

LEARNING & MEMORY

Class Times: T/Th 11:50am-1:10pm in HEG 102 | Office Hours: W 2:15-3:15pm/F 1-2pm/by appointment

Instructor

Dr. Justin Hulbert
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Course Materials

Baddeley, Eysenck, & Anderson (2014). *Memory* (2nd ed.). New York: Psychology Press/Routledge.

Additional materials will be posted on **Moodle** (see footer for URL & access code).

Free supplemental study resources are available at <https://bit.ly/2Mqu7S6>.

Prerequisites

Introduction to Psychological Science (PSY 141), Introduction to Neurobiology (BIO 162), or permission of the instructor

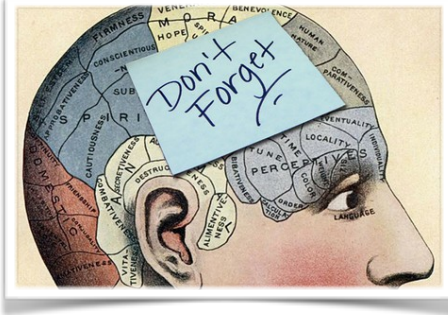
Assessment

- Retrieval Practice (10): **10%**
- Midterm Exams (2): **40%**
- Make-Your-Own Final: **20%**
- Controversy Papers (2): **20%**
- Article Posters (2): **10%**



Course Overview

Memory is fundamental to all aspects of learning and behavior. It helps remind us to pick up dinner and where we left our keys; it acts as a repository for driving skills and the meaning of a stop sign; it also can incite flashbacks to an earlier car crash. How does the brain—in humans and non-humans alike—support mnemonic processes that give rise to such adaptive functions? How do these capacities develop across the lifespan, what problems arise, and what can we do to improve our memories? To begin to answer these questions, we will evaluate theories and evidence from behavioral experiments, brain-imaging methods, and studies of patients with memory disorders. Along the way, we will consider ongoing debates in the field, such as the role of memory suppression and the malleability of our memories.



Learning Objectives

Coming out of this course, you should have:

- Developed an appreciation for the central role memory plays in our lives, as well as the multiple forms memory can take.
 - The ability to talk competently about the cognitive processes and neural underpinnings of memory development, encoding, retrieval, modification, and forgetting.
 - The knowledge and skills necessary to develop an effective, comprehensive memory test of learning and a more adaptive memory system.
 - Practice presenting research and applying core lessons from the field to real-world problems.
 - The capacity to critically evaluate research methods, data, visual displays of quantitative information, and theories in order to reach sound scientific conclusions.
- **Your instructor agrees to...**
 - a) Make himself available outside of class during posted office hours (and by appointment, as necessary) to answer questions, provide extra help, and discuss matters related to the course of study.
 - b) Respond in a timely fashion (typically by the end of the next school day) to email queries. In the event that more time is required to fully address the student query, the instructor will acknowledge receipt of the email and provide the student with an estimated response time or suggest meeting in person.
 - c) Facilitate a thoughtful, considerate, and engaging learning environment.
 - d) Make available on Moodle a skeleton of lecture slides, suitable for downloading/printing prior to class. Note that these skeletons are intended to supplement note-taking (e.g., by providing important/complicated figures) but are not a replacement for attending class, as they will lack critical information presented only in class.
 - e) Provide adequate time to complete assignments, minimize changes to the published schedule/assignments, and immediately notify students about any such changes.
 - f) Provide comprehensive and fair assessments of

Joint Responsibilities

Achieving the broad aims of this course (e.g., learning how to improve one's memory while simultaneously acquiring the scientific framework necessary to understand memory encoding, consolidation, retrieval, alteration, and loss) requires commitments from instructor and students alike. Below you will find an outline of some of those responsibilities.



Best Practices

To make the most of office hours, it is recommended that you:

- Avoid waiting until the last minute (before an exam/due date) to attend. Seeking help well in advance of deadlines will leave you plenty of time to act on advice discussed.
- Email the instructor in advance or bring with you a concise list of topics/questions you wish to discuss, if possible. Itemizing in this way helps ensure all your questions are addressed and saves you time in the long run. That said, *dropping by for a spontaneous, broader chat is also most welcome*. Tea and/or coffee will be available.

When emailing the instructor, keep in mind that:

- Taking time to draft a concise message with proper spelling/punctuation is expected and will be met with a similarly considered reply.

Writing/other academic help is available through [Bard Learning Commons](http://moodle.bard.edu) (lc@bard.edu).

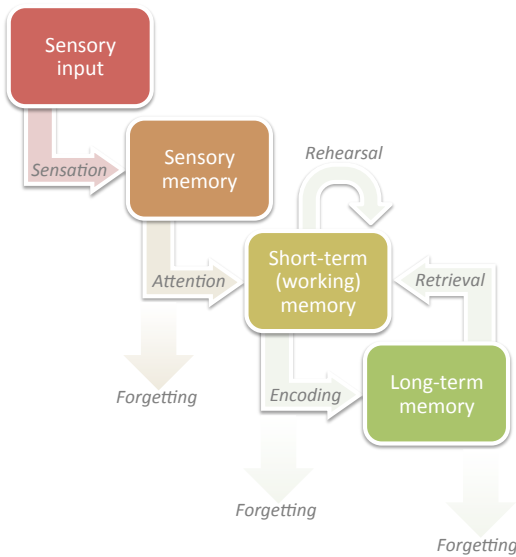
materials presented or assigned. Assignments, with a level of feedback commensurate with the nature and aims of the task, will be returned to students in a timely fashion.

- g) Create and welcome opportunities for students to provide feedback on the course/teaching throughout the semester.
- **You are responsible for...**
 - h) Showing up to class regularly, on time, and prepared. Your attendance is critical to your learning (and course grade), as the in-class demonstrations, activities, movie clips, and other outside materials won't necessarily be covered in your readings or the posted lecture slides. Formal attendance will not be taken; however, you are responsible for any and all material covered in classes missed. Note also that any and all material contained in the assigned readings would be considered fair game on exams (even if it had not been covered directly in class). Your outside readings are intended to provide a solid foundation for class discussions, activities, and advanced lectures. For that reason, it is critical you keep up with the readings and ask (your peers and/or your instructor) if something from the reading is unclear. Review guides will be offered before midterm exams to help focus your studying.
 - i) Checking your **Bard email** regularly for important messages about the course.
 - j) Keeping up with the assignments and readings. The various deadlines and retrieval practice quizzes, distributed across the semester, are meant, in part, to encourage you to do so. But success requires a commitment on your part.

k) Substantively participating in class discussions (in class and/or online via Moodle). This could, for instance, involve asking/answering questions related to the offered course materials. If you participate online, your identity should, at the very least, be visible to the instructor in order for you to receive credit. Note that a top-notch level of participation does not necessitate responding to every question raised in class or online; active or passive efforts to welcome contributions from everyone in the class are also looked upon favorably. Though you are welcome to challenge your fellow students' or your instructor's thoughts and conclusions, please do so in a fashion that is respectful. Challenge ideas, not the person raising them.

l) Keeping distractions to a minimum in class. Phones should be turned off or set on vibrate (and kept out of sight unless they're being used for a designated class activity). Written permission to use laptops in class for note-taking must be obtained in advance through the instructor.

m) Submitting assignments on time, digitally via Moodle (unless prior arrangements have been made with the instructor). A late assignment will immediately be subject to a 10% penalty, with an additional 10% penalty leveled against that assignment's score for every 24 hours it remains late. The only extensions/make-ups that will be granted involve documented cases of medical or family emergency. Students requiring alternative testing or course accommodations (e.g., due to disability) should contact the





instructor privately as early as possible after the first class meeting.

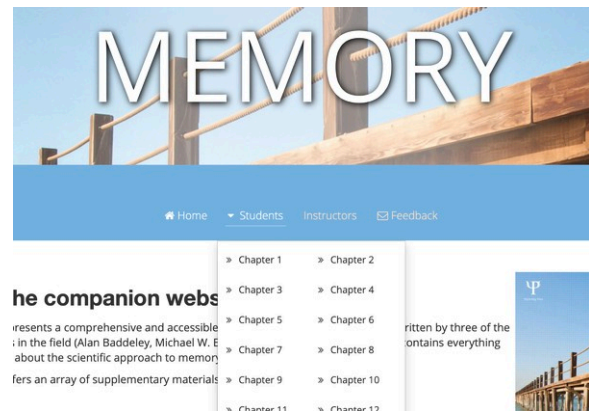
- n) Upholding academic integrity. Plagiarism (e.g., copying other's words or ideas without proper citation) will not be tolerated. You are expected to work independently on each graded assignment, unless explicitly instructed otherwise. When in doubt as to what constitutes plagiarism within the confines of this course, you are encouraged both to consult the student handbook (<http://www.bard.edu/dosa/handbook/index.php?aid=1201&sid=705>) and to contact the instructor for further guidance. There is absolutely no penalty for asking for clarification; however, failing to abide by Bard's standards for academic integrity can result in failing the course.

Assessment Details

- **Weekly Retrieval Practice Quizzes** (*ten equally weighted online quizzes accounting for a total of 10% of your course grade*) provide you with feedback on your understanding and provide an excellent, low-stakes opportunity to space out your learning and practice retrieving the information—two factors that will greatly increase your long-term retention of the material. Typically, they will involve about 5 questions, using some combination of multiple choice, true/false, and matching formats. These online quizzes, which will be made available on Moodle after each Thursday's class (beginning the second week and excluding Thanksgiving and exam weeks) and remain open until 11:55pm the following day (Friday), will tap material covered up through and including what was discussed in class that Thursday—including any assigned readings. The quizzes will be cumulative, though questions will be heavily weighted towards recently covered material. While they are open-book/-notes quizzes, once you begin a quiz, you only will have *10 minutes* to complete it (your responses must be submitted before the time expires or they won't be counted; you only get one attempt, and you are NOT allowed to share answers with other students until after the deadline). Therefore, you should keep organized notes and not rely too heavily on external resources. The

reasoning for these quizzes is threefold. First, repeated testing of studied information, spaced out over time, improves long-term retention (Karpicke & Roediger, 2008). Second, the open-book nature of the quizzes, together with the time limit, encourage you to familiarize yourself with the readings and keep organized notes. Third, the results will serve to highlight gaps in understanding that could benefit from additional attention in class, office hours, or during private study. In other words, these quizzes are designed to maximize your memory for course material. They are not designed to be punitive, lengthy, or particularly picky/difficult, provided you've been keeping up with the readings and attending class. As you are able to take the quizzes online after class (and because there are many low-stakes quiz opportunities), no make-ups will be offered.

- Should you want additional (non-graded) practice to support your learning, you are encouraged to use the free online resources made available by the textbook publisher, including example questions, flash cards, simulations, interactive activities, and links to videos. Just point your browser to <https://routledgetextbooks.com/textbooks/9781848721845/> and click the "Students" button along the blue banner at the top of the page to select the chapter of interest.



- **Midterms** (*two non-cumulative in-class exams, each accounting for 20% of your course grade*) involve a combination of multiple-choice, matching, fill-in-the-blank, and short-answer/essay questions. Not only will you be responsible for remembering core terminology and concepts introduced during class and the readings, you will be asked to apply this learning to draw sound conclusions from (and highlight limitations of) sample experiments and example results.
- **Make-Your-Own Final Exam** (*cumulative and accounting for 20% of your course grade*) allows you to demonstrate your ability to (1) identify the core concepts, themes, and interconnections within the domain of learning & memory; (2) apply learned techniques for designing reliable, valid, and informative tests of declarative memory; (3) demonstrate your mastery of the course material by establishing an answer key/rubric and correcting someone else's responses, just as a professor would. Some class time will be devoted to going over the specifics of the assignment.

- In short, each student will create from scratch a cumulative final exam, structured like the midterms from this course and covering the entire range of material assigned throughout the semester. The exam development process will be open book and completed outside of class. The quality of *your exam (along with the corresponding answer key/grading rubric)* will be evaluated by the instructor based on comprehensiveness, depth, appropriate prioritization of the most relevant information (as defined by what was emphasized in the readings, during class discussions, and on previous study guides, assignments, as well as the midterms), understandability and accuracy of the exam materials (including the answer key/



rubric), creativity, and adherence to the principles discussed in class/the readings related to developing tests that *promote lasting learning* and the *most reliable/valid assessment* of material covered. Additionally, peer review of the exam (see below) will be taken into account when the instructor assigns a grade for the Make-Your-Own Exam.

- On the designated date (see course schedule below), all students will take a final exam created by a classmate randomly chosen by the instructor (the name of the exam designer will be redacted in the test-taker's copy). Students are to complete the randomly assigned exam to the best of their ability (closed book—so students should arrive having studied) and then evaluate that exam using the criteria provided by the instructor. Responses to the exam questions themselves will be reviewed by the instructor. But, beyond ensuring that the test takers attempted to complete the exam to the best of their ability, performance on the randomly assigned exam will *not* affect the test-taker's grade (e.g., they will not be penalized for someone else's poorly constructed exam). Instead, your grade for this assignment will be based on the quality of the exam (and answer key/rubric) *you* developed (nine-tenths of the overall grade for the exercise), along with thoroughness of the peer review you offered (one-tenth of grade).
- *Re-using questions from existing midterms, quizzes, or textbook/related materials (including those offered on the publisher's website) is strictly prohibited.* However, the concepts/information at the root of previous test questions are most certainly fair game for inclusion on exam you design. Your task is to come up with new, creative ways to test information from a slightly different angle (a quality that promotes generalization, as you'll learn). In so doing, it is expected that you will

compare your homemade exam questions to those from all exams/quizzes administered to the class this semester in order to ensure there is no direct overlap. Shortcuts like swapping out/around a few words from an existing question do NOT demonstrate a comprehensive grasp of the material and will be scored accordingly (i.e., penalized). If you are unsure as to whether the overlap is too strong, you are encouraged to ask the instructor during office hours or via email. The instructor will consider any reasonable argument for phrasing a Make-Your-Own Exam question but *only prior to the due date*.

- **Controversy Papers** (two papers, each counting for 10% of course grade) provide you with two opportunities to weigh in on important controversies in the field of learning & memory. You must submit the first of the two papers by 11:55pm on Thursday 10/31. Your second paper must be submitted by 11:55pm on Tuesday 12/10. There is no need to wait until the last minute to submit these papers. Plan in advance, taking into consideration your other obligations for this and other classes (and whatever else it is you may be doing outside of the classroom). You will choose two controversies from a menu of options and, for each, write a paper (4-5 double-spaced pages, excluding title page and references) that:
 - Summarizes the basic controversy, providing background information that is generally accepted by both sides of the debate, using appropriate citations. This should be motivated with a consideration of why the issue is relevant to basic research and/or real-world, applied issues.
 - Presents a fair summary of both sides of the controversy, using results/conclusions drawn from *at least three empirical articles on each side*. While review/perspective/theory articles may be used to supplement these summaries (provided you cite them) and/or point you to relevant sources, they do NOT count toward the three required empirical articles (original, peer-reviewed research articles based on observation/data, rather than logic). If you need help tracking down articles or have any question as to what "counts" or not, please email your instructor early, leaving yourself enough time to obtain and digest the articles.
 - Argues your perspective, based on the available evidence. Which side seems to have the most support? Or, perhaps the controversy is ill-framed. If so, you could suggest another way of viewing the issue, entirely. In any case, it is important to acknowledge what remains to be determined, pointing to future steps that may further clarify the situation.

- Follows APA style, complete with a title page, reference section, and page numbers, uses a 10- or 12-point font with reasonable margins, and is carefully checked for proper spelling and grammar. If you don't have an APA Style manual, you can find a lot of useful tips online, such as from the Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html. I posted some additional reference materials inside the "APA Style/Scientific Paper Writing Tips" folder at the top of the course's Moodle page.
- I have also posted a chapter from Scott Slotnick's Controversies in Cognitive Neuroscience to Moodle on the topic of long-term memory and the medial temporal lobe. While this chapter is longer and contains far more citations/details than would be expected in your much shorter assignment, it does provide a general model for you to follow in structuring your paper.
- You may choose from the following controversies (or get *written approval* for another controversy not listed here by emailing your instructor well in advance of the paper submission deadline):
 - **Recovered memory debate**
 - Is it possible to completely repress a traumatic memory for years, only to recover it, in full, later?
 - Some keywords to help get your literature search started:
 - Memory wars
 - Recovered memories
 - Inhibition, repression, and suppression
 - **Proscribed or proscribed forgetting**
 - Is it possible/appropriate to provide a drug (or other intervention) to help individuals forget after experiencing a trauma?
 - Some keywords to help get your literature search started:
 - Propranolol
 - Neuroethics
 - Reconsolidation
 - Behavioral vaccines
 - Post-traumatic stress disorder
 - **The promise of brain-training**
 - Is it possible to train working memory such that it leads to generalizable real-world improvements?
 - Some keywords to help get your literature search started:

- Brain-training, cognitive training
- Near- and far-transfer
- Neuroplasticity
- **Cannibalizing memories**
 - Does cannabis use lead to lasting impairments in memory?
- **Multiple trace theory of memory vs. standard model of consolidation**
 - Is the hippocampus necessarily involved in the storage and retrieval of episodic information, even if the memories are very old/well established?
 - Some keywords to help get your literature search started:
 - Hippocampus
 - Memory consolidation
 - Multiple memory trace (MMT)
 - Retrograde amnesia
 - Temporal gradient
- **Article Posters** (*two posters, each counting for 5% of course grade*) provide a way to practice consolidating the information from a many-paged, text-heavy empirical article and transforming it into an eye-catching, efficient, and informative visual display of its main background, method, results, discussion, and future directions. You have, no doubt, seen some examples of research posters as you traveled through the halls of RKC and Preston. Throughout the course, you will have the opportunity to design two posters of your own, based on selected class readings.
 - *Any empirical article flagged with an asterisk (*)* in the course schedule below is eligible. Select any two of those articles, though I'd recommend at least skimming the articles first. You must submit the first of the two posters by 11:55pm on Tuesday 10/22. Then, incorporating that feedback that you receive based on your first submission, you should go about selecting a second, different article and designing a poster for it by 11:55pm on Thursday 12/19 (though there's no need to wait until the last minute to do so, as your graded Make-Your-Own Exam is due the same day). The expectation is that your second poster should be even more effective than the first (though, obviously, the underlying source content will be different).
 - This course, part of the "Cluster C" requirement for Psychology majors at Bard, emphasizes the effective display of quantitative information (amongst other things). As such, you must *recreate* (from scratch, using whichever electronic graphing program you prefer—Excel, R, etc.) at least one of the figures from the original article. If the original article used a table, then you could make it into a graph

(should that serve the purpose of effective data display), for instance. Or you could take an existing graph and recreate it in a way that somehow improves upon it (e.g., getting rid of “chart junk,” more clearly emphasizing the relevant comparisons, etc.).

- Need some inspiration or further guidance? Check out the “*Tips for Making Posters*” section at the top of the course’s Moodle site. Remember that research posters represent a concentrated version of a larger project. Details from the original article that are not critical to understanding the “big picture” should not be included in the poster. Figuring out just what should/should not be included takes practice. That’s precisely why we’re practicing it!

Additional Support

The course material and associated discussions are apt to inspire individuals to reflect on real-world issues pertaining to memory. Mnemonic processes—even with all their limitations—generally are highly adaptive, just as the contents of memory are often favorable. However, certain memories and memory states can give rise to discomfort or worse. If you happen to experience psychological distress, it is important to know that numerous resources are available on and off campus, including the Bard Counseling Center (845-758-7433), BRAVE (1-845-758-7777), and the National Alliance on Mental Illness’s (NAMI’s) HelpLine (1-800-950-6264). If you foresee some of the material outlined we plan to cover being particularly problematic, you are encouraged to discuss a reasonable path forward with the instructor.

Course Planning

Later in the course, we will cover the topic of prospective memory. Prospective memory involves remembering to carry out some intended action in the future. You know, like turning in an assignment, taking an online quiz, or preparing for an exam. There’s no reason you can’t take steps now to improve your ability to carry out the appropriate actions on time, even before we cover the topic. So please, please, please take the time to review all the deadlines and scheduled exam dates below. Transfer them to your personal calendar immediately. Doing so will help you avoid scheduling conflicts (e.g., around Fall Break and holiday travel) and allow you to carve out the necessary time to perform your best. Remember, outside of accommodations facilitated by Bard’s Disability Support Services, the only extensions/make-ups that will be granted involve documented cases of medical or family emergency.

Tentative Course Schedule

Date (day)	#	Topic for Class Assignments
9/3 (t)	1	COURSE OVERVIEW <ul style="list-style-type: none"> ▶ In class: Getting-to-know-you survey (https://forms.gle/zXHBiBffn9rSSUj7) ▶ In class: PSY 234 memory championships, round #1 (pen & paper)
9/5 (th)	2	IMPROVING YOUR MEMORY <ul style="list-style-type: none"> • Have read: Chapter 17; Putnam et al. (2016)—<i>both available on Moodle (.pdf)</i> • Book recommendation: <u>Moonwalking with Einstein</u> by Joshua Foer ▶ In class: PSY 234 memory championships, round #2 (with mnemonics)
9/10 (tu)	--	NO CLASS - JUSTIN AWAY @ ECRO CONFERENCE (ITALY) <ul style="list-style-type: none"> • Have read: Chapter 1; Banaji & Crowder (1989)—<i>both available on Moodle (.pdf)</i>
9/12 (th)	--	NO CLASS - JUSTIN AWAY @ ECRO CONFERENCE (ITALY) <ul style="list-style-type: none"> • Have read: Chapter 2; Lehrer (2007)—<i>both available on Moodle (.pdf)</i> • Optional reading: *Chu & Downes (2002)—<i>also available on Moodle (.pdf)</i> • Online retrieval practice quiz #1 due tomorrow (Friday) by 11:55pm
9/17 (tu)	3	SHORT-TERM MEMORY <ul style="list-style-type: none"> • Have read: Chapter 3—<i>available on Moodle (.pdf)</i>
9/19 (th)	4	WORKING MEMORY <ul style="list-style-type: none"> • Have read: Chapter 4; *Vogel, McCollough & Machizawa (2005) <i>Note: Starting today, readings from primary text will NOT be available on Moodle</i> • Online retrieval practice quiz #2 due tomorrow (Friday) by 11:55pm
9/24 (tu)	5	LEARNING <ul style="list-style-type: none"> • Have read: Chapter 5; *Karpicke & Zaromb (2010)
9/26 (th)	6	CLASSICAL CONDITIONING <ul style="list-style-type: none"> • Have read: Gluck, Mercado & Myers supplement, Chapter 4—<i>pdf on Moodle</i> • Online retrieval practice quiz #3 due tomorrow (Friday) by 11:55pm
10/1 (tu)	7	OPERANT CONDITIONING <ul style="list-style-type: none"> • Have read: Gluck, Mercado & Myers supplement, Chapter 5—<i>pdf on Moodle</i>
10/3 (th)	8	CATCH-UP & REVIEW <ul style="list-style-type: none"> ▶ In class: How to design an effective research poster • Online retrieval practice quiz #4 due tomorrow (Friday) by 11:55pm
10/8 (tu)	9	MIDTERM EXAM 1
10/10 (th)	10	REPETITION IN CONTEXT: QALMRI PRACTICE <ul style="list-style-type: none"> • Have skimmed: Grill-Spector, Henson & Martin (2006) • Have read for in-class activity: *Kim, Lewis-Peacock, Norman & Turk-Browne (2014)
10/15 (tu)	--	NO CLASS - FALL BREAK

Date (day)	#	Topic for Class Assignments
10/17 (th)	11	EPISODIC MEMORY <ul style="list-style-type: none"> • Have read: Chapter 6; *Clayton & Dickinson (1998) • Online retrieval practice quiz #5 due tomorrow (Friday) by 11:55pm
10/22 (tu)	12	SEMANTIC MEMORY <ul style="list-style-type: none"> • Have read: Chapter 7 • Poster #1 (any* article) uploaded to Moodle by 11:55pm
10/24 (th)	13	RETRIEVAL <ul style="list-style-type: none"> • Have read: Chapter 8; Antony, Ferreira, Norman & Wimber (2017) • Online retrieval practice quiz #6 due tomorrow (Friday) by 11:55pm ▶ After class: Course feedback survey (online, anonymous)
10/29 (tu)	14	INCIDENTAL FORGETTING <ul style="list-style-type: none"> • Have read: Chapter 9
10/31 (th)	15	MOTIVATED FORGETTING <ul style="list-style-type: none"> • Have read: Chapter 10; *Levy, McVeigh, Marful & Anderson (2007) • Controversy paper #1 uploaded to Moodle by 11:55pm • Online retrieval practice quiz #7 due tomorrow (Friday) by 11:55pm
11/5 (tu)	16	AUTOBIOGRAPHICAL MEMORY <ul style="list-style-type: none"> • Have read: Chapter 11
11/7 (th)	17	EYEWITNESS MEMORY & PLOTTING ROC CURVES <ul style="list-style-type: none"> • Have read: Chapter 12; *Gronlund, Wixted & Mickes (2014) • Online retrieval practice quiz #8 due tomorrow (Friday) by 11:55pm
11/12 (tu)	18	PROSPECTIVE MEMORY <ul style="list-style-type: none"> • Have read: Chapter 13
11/14 (th)	19	CATCH-UP & REVIEW <ul style="list-style-type: none"> ▶ In class: Go over make-your-own exam specifics • Online retrieval practice quiz #9 due tomorrow (Friday) by 11:55pm
11/19 (tu)	--	NO CLASS - PSYCH BOARD DAYS
11/21 (th)	20	MIDTERM EXAM 2
11/26 (tu)	21	MEMORY IN CHILDHOOD <ul style="list-style-type: none"> • Have read: Chapter 14; Thompson-Schill, Ramscar & Chrysikou (2009)
11/28 (th)	--	NO CLASS - THANKSGIVING RECESS
12/3 (tu)	22	MEMORY & AGING <ul style="list-style-type: none"> • Have read: Chapter 15
12/5 (th)	23	WHEN MEMORY SYSTEMS FAIL <ul style="list-style-type: none"> • Have read: Chapter 16; *Carlyle et al. (2017) • Online retrieval practice quiz #10 due tomorrow (Friday) by 11:55pm

Date (day)	#	Topic for Class Assignments
12/10 (tu)	24	PUTTING THE SEMESTER TO BED <ul style="list-style-type: none"> • Have read: *Bendor & Wilson (2012); Cirelli (2017) • Optional reading: Feld & Born (2017) • Controversy paper #2 uploaded to Moodle by 11:55pm
12/12 (th)	25	STUDENT-LED REVIEW SESSION <ul style="list-style-type: none"> ▶ Make-your-own exam (with answer key/rubric) uploaded to Moodle by 11:55pm
12/17 (tu)	26	FINAL EXAM <ul style="list-style-type: none"> ▶ In class: Take & comment on the anonymized exam designed by one of your peers ▶ After class: Justin will scan and email you back your completed exam for grading
12/19 (th)	--	NO CLASS - COMPLETION WEEK <ul style="list-style-type: none"> ▶ Your graded make-your-own exam uploaded to Moodle by 11:55pm • Poster #2 (any other* article) uploaded to Moodle by 11:55pm

Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather). For planning purposes, every effort will be made to maintain scheduled exam and due dates.