



Course Outline

PSYC3241

Psychobiology of Memory and Motivation

School of Psychology

Faculty of Science

T1, 2020

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof. Rick Richardson	r.richardson@unsw.edu.au	By appointment, Mathews 511	9385 1048
Lecturer	Prof. Rick Richardson	r.richardson@unsw.edu.au	By appointment, Mathews 511	9385 1048
Lecturer	Associate Professor Bronwyn Graham	bgraham@psy.unsw.edu.au	By appointment 1302 Mathews	9385 3886
Lecturer	Dr Kathryn Baker	k.baker@unsw.edu.au	By appointment, Mathews 508	9385 0552
Tutors	Sylvia Harmon-Jones Byron Crimmins Dr Phil Jean-Richard dit Bressl	s.harmon-jones@unsw.edu.au b.crimmins@unsw.edu.au philip.jeanrichardditbressel@gmail.com	By appointment	Via email

2. Course information

Units of credit:	6
Pre-requisite(s):	PSYC2001 and PSYC2081
Teaching times and locations:	PSYC3241 Timetable

2.1 Course summary

This course examines research and theory on memory and motivation as they underpin adaptive behaviour. The focus is primarily on animal research but the application of this work to the understanding of memory and motivation in humans will be made explicit. For example, the implications of this work for our understanding of memory disorders in humans, and the origin and treatment of clinical disorders will be discussed. The course is divided into the following broad topics: basic concepts of memory; consolidation and reconsolidation; fear memory; spatial memory; extinction of learned fear; forgetting; and translating research from animals to humans.

The laboratory component of the course will provide “hands on” experience in observing various aspects of rodent behaviour that are frequently used in studies on the psychobiology of memory. Further, the laboratory component of the course will provide an opportunity for small group discussion/debate on various issues relevant to the material described in the lecture component of the

course (note that this will not involve a revision of the lecture material, but rather consideration of related material).

Note that the “hands-on” part of the tutorial will involve handling and experimentation on animal subjects (rats); this work will be group-work (e.g., groups of students will be doing any particular task, and only some will need to actually touch the rats). Please contact your tutor as soon as possible if you would prefer to not take part in these activities (alternatives will be arranged for those particular tutorials).

2.2 Course aims

The overall aim of this course is for students to develop and gain further understanding of the psychobiology of memory and motivation, with an emphasis on memory. Behavioural experiments demonstrating the basic concepts associated with memory, and forgetting, will be described as will experiments that are aimed at determining the neural bases of memory and forgetting.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate an advanced level of knowledge and understanding of the theoretical perspectives, and empirical research relating to the biological basis of behavior, memory, forgetting, and motivation.
2. Understand and apply research methods used in psychobiology.
3. Demonstrate practical skills in laboratory-based behavioural research with rodents.
4. Demonstrate effective verbal and written scientific communication skills.
5. Apply psychological principles to broader issues involving memory and motivation, including their role in understanding human mental disorders.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials, lab practicals, online activities, formative quiz, discussion forum	Lectures, tutorials, lab practicals, online activities, formative quiz, discussion forum	Lectures, tutorials, lab practicals, online activities				Formative quiz, Mid-session exam, Proposal, Final exam
2.	Lectures, tutorials, lab practicals, online activities, formative quiz	Lectures, tutorials, lab practicals, online activities, formative quiz	Lectures, tutorials, lab practicals, online activities	Lectures, tutorials, lab practicals, online activities, formative quiz		Lectures, tutorials, lab practicals, online activities, formative quiz	Formative quiz, Mid-session exam, Proposal, Final exam
3.		Lectures, tutorials, lab practicals, online activities		Lectures, tutorials, lab practicals, online activities		Lectures, tutorials, lab practicals, online activities	Mid-session exam, Proposal, Final exam
4.			Lectures, tutorials, lab practicals, online activities		Tutorials, lab practicals, discussion forum		Proposal
5.	Lectures, tutorials, lab practicals, online activities, discussion forum			Lectures, tutorials, lab practicals, online activities, discussion forum		Lectures, tutorials, lab practicals, online activities, discussion forum	Mid-session exam, Proposal, Final exam

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course provides an advanced treatment of the neuroscience of learning, memory, and motivation. It follows on, and assumes knowledge, from PSYC2081 Learning and Physiological Psychology. This course is complementary to PSYC3051 Physiology Psychology in the sense that both courses provide an advanced perspective on issues in biological psychology.

The laboratory component of the course will provide “hands on” experience in observing various aspects of rodent behaviour that are frequently used in studies on the psychobiology of memory and an opportunity for small group discussion/debate on various issues relevant to the material described in the lecture component of the course.

Attendance is monitored in the tutorial/lab component of the course. In order to meet the Course Learning Outcomes attendance at face to face tutorials is essential in accordance with UNSW Assessment Implementation Procedure. Students are required to attend at least 80% of tutorial/lab classes, and be punctual in this attendance (i.e., coming late may mean that you will be marked as absent). **Students should make sure that their name has been marked on the class roll for each class that they attend.** Explanations for an occasional absence from a class or requests for permission to be absent from a class should be discussed with the lecturer / tutor, and where applicable, accompanied by a medical certificate.

The Discussion Forum on Moodle provides students with an opportunity to question and clarify course content. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student’s posts to enhance understanding of the content, critical thinking, and written communication skills.

An online formative quiz is available for students and provides an opportunity to evaluate understanding of course material prior to the census date.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read the School of Psychology Student Guide.

All news updates and announcements will be made on the ‘Announcements’ forum on the Moodle page and/or by email. It is the student’s responsibility to check Moodle and their student emails regularly to keep up to date.

The final exam for this course will take place during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Equitable Learning Services must contact the course coordinator immediately if they intend to request any special arrangements for later in the course, or if any special

arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of 2 hours of face-to-face lecture material, 1.5 hours of face-to-face tutorials, and 8 hours of online modules and/or self-determined activities (i.e., reading, work on assessments, exam preparation and revision).

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1 17/02/2020	Memory consolidation and modulation	How to write a research proposal; Play and USV animal demonstrations		Readings on: <ul style="list-style-type: none"> • memory consolidation • memory modulation
Week 2 24/02/2020	Memory reconsolidation	Hands-on animal exercises	Videos on neuroanatomy and neural staining	Reading on: <ul style="list-style-type: none"> • memory reconsolidation Revision; mid-semester exam prep; work on research proposal
Week 3 2/03/2020	Fear memory; Development of fear memory	Hands-on animal exercises	Formative quiz; Online lecture on spatial memory development	Readings on: <ul style="list-style-type: none"> • fear memory Revision; mid-semester exam prep; work on research proposal
Week 4 9/03/2020	Neurogenesis and memory; Behavioural and neural aspects of fear extinction (Part 1)	Brain Game 1	Online lecture on adult neurogenesis	Reading on: <ul style="list-style-type: none"> • fear memory development • neurogenesis and memory Revision; mid-semester exam prep; work on research proposal
Week 5 16/03/2020	Behavioural and neural aspects of fear extinction (Part 2) Mid-term exam	Hands-on animal exercises		Reading on: <ul style="list-style-type: none"> • neural mechanisms of fear extinction Revision; mid-semester exam; work on research proposal
Week 6 23/03/2020	No lectures – Flex week	No labs – Flex week		No work – Flex week
Week 7 30/03/2020	Mechanisms of sex differences in extinction (Part 1);	Class presentations		Readings on: <ul style="list-style-type: none"> • sex differences • sex hormones and memory

	Mechanisms of sex differences in extinction (Part 2);			Revision; work on research proposal
Week 8 6/04/2020	Stress, sex, and learning Motherhood	No face-to-face tutorials this week; instead is an online tutorial on unlearned fear		Readings on: <ul style="list-style-type: none"> • stress • motherhood
Week 9 13/04/2020	Adolescence and fear regulation Modulation of fear regulation in adolescence	Ethics	Video on retrieval-extinction in humans	Reading on: <ul style="list-style-type: none"> • adolescence and fear regulation Work on research proposal
Week 10 20/04/2020	Spatial memory; Individual differences in memory	Brain Game 2	Online lecture on forgetting	Readings on: <ul style="list-style-type: none"> • spatial memory across species • individual differences in memory Work on research proposal
Exam period 29/04/2020				Exam preparation, revision

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Formative quiz	3 MCQ & 1 short answer	0% (formative)	N/A	N/A
Assessment 2: Mid-session exam	45 min	20%	/100	19/03/2020
Assessment 3: Research proposal	1000-1250 words	30%	/100	24/04/2020
Assessment 4: Final exam	2 hrs	50%	/100	Exam period

Assessment 1: This online quiz will consist of 3 multiple-choice questions and one short-answer question, and will be released on Friday 6 March. Students can take it whenever they wish, but it is designed to provide some formative feedback in terms of whether the course material is being understood. The answers are given at the end of the quiz.

Assessment 2: This 45-min exam (could consist of multiple choice, short- and/or long-answer, and/or fill-in-the-blank questions; more specific details will be provided prior to the exam) will be given on Thursday 19 March at 12-1 pm (i.e., in regularly-scheduled lecture time period). This exam will be based on material covered in lectures from February 19 - March 5 (first 6 face-to-face lectures and the one online lecture given in the first 3 weeks), and the readings and online material for those lectures.

Assessment 3: This involves a written research proposal on a proposed experiment (based on material/ideas covered in the course). An electronic version of the assignment must be submitted to the course's Moodle module by 4 PM on 24th April (Friday of Week 10) to allow for plagiarism checks via Turnitin. Penalties will be imposed for late submission of this assignment (see 5.3), and for plagiarism. The deadline for absolute fail (i.e., **the date of submission after which the task will not be assessed is 8th May**).

Assessment 4: This 2-hr exam (which could consist of multiple choice, short- and/or long-answer, and/or fill-in-the-blank questions; more specific details will be provided prior to the exam) will be given during the formal exam period. This exam will cover material from the lectures given after 5 March (i.e., all the lectures, including online lectures, given after Week 3, and the readings and online materials for those lectures).

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Assessment 3: In accordance with UNSW Assessment Policy the research proposal must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Formative quiz	Immediate	Richardson	Online	Moodle
Mid-session exam	02/04/2020	Richardson	Online	Moodle
Research proposal	8/05/2020	Tutor	Online	Moodle
Final exam	TBA	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	School of Psychology Student Guide .
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy UNSW Equity, Diversity and Inclusion policy

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/>