PSY372H1 S

Human Memory

Summer 2024 Syllabus

Course Meetings

PSY372H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Wednesday, 10:00 AM - 1:00 PM Friday, 10:00 AM - 1:00 PM	In Person: RW 143 In Person: RW 143

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: https://q.utoronto.ca/courses/345506

Instructor: Carolyn (Guay) Davison
Email: carolyn.guay@mail.utoronto.ca
Office Hours and Location: By appointment on Zoom Book here: https://calendly.com/carolyn-davison Meeting link: https://utoronto.zoom.us/my/carolynzroom

Teaching Assistant: Cory McKenzie
Email: cory.mckenzie@mail.utoronto.ca
Office Hours and Location: Before major due dates or by appointment (email to schedule)

Course Overview

Current theories and data on human memory: processes involved in encoding, storage, and retrieval.

PSY372H, Human Memory, aims to provide a comprehensive research-oriented overview of the history, methodology, theories, and contentious issues in the study of human memory. The course draws on scientific articles, lectures, interactive discussions, and student writing to discuss and critique current research related to processes involved in encoding, storage, and retrieval.

Course Learning Outcomes

In taking this course, you should:

- Gain new knowledge about the scientific study of human memory, from both historical and current perspectives.

- Become an informed consumer of research in psychological science by learning to translate between data and theory while considering the inherent limitations of any approach.
- Practice your critical thinking and writing skills.

Prerequisites:
PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and one of PSY260H1/ PSYB38H3 or PSY270H1/ PSY270H5/ PSYB57H3/ COG250Y1

Corequisites: None'[;;;;;
Exclusions: PSY372H5/PSYC53H3
Recommended Preparation: None
Credit Value: 0.5

Course Materials

Required readings will be available through the course Quercus page.

Optional Textbook:

Radvansky, G.A. (2021). Human Memory, 4th Edition. Taylor & Francis: Routledge.

- The third edition is available as a free ebook through the UofT library: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106207971606196

Course Readings

Readings for this course will largely consist of review articles published recently in peer-reviewed journals. The reading list is divided into required readings and "supplementary readings". Both the lectures and the exams will assume you have done the required readings. Supplemental readings are completely optional. They are intended to expand on the lecture material and/or provide examples of empirical studies investigating aspects of human memory. You may choose to submit reading responses to any required or supplementary reading listed here.

There is also an optional textbook listed in the syllabus. This can be a helpful tool to supplement lecture content and help you prepare for the tests, but you are not required to purchase or consult it.

Lecture 1

No readings*:* complete syllabus annotation assignment and intro survey

Lecture 2

Required

Hintzman, D. L. (2011). Research strategy in the study of memory: Fads, fallacies, and the search for the “coordinates of truth.” *Perspectives on Psychological Science*, *6*(3), 253–271. https://doi.org/10.1177/1745691611406924

Supplementary

Ofen, N., Tang, L., Yu, Q., & Johnson, E. L. (2019). Memory and the developing brain: From description to explanation with innovation in methods. *Developmental Cognitive Neuroscience*, *36*, 100613. https://doi.org/10.1016/j.dcn.2018.12.011

Virk, T., Letendre, T., & Pathman, T. (2024). The convergence of naturalistic paradigms and cognitive neuroscience methods to investigate memory and its development. *Neuropsychologia*, *196*, 108779. https://doi.org/10.1016/j.neuropsychologia.2023.108779

Lecture 3

Required

Ma, S., & Zuo, Y. (2022). Synaptic modifications in learning and memory – A dendritic spine story. *Seminars in Cell & Developmental Biology, 125*, 84–90. https://doi.org/10.1016/j.semcdb.2021.05.015

Supplementary

Carlesimo, G. A. (2022). The temporal lobes and memory. In *Handbook of Clinical Neurology* (Vol. 187, pp. 319–337). Elsevier. https://doi.org/10.1016/B978-0-12-823493-8.00025-0

Crowley, R., Bendor, D., & Javadi, A.-H. (2019). A review of neurobiological factors underlying the selective enhancement of memory at encoding, consolidation, and retrieval. *Progress in Neurobiology*, *179*, 101615. https://doi.org/10.1016/j.pneurobio.2019.04.004

Kucewicz, M. T., Worrell, G. A., & Axmacher, N. (2023). Direct electrical brain stimulation of human memory: Lessons learnt and future perspectives. *Brain*, *146*(6), 2214–2226. https://doi.org/10.1093/brain/awac435

Nicoll, R. A. (2017). A brief history of long-term potentiation. *Neuron, 93*(2), 281–290. https://doi.org/10.1016/j.neuron.2016.12.015

Lecture 4

Required

Buschman, T. J. (2021). Balancing flexibility and interference in working memory. *Annual Review of Vision Science*, *7*(1), 367–388. https://doi.org/10.1146/annurev-vision-100419-104831

Supplementary

Van Ede, F., & Nobre, A. C. (2023). Turning attention inside out: How working memory serves behavior. *Annual Review of Psychology*, *74*(1), 137–165. https://doi.org/10.1146/annurev-psych-021422-041757

Manohar, S. G., Zokaei, N., Fallon, S. J., Vogels, T. P., & Husain, M. (2019). Neural mechanisms of attending to items in working memory. *Neuroscience & Biobehavioral Reviews*, *101*, 1–12. https://doi.org/10.1016/j.neubiorev.2019.03.017

Lecture 5

Required

Xue, G. (2022). From remembering to reconstruction: The transformative neural representation of episodic memory. *Progress in Neurobiology*, *219*, 102351. https://doi.org/10.1016/j.pneurobio.2022.102351

Supplementary

Ryan, T. J., & Frankland, P. W. (2022). Forgetting as a form of adaptive engram cell plasticity. *Nature Reviews Neuroscience*, *23*(3), 173–186. https://doi.org/10.1038/s41583-021-00548-3

Lecture 6

Required

Batterink, L. J., Paller, K. A., & Reber, P. J. (2019). Understanding the neural bases of implicit and statistical learning. *Topics in Cognitive Science*, *11*(3), 482–503. https://doi.org/10.1111/tops.12420

Supplementary

Kumar, A. A. (2021). Semantic memory: A review of methods, models, and current challenges. *Psychonomic Bulletin & Review*, *28*(1), 40–80. https://doi.org/10.3758/s13423-020-01792-x

Lecture 7

Required

Schacter, D. L. (2022). The seven sins of memory: An update. *Memory*, *30*(1), 37–42. https://doi.org/10.1080/09658211.2021.1873391

Supplementary

Fivush, R., & Grysman, A. (2023). Accuracy and reconstruction in autobiographical memory: (Re)consolidating neuroscience and sociocultural developmental approaches. *WIREs Cognitive Science*, *14*(3), e1620. https://doi.org/10.1002/wcs.1620

Mace, J. H. (2023). Priming in the autobiographical memory system: Implications and future directions. *Memory*, 1–15. https://doi.org/10.1080/09658211.2023.2277134

Lecture 8

Required

Kopelman, M. D. (2019). Anomalies of Autobiographical Memory. *Journal of the International Neuropsychological Society*, *25*(10), 1061–1075. https://doi.org/10.1017/S135561771900081X

Supplementary

El Haj, M., Colombel, F., Kapogiannis, D., & Gallouj, K. (2020). False memory in Alzheimer's Disease. *Behavioural Neurology*, *2020*, 1–10. https://doi.org/10.1155/2020/5284504

Irish, M. (2023). Autobiographical memory in dementia syndromes—An integrative review. *WIREs Cognitive Science*,*14*(3), e1630. https://doi.org/10.1002/wcs.1630

Lecture 9

Required

Schneider, W., & Ornstein, P. A. (2019). Determinants of memory development in childhood and adolescence. *International Journal of Psychology*, *54*(3), 307–315. https://doi.org/10.1002/ijop.12503

Spreng, R. N., & Turner, G. R. (2019). The shifting architecture of cognition and brain function in older adulthood. *Perspectives on Psychological Science*, *14*(4), 523–542. https://doi.org/10.1177/1745691619827511

Supplementary

Dinius, C. J., Pocknell, C. E., Caffrey, M. P., & Roche, R. A. P. (2023). Cognitive interventions for memory and psychological well-being in aging and dementias. *Frontiers in Psychology*, *14*, 1070012. https://doi.org/10.3389/fpsyg.2023.1070012

Lecture 10

Required

Dorsch, J. (2023). Are noetic feelings embodied? The case for embodied metacognition. *Philosophical Psychology*, *0*(0), 1–23. https://doi.org/10.1080/09515089.2023.2197937

Supplementary

Catley, P., & Claydon, L. (2023). Why neuroscience changes some things but not everything for the law. In *Handbook of Clinical Neurology* (Vol. 197, pp. 251–264). Elsevier. https://doi.org/10.1016/B978-0-12-821375-9.00016-5

Healy, C. J. (2021). The acute effects of classic psychedelics on memory in humans. *Psychopharmacology*, *238*(3), 639–653. https://doi.org/10.1007/s00213-020-05756-w

Marking Scheme

Assessment	Percent	Details	Due Date
Syllabus Annotation	1%		2024-07-05
Intro Survey	1%		2024-07-10
Midterm Reflection	4%		2024-07-26
Final Reflection	4%		2024-08-11

Reading Responses	20%	Each week, there will be a set of assigned and optional readings. Like the syllabus annotation exercise, you can use the integrated software Hypothesis on Quercus to annotate these readings. For each reading, you will be asked to summarize the main ideas, identify unfamiliar terms and concepts, look up information to clarify ambiguities, make connections to your other courses or experiences, and generate thoughtful questions. These are meant to help you collect your ideas and demonstrate that you have read and understood the material. It is strongly recommended that you read and respond to these articles before the class they are assigned for, because they will be useful to refer to in our group discussions. There are no late marks for these responses, but once the submissions close, you won't be able to submit late responses. The submissions for readings from the first half of the course will close Sunday, July 21st, 11:59pm, and submissions for the second batch of reading responses close Friday, August 8th, 11:59pm. It is completely up to you which and how many readings you choose to submit responses to, and you are encouraged to use this flexibility to accommodate your schedules and learning goals. Each response will be graded out of 2: one point for engaging with the reading, and one for making connections and coming up with thought-provoking questions. Note: there is no limit to the	2024-07-21,2024-08-09

Assessment	Percent	Details	Due Date
		number of readings you can submit responses for. I recommend that you prioritize the required readings, since these will contain testable material, but you are also welcome to submit responses for supplementary readings. You can earn a maximum of 20% of your final grade by engaging with these responses. Note that required readings are still required even if you choose not to submit a response for them.	
Test 1	25%	The exams in this course are non-cumulative, but information covered in the first half of the course may be relevant to the second half. The tests will be available on Quercus and you will have access to your materials and notes. There is no class on the day of the tests. These are open-book exams which should take about 2 hours to complete, but you will have 3 hours to write them in order to reduce the stress that time pressure creates. To help with conflicts or time zone complications, the tests will be available for the whole day; however, once you begin you will have 3 hours to complete them. Questions may include multiple choice, matching, fill-in-the-blank, diagrams, short answer, and long answer. Word limits and points breakdowns will be indicated for each question. You are welcome to answer in point form.	2024-07-24
Test 2	25%		2024-08-09

Assessment	Percent	Details	Due Date
Assignment	20%	Part 1: Memory Aid (5%) The first part of the assignment will be to create a practical memory aid. I want you to use your creativity and think outside the box! You will have quite a bit of flexibility here for both the topic you choose and the format you'd like your memory aid to take. Please see the assignment description for more detailed instructions and a rubric. Part 2: Metamemory Report (15%) The second part of the assignment will be to write a 'metamemory report' that outlines what specific techniques you incorporated into your memory aid. This part should draw on current research about learning, memory, and mnemonics. Please see the assignment description for more detailed instructions and a rubric.	2024-08-12

Late Assessment Submissions Policy

5% per day

Course Schedule

Date	Topic	Assignments
July 3rd	**Lecture 1: Course Introduction and Syllabus**	
July 5th	**Lecture 2.1: Overview & History of Memory Research** **2.2: Methods in Memory Research** **Required Reading:** Hintzman, 2011	Syllabus annotation RR: Hintzman, 2011
July 10th	**Lecture 3.1: Neuroscience of Memory** **3.2: Tips for Effective Scientific Writing**	Course Intro Survey RR: Ma & Zuo, 2022

	Required Reading: Ma & Zuo, 2022	
July 12th	**Lecture 4: Sensory, Short-term, and Working Memory** **Required Reading:** Buschman, 2021	RR: Buschman, 2021
July 17th	Lecture 5.1: Episodic Memory, Past and Future; **5.2: Forgetting** **Required Reading:** Xue, 2022	RR: Xue, 2022
July 19th	**Lecture 6.1: Implicit or Nondeclarative Memory;** **6.2: Semantic Memory** **Required Reading:** Batterink et al., 2019	RR: Batterink et al., 2019 Submissions for the first batch of reading responses close Sunday, July 21st, 11:59pm
July 24th	**Test 1 on Lectures 2-6 – ONLINE**	
July 26th	**Lecture 7.1: Autobiographical Memory;** **7.2: Failures of Memory** **Required Reading:** Schacter, 2022	Midterm Reflection RR: Schacter, 2022
July 31st	**Lecture 8: Amnesia and Memory Disorders** (guest Q&A, Kasi Shan, MSW, RSW) **Required Reading:** Kopelman, 2019	RR: Kopelman, 2019
Aug 2nd	**Lecture 9: Memory Across the Lifespan:** **9.1: Development in infancy and childhood** (guest lecture, TA Cory McKenzie) **9.2: Aging** **Required Readings:** Schneider & Ornstein, 2019 Spreng & Turner, 2019	RR: Schneider & Ornstein, 2019 RR: Spreng & Turner
Aug 7th	**Lecture 10: Memory and Reality** **Memory and the Law** **Metamemory** **Required Reading:** Dorsch, 2023	RR: Dorsch, 2023 Submissions for the second batch of reading responses close Friday, August 8th, 11:59pm
Aug 9th	**Test 2 on Lectures 7-10 – ONLINE**	

Policies & Statements

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. In this, like so many courses, the diversity of perspectives and experiences that members of the learning community bring enrich the experience for everyone, and we must all commit to creating an environment where everyone feels safe, comfortable, and welcome.

Late/Missed Assignments

All reflections, responses, assignments, and exams should be turned in via Quercus; refer to the online class schedule for the dates on which these are due. Unless otherwise stated, they must be submitted by 11:59pm.

Unless you notify me in advance about extenuating circumstances that will prevent you from submitting your assignments on time, I will lower your grade for the assignment by 5% per day.

- In general, the more notice you give, the better; however, an e-mail mere minutes before the deadline will suffice. My job is not to be the arbiter of timeliness, but to enable your success. Extensions often offer their own set of challenges, especially since the course will continue unabated, and thus we will need to be conscientious in their use. Regardless, I will always take your individual situation into account when evaluating and responding to your work.
- Requests for extensions on reflections or assignments will never count against you or your grade. This is not a trap. I promise. If you need one, simply ask for one, and I won't judge you. If timeliness becomes a systemic problem, we will have to talk about it, but only in order to help solve it.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome and valued 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.

If you have not yet registered with AS, please still feel free to email to request an extension if you need one.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning such as strained relationships, increased anxiety, depression, substance use, feeling down, difficulty concentrating, lack of motivation, financial concerns, family worries, interpersonal or sexual violence, difficulty with eating or sleeping, grief, 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, but that doesn't mean you should tough it out without support. 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. An important part of the University experience is learning how and when to ask for help. Below are some of the resources you have available to you:

- http://studentlife.utoronto.ca/
- https://mentalhealth.utoronto.ca/
- https://www.svpscentre.utoronto.ca/

While I am not professionally trained to provide any kind of therapeutic services, know that I stand with you in solidarity and am ready to help support you in whatever way I can.

Specific Medical Circumstances

*If you are sick with something that may be contagious, please do not come to class***.** In this era of in-person pandemic learning, we are asked to put our trust and our health in the hands of our peers and colleagues. With the very real, long-term consequences that can arise from viral infections, including COVID-19, "toughing it out" to attend class despite a contagious illness is dangerous for both you and your fellow students, and will not be tolerated. Take care of yourselves. Take care of each other.

You do not need to submit verification for missed classes, but in the event that you are unable to write an exam or submit an assignment for medical reasons, you can submit a Verification of Illness (please see http://www.illnessverification.utoronto.ca), or the Absence Declaration Tool for A&S students (please see https://www.artsci.utoronto.ca/absence), which applies for both medical and non-medical circumstances. The declaration is available on ACORN under the Profile and Settings menu. Students should submit this within one week of missing a test/quiz, and for anything else that you miss during the term that requires you to be present or to complete an assessment. Please note that students can only submit one Absence Declaration per semester in total.

If an absence extends beyond 7 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.

Participation + Conduct in Class

Everyone in the classroom comes from a different background and brings a unique perspective to the discussion. There will be some readings or assignments that feel more familiar to you, and some that stretch your comfort zone. Let them. This discomfort is where the most learning will happen. I hope to build a classroom culture that supports you in pushing your boundaries and allows you to support others in pushing theirs.

If you've come across ideas, concepts, or skills in other courses or areas of your life, please use this foundation to help your peers who haven't. This isn't a time to perform competence, it's an opportunity to take on the role of teacher and share what you know. Again, we all come to this class with our own sets of baggage and areas of expertise: bring to these moments the patience and bravery your peers will show you when the roles are reversed.

In order to meet everyone's educational needs, the classroom must be a space in which students can feel safe to experiment: to think aloud, even to be spectacularly wrong, but nonetheless to grow together. All positions and perspectives that do not deny the humanity of others will be treated equitably. Accordingly, I will not tolerate any kind of discrimination against members of historically marginalized groups, nor will I condone personal attacks. While civility may occasionally be overrated, in the classroom it is essential. Thus, while I ask that everyone avoid tone policing, I concurrently also request that we all do our best to treat each other as though everyone is acting in good faith. As a necessary corollary, please make sure to act in good faith. Malicious trolling, gaslighting, and the like will not be tolerated.

Online Communication

Instructors are strongly advised to require students use their mail.utoronto.ca email addresses for all course-related communications, and you are encouraged to check this address regularly. University of Toronto email accounts are more secure, and are also governed by the institution's codes of conduct, meaning that the University has recourse to address any inappropriate communications (e.g. racist, aggressive, threatening, harassing, etc.) between students and other students as well as with the instructor. Additionally, University of Toronto email addresses are less likely to be redirected to spam. In addition to email, please be sure to check Quercus regularly for announcements.

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. However, I also understand that there may be times when you need to monitor your phone/email or even just take a minute to check out during class. I get it. You're adults, and I trust you to make the right decisions for your learning and mental health. Out of respect for your classmates, please refrain from displaying any material on a device which may be distracting or offensive to your fellow students.

That said, laptops/tablets/phones are an incredible resource and I believe they do have a place in the modern university environment. Therefore, use of technological devices is allowed (and encouraged!) for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, participating in interactive lecture components, looking up relevant information, or working on in-class exercises.

Quercus Info

This course uses the University's learning management system, Quercus, to post important information. 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 basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY372H1 S LEC0101. You may need to scroll through other cards to find this. Click on the PSY372H1 S LEC0101 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.

If you have questions about course content, please use the discussion board rather than emailing the instructor or TA. There is an option to post questions anonymously if you prefer.

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.

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.

Appropriate uses of AI are limited to proofreading/feedback on your own writing, generating or considering counterarguments, identifying unsubstantiated claims, and cutting down word count. Any use of AI for your term paper must be disclosed in your cover letter. Any use AI for other purposes, including but not limited to writing the final exam, generating drafts or an initial outline of your paper, generating ideas for your thesis, or finding sources is considered an academic offence.

Re-marking Policy - Timeline and Protocol

My philosophy is that grades can serve a purpose in that they give students an idea of where their performance stands relative to their peers and to the expectations for the course. In general, my expectations are high, but I don't like to let grades become punitive. The research is not ambiguous: an over-reliance on grades rarely leads to positive learning experiences, long-term retention of material, or good mental health. As such, I work in opportunities in my courses for students to earn grades based on the time and effort they put into engaging with the material. This gives students more control over their own experience in the course and reduces the need to evaluate learning based on single snapshots of performance under high-pressure situations (which, again, are often neither reflective of students' understanding of the material nor are they particularly helpful as a tool for retaining information in the long-term.

If you are confused or concerned about a grade you receive on any assignment in this course, please first read the comments and reflect on the rubric provided, before reaching out to your TA. I recommend waiting 24 hours after you receive the grade before you email your TA about your concerns. This will give you time to articulate what your specific questions are and will make it easier to communicate them effectively to your TA. If you are still not satisfied after discussing your grade and feedback with your TA, you can request a formal regrade from the instructor. This request must be made within two weeks after the grades are posted. Please note that regrades from the instructor may result in a score that is higher, lower, or the same as your original grade, and this grade will be final.