

(16:00-17:30 EST) we will meet synchronously to discuss the two papers for the week. Each student will act as [discussion leader \(see details in a later section\)](#) once in a semester. All other students are expected to [participate \(see details in a later section\)](#).

(by 17:00 EST), the members of each group who did not post the critique or extension must submit a short (< 1min) [reaction video \(see details in a later section\)](#) to their group member's critique or extension

6.0 Reading Materials (see later section for full list)

There is no textbook. Instead,

If it is a Programming Week, your Response will simply be about the topic and papers. If it is a Programming week, a lab.js experiment file will have been posted during the prior week, with some details about what to do with it.

Because these sessions are shorter than would be typical for a seminar, we will use Flipgrid to complement our synchronous discussions. Twice a semester (assigned, see Presentation Schedule), you will be required to post a < 3 minute Flipgrid video that critiques and/or proposes a follow-up to one of the papers. Think of this less like a formal presentation, and more like an extended comment on the week's topic. The members of your group will then submit a shorter response to your video (see next section).

Automatic extensions of 24 hrs will be allowed for these Videos.

9.5

Again, because these sessions are shorter than would be typical for a seminar, we will use Flipgrid to complement our synchronous discussions. Each week, you will view you're the Critique/Extend video from one member of your Group, and submit a shorter response < 1 minute on Flipgrid. Think of this less like a formal presentation, and more like carrying on the discussions we started on in the Critique/Extend videos or in the synchronous sessions. This will also contribute to your Participation grade.

Automatic extensions of two days will be allowed for these Reactions.

9.6

Your final project is a Research Proposal (_____th _____). The standard form of this (read on for alternatives) is a written document that is < 2500 words (~10 pages, double-spaced, *excluding* references). Choose a topic of interest in human learning and memory. This can be one of the topics covered in class, or a topic of your own choosing. The Proposal should cover the prior literature on the topic, and a proposed new experiment. It should be clear from your coverage of the prior literature why an experiment like yours is needed, and how the existing research motivated your experimental question. Your detailing of your proposed experiment should be clear enough that one could design and run the experiment you proposed and understand the predictions. _____, you can submit a rough, high level description of your plan for comments by _____th _____. This should be no longer than 250 words, but should include the subject area, a few papers that inspired your direction, and a short description of the methods and predictions. It's okay if your plan changes completely between this date and the final due date.

As an alternative, you can write a shorter (~1500 words) coverage of the prior literature, and design a [research poster](#) that describes the methods, predictions and anticipated results, **OR** write a shorter coverage of the prior literature (~1500 words), provide a lab.js experiment (Exported for offline use), and a summary of predictions.

11.0 Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits.

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academiccalendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

12.0 Accommodation Statement

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies>)

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred.

17.0 Reading List

¹ Craik, F. I., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning*