



LLAB

Memory and the Brain PSYC 421 – F2024 (on campus)

Weekly discussion times:

Location:

Instructor: Dr. Jeff Wammes

Contact: jeffrey.wammes@queensu.ca

Office hours:

1.0 Land Acknowledgment

I will begin this syllabus by acknowledging that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and teach on these lands. By acknowledging this traditional territory, we recognize its history and its significance for the Indigenous Peoples who lived and continue to live, upon it.

2.0 Diversity and Inclusion

In this class, it is my goal to ensure that students have a great learning experience. For this to happen, consistent with the university code, offensive statements that violate university code will not be tolerated. Every student in this class must abide by these policies (i.e. do not make offensive statements); there will be *no tolerance* for any language that targets equity-deserving groups, including but not limited to comments that are racist, homophobic, transphobic, ableist or ageist. The diversity of experiences that students bring to this class are a resource, strength and benefit. With this, *students in this class are encouraged to speak up and participate* during class meetings and provide perspectives from their own lived experiences (e.g., of minoritization or oppression).

3.0

[section](#)) and a discussion assistant (see details in a later section) once in a semester. All other students are expected to [participate \(see details in a later section\)](#).

Every Thursday or Monday (by 23:59 EST), the discussion assistant will post a short (< 5min) video [summary of the discussion \(see details in a later section\)](#) of their assigned paper. If your paper was presented on Tuesday, yours is due on Thursday evening, and if it was presented on Friday, it is due by Monday evening. NOTE: Each student will fill this role only once in a semester.

(optional) If you feel you did not get a chance to discuss the paper or make a point that you intended to during the synchronous sessions, you can post a video responding to the discussion assistant's video for the week, or simply providing your own thoughts. This will be considered in evaluating your participation grade. For each week, these will be considered if posted before the following Friday at noon EST (e.g. if the paper was presented on Tuesday Sep 17 or Friday Sep 20, you have until Friday Sep 27 to post).

6.0 Reading Materials (see later section for full list)

There is no textbook. Instead, you will read up to 4 papers each week related to the week's topic ([see full list in a later section](#)). Links that were functional at time of posting are provided for all, but if they do not work, all of these papers should be searchable online using your research skills. Try [Google Scholar](#), [PubMed](#), plain old [Google](#) (or similar) search, or from the author's laboratory website. If you have difficulty, please reach out to your peers on the discussion board on OnQ, which the instructor will also monitor.

7.0 Assessment Summary (see below for details)

Responses	15%
Discussion Leader	25%
Participation	15%
Discussion Assistant	15%
Final Project	30%

8.0 Grading

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Range	Grade Point Equivalent
A+	90 - 100	4.3

Some of these papers are complex! The instructor expects questions and clarifications. However, these must be asked well before the presentation approaches. If you are the Discussion Leader for the week, you can expect replies to questions within 24 hours of sending them via email.

9.3 Participation [15%]

This class involves communicating with your peers. First and foremost, in line with university policy, there will be no tolerance for any language that targets equity-deserving groups, including but not limited to comments that are racist, homophobic, transphobic, ableist or ageist. Having said that, participation is very important in any seminar class, and even more critical with complex papers. We will need to talk through some of the details to better understand them! This course is meant for the sharing of ideas, and we will want to hear your perspectives. As an added bonus, speaking up in class makes the class more interesting and exciting! The instructor, the discussion leader, and the discussion assistant will moderate, and you will be graded on the basis of your contributions to our weekly group meetings (and optional video discussion comments). Note that this is not a situation where you *must* say a certain number of things every class. Too often this type of requirement forces people to provide input when they would not otherwise. People's interests and experiences vary, and inherently, you will find some papers more interesting and thought-provoking than others. You should not comment just to comment. Your engagement and posting on Discussions will also be considered in scoring your participation. See also, the [Discussion/Participation Guidelines](#).

9.4 Discussion Assistant [15%]

Live sessions are on Tuesdays and Fridays, and we will cover all of the papers presented for the week. These sessions will take place in LOCATION HERE. If you are a Discussion Assistant for the week (see Presentation Schedule), you are responsible for three things, which help toward Learning Goals 1 and 3:

First, you will generate a document containing 5 potential questions to foster discussion of the papers. This document should contain these 5 questions, as well as a few words to justify why you think this question is interesting or what drove you to include it (2-3 sentences each). *This document should be uploaded prior to the live session for your paper.* I encourage you to read the [Discussion/Participation Guidelines](#).

Your final project is a Research Proposal (*Due Nov 26 by 23:59 EST*). 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

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. 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](#) .

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](#)) on the [Arts and Science website](#), 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 s

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will

