



COGS210

Memory

S1 Day 2018

Department of Cognitive Science

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General Information

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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

Memory is everywhere – in our personal lives, in popular culture, in big science, and in our machines. But memory is notoriously hard to pin down. Is it all in the brain? Is it in our actions, in our social world, and in our valued objects and places? Or is it now all online? This unit introduces the interdisciplinary study of memory, offering students a critical survey of memory research across the cognitive and brain sciences, the social sciences, and the arts. Emphasis will be placed on autobiographical memory, embodied memory, and shared remembering between individuals. Students will learn to assess scientific and popular claims about what memory is, and how memory loss and gain can be understood in the digital age.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.

Develop critical and analytic capacities to assess scientific and popular claims about memory.

Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.

Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

General Assessment Information

Questions about the assessment tasks?

Please email the unit convenor or your tutor for clarification or questions about any of the assessments.

Late Penalty

Late submission of an assignment will attract a penalty of 5% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of $2 \times 5\% \times 40 = 4$ marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 14 days after the submission deadline will not be marked and will receive a mark of 0.

Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the [Special Consideration Policy](#)).

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly online quizzes</u>	10%	No	Weekly [not weeks 1, 5, 10]
<u>Mid-term Exam #1</u>	15%	No	28 March (week 5)
<u>Mid-term Exam #2</u>	15%	No	16 May (week 10)
<u>Commentary Paper</u>	20%	No	13 April (end week 7)
<u>Essay</u>	40%	No	10 June (end week 13)

Weekly online quizzes

Due: **Weekly [not weeks 1, 5, 10]**

Weighting: **10%**

Short online quizzes completed before each class lecture. Weekly quizzes (starting in week 2) cover basic content, and provide ongoing assessment and feedback. Graded on Pass/Fail basis with 50% correct threshold for Pass. No make-up quizzes; students may drop 2 lowest quizzes without penalty.

On successful completion you will be able to:

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Develop critical and analytic capacities to assess scientific and popular claims about memory.

Mid-term Exam #1

Due: **28 March (week 5)**

Weighting: **15%**

Multiple choice/ short answer exam conducted in class during the first hour of the lecture. Provides an important opportunity for in-class assessment and tracking understanding.

On successful completion you will be able to:

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and

problem-solving skills to examples from the field.

Mid-term Exam #2

Due: **16 May (week 10)**

Weighting: **15%**

Multiple choice/ short answer exam conducted in class during the first hour of the lecture.
Provides an important opportunity for in-class assessment and tracking understanding.

On successful completion you will be able to:

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Commentary Paper

Due: **13 April (end week 7)**

Weighting: **20%**

Short critical exposition and analysis of a key reading. Structured short essay designed to help students to read, summarise, and think critically about memory research across the disciplines. 750-1000 words maximum.

On successful completion you will be able to:

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.

Essay

Due: **10 June (end week 13)**

Weighting: **40%**

Critical evaluation of an area of memory research, from a preselected set of topics. 2000-2500 words.

On successful completion you will be able to:

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.

- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Delivery and Resources

Lectures are held weekly, starting in week 1. Lectures run from **4pm to 6pm on Wednesdays**, in E7B T3 (now 14 Sir Christopher Ondaatje Avenue - 14SCO).

Tutes are held weekly, starting in **week 2**. Tutes are Wednesday 1pm, 2pm, & 3pm, and Thursday 12 noon.

Lecture slides will be uploaded just before the lecture time under the lecture link in the relevant week in [iLearn](#). Lecture recordings will be available through Echo360.

iLearn

You will need access to the internet to access the unit's iLearn page. Through iLearn you will be able to access the lecture recordings (Echo360), readings, and feedback and marks for the assessment tasks. You are also required to submit two of the assessment tasks (the commentary and the final essay) via iLearn, using the [Turnitin submission tool](#).

Unit Schedule

Please see iLearn for full details. Below is the structure and outline of the unit lectures, including dates, lecturers, lecture topics, and assessment schedule.

SECTION ONE – MEMORY MATTERS

Week 1 - 28 Feb - John Sutton - **Introduction: memory matters**

Week 2 - 7 March - Celia Harris & John Sutton - **Constructing the past**

Week 2 - Weekly online quiz starts, closing midnight Tuesdays

Week 3 - 14 March - John Sutton - **Perspectives on memory**

SECTION TWO – DEVELOPMENT AND NATURE OF AUTOBIOGRAPHICAL MEMORY

Week 4 - 21 March - Penny van Bergen - **Scaffolding of autobiographical memory in childhood**

Week 5 - 28 March - *In-class exam quiz #1 (15%)*

Penny van Bergen & John Sutton - **Memory in adolescence: the family context**

Week 6 - 4 April - Celia Harris & John Sutton - **Episodic and autobiographical memory**

Week 7 - 11 April - John Sutton - **Mental time travel**

13 April (Friday) - *Commentary* due (20%)

Two-week mid-semester break

SECTION THREE – MEMORY BEYOND THE BRAIN

Week 8 - 2 May - John Sutton - **Embodied remembering**

Week 9 - 9 May - Celia Harris & John Sutton - **Collaborative and social remembering**

Week 10 - 16 May - *In-class exam quiz #2* (15%)

John Sutton - **Ecologies and technologies of memory**

SECTION FOUR – AMNESIA AND IDENTITY

Week 11 - 23 May - Greg Savage & John Sutton - **Amnesia and identity**

Week 12 - 30 May - Greg Savage & John Sutton - **Memory, aging, dementia**

Week 13 - 6 June - John Sutton - **Beyond memory**

10 June - Essay due (40%)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Commentary Paper
- Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Commentary Paper
- Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.

Assessment task

- Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Weekly online quizzes
- Mid-term Exam #1
- Mid-term Exam #2
- Commentary Paper
- Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Develop critical and analytic capacities to assess scientific and popular claims about

memory.

- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Mid-term Exam #1
- Mid-term Exam #2
- Commentary Paper
- Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Explain current concepts, theories, methods, and findings on memory in the cognitive and social sciences.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Weekly online quizzes
- Mid-term Exam #1
- Mid-term Exam #2
- Commentary Paper
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate sound theoretical and technical knowledge of key theoretical frameworks, concepts, and phenomena in memory research across the disciplines.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Mid-term Exam #1
- Mid-term Exam #2
- Commentary Paper
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Commentary Paper
- Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Develop critical and analytic capacities to assess scientific and popular claims about memory.
- Critically evaluate contemporary memory controversies by applying knowledge and problem-solving skills to examples from the field.

Assessment tasks

- Commentary Paper
- Essay