

Psy260- Learning and Plasticity

Winter 2022, Thursdays 11-2

INSTRUCTOR INFORMATION

Instructor	Email	Virtual Office Hours
Dr. Megan Shipman	Megan.shipman@utoronto.ca	Mondays 1-2pm
TAs		
Nichole Bouffard	Nichole.bouffard@mail.utoronto.ca	Tuesdays 3-4pm
Laura Gravelsins	Laura.gravelsins@mail.utoronto.ca	Thursdays 4-5pm
Zachary Pierce-Messick	Zachary.piercemessick@mail.utoronto.ca	Wednesdays 10-11am

GENERAL INFORMATION

Description

This course aims to explain our current understanding of mechanisms of learning, memory, and behaviour, and how these are supported by and executed by the brain.

Expectations and Goals

At the end of this course you should understand the fundamentals of learning theory as well as principles of brain plasticity, contributing to an overall understanding of what is happening in the brain as learning occurs. Students should be able to apply this understanding to everyday phenomena, psychological disorders, and be able to express how to design studies to better explore questions related to how humans and animals learn and remember.

COURSE MATERIALS

Textbook

Learning & Memory: From Brain to Behavior, 4th Edition; Gluck MA, Mercado E, and Myers CE (2020) Worth Publishers

Course Materials, including online lectures

Course materials are provided for the exclusive use of enrolled students. Do not share them with others. I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Tests and Quizzes

All tests and quizzes will be online. Quizzes will be all multiple choice questions. Tests will have multiple choice questions as well as some short answer questions. Assessments will be based on lectures and book chapters.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca/courses/254894>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY260H1. You may need to scroll through other cards to find this. Click on the PSY260H1 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Online Communication

Please communicate with me by my U of T email: megan.shipman@utoronto.ca. I will only respond to emails received from a mail.utoronto.ca account. Note that Quercus has a built-in communication tool, called "Inbox". This is not the same as email. Please email me to set up appointments or about personal matters rather than with questions about content.

Late or Missed Assignments

Late assignments will not be accepted 5 days after they were due or later, and each day after the due date will receive a penalty of 5%. Please follow University guidelines for reporting illness or email me about extenuating circumstances.

Grading Questions

Any objections with grading should be addressed to TAs. If students are unhappy with their response, then they may submit a detailed argument to me about why they think they were correct. Students have a maximum of 2 weeks from receiving a grade to dispute it. Note that this will result in a re-grading which may raise or lower your grade.

Content Questions

Content questions are best addressed during office hours of the professor or TAs.

COURSE SCHEDULE

Date	Topic	Reading
January 13	Intro to Learning and Plasticity	Chapter 1
January 20	Fundamentals of Neuroscience	Chapter 2
January 27	Habituation and Sensitization	Chapter 3
February 3	Pavlovian Conditioning	Chapter 4, Quiz 1 due
February 10	Operant Conditioning	Chapter 5
February 17	TEST 1	

Date	Topic	Reading
February 22	NO LECTURE, READING WEEK	
March 3	Episodic and Semantic Memory	Chapter 7
March 10	Procedural Memory	Chapter 8
March 17	Current Research-Guest Lectures	Quiz 2 due
March 24	Working Memory	Chapter 9
March 31	Test 2	
April 7	Review of Course Concepts	
April 11-29	FINAL ASSESSMENTS	

** Please note that lectures may be subject to change, if for instance it seems that we need more review of a particular topic. As of now, classes will be online through January 30th.

Exam Schedule

Date	Exam	Subject	Grade percent
February 3	Quiz 1	Chapters/Lectures 1-3	5
February 17	Test 1	Chapters/Lectures 1-5	25
March 17	Quiz 2	Chapters/Lectures 7-8	5
March 31	Test 2	Chapters/Lectures 7-9, Guest talks	25
TBD	Final	All lectures/ Chapters 1-5, 7-9, Guest talks	40

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see:

<https://www.artsci.utoronto.ca/current/academicadvising-and-support/student-academicintegrity> and <http://academicintegrity.utoronto.ca>

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

For 2022 S-term, a Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to nonmedical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then - it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca>

and <http://www.studentlife.utoronto.ca/feelingdistressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Privacy/FIPPA Statement

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. For more information, please refer to <http://www.utoronto.ca/privacy>