Ch.15, pp. 501 - 502; Ch. 3, pp. 78 - 81
Feb. 9	Semantic Memory	Ch. 9
Feb. 11	Implicit Memory	Ch. 6, 192 - 199; Appendix, p. 614-615
Feb. 16	Reading Week	
Feb. 18		
Feb. 23	Catch-up & Review	None
Feb. 25	Midterm Exam	<i>All lectures and required readings from Jan. 12 to Mar. Feb. 25</i>
Mar. 2	Amnesia & Consolidation	Chapter 18; Chapter 2, pp. 53 - 56; Corkin (2013)
Mar. 4	Amnesia & Consolidation	Chapter 18; Chapter 2, pp. 53 - 56; Corkin (2013)
Mar. 9	Memory Updating & Reconsolidation	Ch. 2, pp. 56-57; Nadel et al. (2012)
Mar. 11	Emotional Memory	Kensinger (2009)
Mar. 16	Autobiographical Memory	Ch. 12; Chapter 15, pp. 512 - 514
Mar. 18	Flashbulb Memories	Ch. 12; Chapter 15, pp. 512 - 514; Hirst & Phelps (2016)
Mar. 23	Forgetting	Ch. 8; Anderson & Levy (2009)
Mar. 25	Recovered Memories	McNally & Geraerts (2009)
Mar. 30	Memory and reality 1	Ch. 13, pp. 425-435; Roediger & McDermott (2000)
Apr. 1	Memory and reality 2	Ch. 13, pp. 435-453; Loftus(2005)
Apr. 6	Memory & Law	Ch. 14
Apr. 8	Catch-up & Course Review	
Apr. 13	Group Presentations	
Apr. 15	Group Presentations	
Apr. 27	Cumulative Final Exam at 9 AM MST	<i>All lectures and required readings from the course</i>

ASSIGNED READINGS:

January 14

Roediger (1980). Memory metaphors in cognitive psychology. *Memory & Cognition*, 8(3), 231-246.

January 26

Engle, R. (2002). Working memory capacity as executive attention. *Current Directions in Psychological Science*, 11, 19.

Shipstead, Z., Hicks, K. L., & Engle, R. W. (2012). Cogmed working memory training: Does the evidence support the claims? *Journal of Applied Research in Memory and Cognition*, 1, 185–193

March 2

Excerpt from: Corkin, S. (2013). Permanent Present Tense: The Unforgettable Life of the Amnesic Patient, H. M.

*eBook available at UAlberta Library for students interested in reading the entire book

March 9

Nadel, L., Hubbach, A., Gomez, R., & Newman-Smith, K. (2012). Memory formation, consolidation and transformation. *Neuroscience and Biobehavioral Reviews*, 36, 1640-1645.

March 11

Kensinger, E. A. (2009). Remembering the details: Effects of emotion. *Emotion Review*, 1(2), 99-113.

March 18

Hirst, W. & Phelps, E. A., (2016). Flashbulb memories. *Current Directions in Psychological Science*, 25 (1), 36-41.

March 23

Anderson, M. C., & Levy, B. J. (2009). Suppressing unwanted memories. *Current Directions in Psychological Science*, 18(4), 189-194.

March 25

McNally, R. J. & Geraerts, E. (2009). A new solution to the recovered memory debate. *Perspectives on Psychological Science*, 4, 126-134.

March 30

Roediger, H. L. & McDermott, K. (2000). Tricks of memory. *Current Directions in Psychological Science*, 9, 123-127.

April 1

Loftus, E. F. (2005). Planting misinformation in the human mind: A 30-year investigation of the malleability of memory. *Learning & Memory*, 12, 361–366.

EVALUATION

Coverage: You are responsible for all the material in the required readings and lectures.

MINI-REVIEW PAPER (25%): You will select a topic in human memory and write a 6-page review paper. Your task will be to review two of the classical studies related to your topic (i.e., the very first empirical research on your topic and/or very early research in the area) and four additional, more recent published articles (i.e., published between 2010 and today). The articles you choose **must be from a scientific journal** (i.e., not a book, not a book chapter, not a Wikipedia article) and **must be original research**, meaning that they present empirical findings about a research study that was conducted (i.e., not a review article, opinion piece, commentary, etc.).

The article you review must NOT be one of the assigned readings, nor one of the references cited in your presentation (see below).

The purpose of the assignment is not to simply summarize each of your articles but rather to synthesize and integrate them to show how a particular research question or theory or hypothesis has advanced over time.

You should be able to find relevant articles on-line through the UA library website using search engines such as Psycinfo:

<http://login.ezproxy.library.ualberta.ca/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=n&CSC=Y&PAGE=main&D=psych>

You can also search for articles using Google Scholar.

Note, the article (a) must be about human memory and (b) must have a clear relationship to the content of this course.

Hints:

- Select a topic article that interests you, and is specific (e.g., autobiographical memory is a very broad topic that would not be possible to review in 6 pages, but the topic of visual perspective in autobiographical memory is more specific).
- Select relatively briefer recent articles (*Psychological Science* and *Psychonomic Bulletin & Review* are excellent sources for short articles. You can also check recent issues of *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *Applied Cognitive Psychology*, *Memory*, and *Memory & Cognition* for brief reports.)
- References to classic studies can usually be found in review articles on your topic and/or introduction sections of more recent empirical studies on your topic.

The article review should be no longer than 6 pages (double-spaced, 12-point font, 1 inch margins), excluding a title page and reference section. APA formatting should be used. Mini-reviews must be submitted on eClass and will not be accepted by email.

GROUP PRESENTATION (10%): The textbook and Roediger (1980) describe some of the fascinating metaphors that have been used to understand memory. In this group

presentation, **your goal is to work in groups to come up with a new metaphor of memory that you will present to the class.**

Each group should read 1) the article by Roediger (1980) for background about how metaphors of memory have been discussed in the past, 2) choose a topic in memory to focus on (e.g., false memories, imagination & memory, reconsolidation/consolidation, forgetting in memory, tip-of-the-tongue effect in memory, emotional memories, working memory, etc.), and then 3) read at least two review articles related to their specific to their particular topic by different authors. You may also find it helpful to do additional readings about your topic.

You should meet in your groups to discuss these readings and create a metaphor of memory related to your topic. Your metaphor must be novel (i.e., it must NOT be a metaphor already described in the readings).

You should also **prepare a power point slide** that briefly summarizes the reviews you read on your topic, provides a description of the metaphor of memory you created, and an explanation for why the metaphor explains the topic. Good metaphors will not only explain the topic but may also make predictions for future research. You might also point out some aspects about memory that your metaphor cannot explain.

To ensure individual accountability, the group project will be evaluated not only at the group level but also at the individual level. Your grade for the group project will be based upon four components:

1. **Presentation (6%):** We will hold presentations in class, where each group will present their metaphor.
2. **Individual Contribution (2%):** Each group member is expected to contribute to the overall success of the presentation and development of the metaphor. You will complete a self-evaluation of yourself and every member of your group. If the consensus within the group is that one member did not contribute equally to the presentation, that member may lose up to 2% of their final grade. The assessment of individual contribution must be submitted on eClass and will NOT be accepted via email.
3. **Presentation Participation (2%):** All students are expected to attend the presentations scheduled during class time and to participate in the session by providing written feedback for individual presentation. Attendance will be marked in these classes only.

MIDTERM EXAM (25%): There is one midterm for the course, which will be written online during the usual class time. The midterm will cover material in the assigned readings and in lectures. Although there is much overlap between the two, some content is only covered in one or the other. Examples of question types will be provided, however, no previous exams will be provided. Midterms will include multiple choice questions.

FINAL EXAM (30%): The final exam will be held during the final exam period. You can view your personal exam schedule in Bear Tracks, under Academics >> MyAcademics >> Exam Schedule. The schedule will also be available on the registrar's website. The final exam is cumulative, meaning that it will cover the entire content of the course. The final exam will include multiple choice questions.

GRADE EVALUATION: Assessments will be marked in terms of percentage values. Grades will be assigned in percentages and will be converted to letter grades based on the below table. Your final grades will be calculated in accordance with University of Alberta letter grading system and will reflect your performance in relation to the rest of the class. The table below contains an approximate guideline for the course, however the instructor reserves the right to adjust this table and assign appropriate grades based on relative performance. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the 2018-2019 University Calendar.

Letter	Approximate %	Pts	Descriptor
A+	92 – 100%	4.0	Excellent
A	88 – 91.99%	4.0	
A-	84 – 87.99%	3.7	
B+	78 – 83.99%	3.3	Good
B	74 – 77.99%	3.0	
B-	70 – 73.99%	2.7	
C+	65 - 69.99%	2.3	Satisfactory
C	60 – 64.99%	2.0	
C-	55 – 59.99%	1.7	
D+	53 – 54.99%	1.3	Poor
D	50 – 52.99%	1.0	Minimal Pass
F or F4	0 – 49.99%	0	Failure

Grade Distribution:

Evaluation	Weighting	Due Date
<i>Midterm Exam</i>	25%	Feb. 25 at 2 PM MST on eClass
<i>Mini-Review Paper</i>	25%	March 22 by 5 PM MST on eClass
<i>Group Presentation: Memory Metaphor</i>	10% (6% Presentation; 2% Individual Contribution; 2% Attendance/Participation)	Presentations on April 13 & 15 (in virtual Zoom class); Individual Contributions on April 16 (by 5 PM)

<i>Cumulative Final Exam</i>	30%	April 27 at 9 AM MST on eClass
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**** WARNING:** Students must verify the final exam date on BearTracks when the Final Exam Schedule is posted.**

MISSED ASSESSMENTS

WRITTEN ASSIGNMENTS: The written assignments will assess your level of engagement with the course material on a weekly basis. All students must submit the writing assignment on eClass on the assigned day and by the deadline. **Students are expected to submit all 10 assignments** but can drop the lowest 2 scores out of the 10 assignments such that your final mark will reflect only the top 8 out of 10 assignments. **Absolutely no excused absences or late submissions will be accepted for missing the deadline for submitting a weekly written assignment on eClass** (including individual technical issues with submitting on eClass, problems with submission due to word count, technical problems with submitting a required link, poor planning to submit an assignment that requires having completed research participation, etc.). **Assignments will NOT be accepted via email.** Students who miss a written assignment will be given a raw score of zero for the missed assignment.

MINI-REVIEW PAPER: All students are expected to submit the mini-review on the assigned date and time on eClass. It is the student's responsibility to make sure that they submit the assignment by the deadline. Individual technical issues with submission will be not be accepted as a valid excuse for missing the deadline and a late penalty will be applied in these cases.

Late submissions will be accepted with a penalty of 5% per day (i.e., by 5 PM each day) for up to 4 days (i.e., 20% of the final grade for the assignment). After this date, no assignments will be accepted and students who miss this final deadline will be given a raw mark of zero for the missed assignment.

A student who cannot submit the written assignment on the designated due to a sudden incapacitating illness, severe domestic affliction or other compelling reasons must **notify the Professor by email within two business days of the missed deadline.** If the absence is approved, then you will be given up to 4 business days to submit the written assignment without penalty after the deadline. After this period, a penalty of 5% per day will apply (i.e., by 5 PM each day) for up to 4 more days (i.e., 20% of the final grade for the assignment). After this date, no assignments will be accepted and students who miss this final extended deadline will be given a raw mark of zero for the missed assignment.

GROUP PRESENTATION: All students are expected to present on their assigned date and time, and to attend the each of the presentations in class on the assigned days.

Presentation Participation:

Individual students who are absent from both the presentations in class will receive a raw mark of zero for participation. Individual students who are absent from one out of the two presentations in class will receive half marks for participation.

Given the unique nature of participation during the presentations, **NO excused absences will be accepted for any reason.**

Group Presentation:

Individual students who are absent from their scheduled graded group presentation in the scheduled class time will lose 40% of the assigned grade for the presentation component (i.e., if your group's presentation received 75%, then you would instead receive $75\% - 40\% = 35\%$ for your poster presentation grade).

For an excused absence where the cause is religious belief, a student must contact the instructor(s) **within two weeks of the start of Winter classes** to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

A student who cannot attend the presentation due to incapacitating illness, severe domestic affliction or other compelling reasons must provide documentation **within two business days of the missed presentation.**

Deferral (makeup) of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

If you miss a presentation due to an **excused absence** such as incapacitating illness, severe domestic affliction, or religious conviction ([declaration form](#) hardcopy required), then you will receive the full mark of your group's presentation without penalty.

MIDTERM: All students must write the midterm online on the assigned day. When a student is absent from a midterm a final grade will be computed using a raw score of zero for the exam missed.

For an excused absence where the cause is religious belief, a student must contact the instructor(s) **within two weeks of the start of Winter classes** to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

A student who cannot write a midterm examination due to incapacitating illness, severe domestic affliction or other compelling reasons must provide documentation **within two business days of the missed exam.**

Deferral (makeup) of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

If you miss a midterm due to an **approved absence** such as incapacitating illness, severe domestic affliction, or religious conviction ([declaration form](#) hardcopy required), then the **weight of the excused exam will be added to the final**.

FINAL EXAM: Students have access to their final exam schedule through Bear Tracks and on the Registrar's website well in advance. Multiple exams and closely scheduled final exams are not valid excuses for a deferral of one or more final exams.

A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. *Please note that the instructor is not involved in the process for granting deferral for missed final exams.* Instead, students should make an application to their Faculty office **within two working days of the missed examination** and must be supported by appropriate documentation or a Statutory Declaration (<http://calendar.ualberta.ca/content.php?catoid=20&navoid=4939#Attendance>).

Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

Deferred Final Examination: For information on how to apply for a deferred exam see ["I Missed my Final Exam, Now What?"](#)

The **deferred final exam will take place in May (date and time TBD)**. Missing the deferred final exam will result in a raw score of zero being assigned.

REMOTE DELIVERY CONSIDERATIONS

Technology for Remote Learning:

To successfully participate in remote learning in this course, it is recommended that students have access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, TAs, and fellow students, and facilitate assessment and examinations. Please refer to [Technology for Remote Learning - For Students](#) for details. If you encounter difficulty meeting the technology recommendations, please email the Dean of Students Office (dosdean@ualberta.ca) directly to explore options and support.

Please contact the instructor by **January 15, 2020** if you do not have access to the minimum technology recommended. The instructor will make arrangements for accommodating students who contact the instructor before this date. Failure to do so may result in a zero in any assessment that depends on the minimum technology.

Remote Exam Consideration:

All exams will be completed online via eClass during our regularly designated class time.

- You should arrange for a place to write timed exams without interruption.
- You will have 30 minutes to start the midterm, after which time the link to the exam will no longer be available to start. Students will not be allowed to begin an examination after it has been in progress for 30 minutes.
- Once you start the exam, you will have a designated time to complete it (1 hour for midterm 1 & midterm 2; 2 hours for the final exam).
- Once the designated time has elapsed the online exam will be submitted automatically.

Home-Based Activities:

As part of the learning experience in this course, you will be required to undertake certain activities in or around your place of residence. To ensure that you undertake the activity safely and fully informed of the risks, please review the University of Alberta's [Remote Learning Lab-Based Assignment Information Advisory](#). If you have questions or concerns, contact your instructor.

Student Resources for Remote Learning:

Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

Recordings of Synchronous Activities:

- Please note that class times for this course will be recorded. Recordings of this course will be used for the purposes of asynchronous learning and will be disclosed to other students enrolled in this class the teaching assistants.
- Students have the right to not participate in the recording by turning off their cameras and audio prior to recording; they can still participate through text-based questions to the Professor and through break-out rooms that are not recorded. It is recommended that students remove all identifiable and personal belongings from the space in which they will be participating.
- Recordings will be made available until the end of term and accessible on eClass. Please direct any questions about this collection to the instructor of this course.

STUDENT RESPONSIBILITIES

ACADEMIC INTEGRITY: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All forms of dishonesty are unacceptable at the University. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

COURSE ETIQUETTE: It is a violation of the Code of Student Behaviour (online at www.governance.ualberta.ca) to disrupt or interfere with a class for any reason. **Students who disrupt the online learning environment may be banned from our online environment, and the Dean will be informed.**

Course community:

1. **Be Mindful:** Respect diversity. Everyone's personal experience is different. Systemic and personal prejudices are faced by different members of our community every day.
2. **Be Respectful:** Respectful discussion is productive for learning within our course community. Inflammatory remarks are not conducive to learning and are unwelcome.
3. **Be Polite:** Never say online what you wouldn't say face-to-face!
4. **Be Safe:** If you are witness to or the target of abusive or offensive behaviour, please inform your instructor immediately.

Professional Presentation:

1. **On Camera:** If on camera, dress as if you would in a face-to-face situation and find a quiet spot away from on-camera distractions.
2. **Clarity:** Read all comments before hitting submit. Use proper spelling and language.

3. **Credibility:** If you do not know an answer, avoid commenting or state that you do not have all the information.

You must use your UAlberta credentials to attend online classes in this course on Zoom (i.e., the name must match your eClass name).

A waiting room is used to admit students to the online environment. Please be patient if you are waiting, particularly if you are arriving late to class.

Recording and/or Distribution of Course Materials:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

- **Do not share:** another person's image, information, comments, or work without permission.
- **Do not share:** any materials from this class externally. All materials are copyrighted either by the department, instructor, or the textbook publishers. Misuse of University materials is a breach of the Code of Student Behaviour.

OFFICE HOURS ETIQUETTE: You must use your UAlberta credentials to speak to the Professor during virtual office hours on Zoom (i.e., the name must match the booking you make on <https://stjacques.youcanbook.me>).

A waiting room is used to for office hours. Please be patient if you are waiting. The Professor may be meeting with another student and will admit you from the waiting room when available. Although will follow the booking schedule as best as possible, there may be sometimes when we cannot admit you at the designated time of your appointment.

FORUM ETIQUETTE: The purpose of Forum on the eClass website is for students to ask questions and exchange ideas on the academic topics covered in this course. Before posting your question or discussion topic you should check if anyone has asked it already and received a reply.

If you find that a post is unclear or inaccurate, it is your role to ask your classmate for further clarification or to point out the inaccuracy. If someone replies to your post with a question, you owe them the courtesy of a response. The instructor and TA will also monitor the forum and comment where appropriate to correct inaccuracies or lead discussions where there is confusion.

Please be constructive and respectful when posting to the forum. Stay on topic in your posts and in your responses, and use proper writing style (e.g., grammar, sentences, etc.). Understand that other people will have different perspectives and approaches, and respect differences in opinions and beliefs. Politely critique a position on an issue, but not the person. Make sure your tone is appropriate, and avoid sarcasm, swearing, or language that would be considered rude or argumentative.

Do not post any personal information on the forums.

EMAIL ETIQUETTE: You are expected to write to the instructor and TAs as you would in any professional correspondence (i.e., using a clear subject line that identifies the class you are emailing about such as “PSYCO 350 Question”, proper form of address such as “Dear Professor/TA”, proper signature identifying yourself, using standard punctuation, capitalization and grammar, etc.). Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding.

Do not expect an immediate response via email (normally, a response will be sent within two business days). If your email question is sent at the last minute it may not be possible to send you a response before an exam is given.

LEARNING AND WORK ENVIRONMENT: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behavior is causing concern, or
- If that discussion is unsatisfactory, or there is a concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Human-Resources.aspx>.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

STUDENT RESOURCES:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

RECORDING AND/OR DISTRIBUTION OF COURSE MATERIALS: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about course outlines can be found in the University Calendar

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