COGNITIVE PSYCHOLOGY

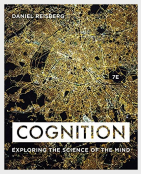
Class Times: T/Th 11:50am-1:10pm in *Heg 204* | **Office Hours:** M 1:30-2:30pm/W 9:30-10:30am/by appointment

Instructor

Dr. Justin Hulbert
office: Preston 108
phone: x4390
e-mail: jhulbert@bard.edu
(preferred contact)

Course Materials

Reisberg (2019). *Cognition: Exploring the Science of the Mind* (7th ed.). New York, NY: W.W. Norton.



ZAPS Cognition Labs (see below for access information)

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

Prerequisites

An intro psychology course or permission of the instructor.

Assessment

- Quizzes (top 5/6): **50pts**
- ZAPS Labs (10/14): **50pts**
- Article Review: **50pts**
- Exams (3): **300pts**
- Training Project: **100pts**

Final grade (%) = ((Total pts+extra credit pts)/550)*100

Course Overview

Cognitive psychology is the scientific study of the mind: how we perceive the world, acquire new information and remember it later, make plans, reason, and use language. In this course we examine the empirical foundations that determine our understanding of these fundamental processes, including classic/contemporary research methodologies and neurocognitive changes over the lifespan.

Joint Responsibilities

Achieving the broad aims of this course requires commitments from instructor and students alike. Below you will find an outline of some of those responsibilities.

- **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

Learning Objectives

Coming out of this course, you should have:

- The ability to talk competently about the cognitive processes and neural underpinnings involved in how humans perceive, represent, and communicate knowledge.
- Developed an appreciation for the primary research methods and theories used to investigate cognition.
- Identified the common bottlenecks in human information processing and how best to manage them in everyday life.
- Come to appreciate how computer models do[n't] mimic cognitive processes and the potential of brain-computer interfaces.
- The capacity to critically evaluate evidence related to fundamental debates pertaining to cognition (e.g., the basis of human consciousness and the value of cognitive-training programs).

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 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

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 (lc@bard.edu).

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.

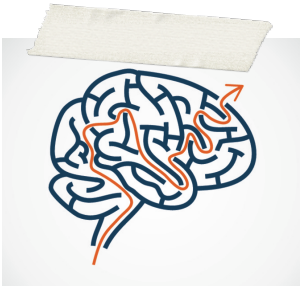
Assessment Details

- **Quizzes** (*your top 5 of 6 quiz scores, each worth 10 points for 50 points total*) assessing comprehension of assigned/presented material will be administered online via Moodle. Each quiz contains about 20-25 multiple-choice questions. You are expected to complete these quizzes *after* you complete the associated assigned reading (NOT while reading the assigned chapter), as most of the questions will stem from the reading material assigned since the last quiz—material which may/may not have been presented in class. You will have up to *25 minutes* to complete each quiz and can use your notes, text, etc.; however, you may only take the quiz once (and must submit your responses before the deadline to receive any credit). Each quiz will be *available for 72 hours*. See schedule below. You may take it at any point within that window, so long as your responses are submitted before the deadline. It is your responsibility to schedule time to complete the quizzes. Add them to your calendar (and set reminders) immediately. No extensions or make-up quizzes will be offered, as the answers will be posted to Moodle after the quiz deadline and you will be able to drop the lowest quiz grades (which may be a quiz for which you received a 0 by failing to complete it before the deadline). Why have quizzes? Repeated testing of studied information improves long-term retention (Karpicke & Roediger, 2008). The testing schedule promotes consistent and effective reading/study habits (Ruscio, 2001). Moreover, the results of the quizzes 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. For practice before quizzes and exams, you are invited to use the interactive flash cards for each textbook chapter linked off our Moodle site.
    - If you have accommodations for extended time on tests and would like to take advantage of extra time on these online quizzes, bring this to my attention so that we can arrange a reasonable solution. Extra time on quizzes must be explicitly arranged with me *in advance*.
- **ZAPS Labs** *(10 out of 14 labs, each worth 5 points for 50 points total*) give you the opportunity to explore well known cognitive psychological phenomena through online participation in illustrative experiments. Labs are due by 11:59pm on the assigned days. For each lab, you are expected to read the instructions or watch the provided instructional video, participate in the experiment to the best of your ability, and answer some short-answer/multiple-choice "Learning Check" questions. For each lab assignment, 90% of your grade will be based on completing the lab (including associated activities). The other 10% of your assignment grade will be determined by your performance on the Learning Check questions. Although there are *14* assigned labs, only your 10 highest lab scores will counted toward your final course grade. In other words, your

lowest four scores (which could include labs you chose not to/failed to complete by the deadline) will be dropped. Plan ahead so that you complete the required 10 labs. Anonymized class data may be presented for illustrative purposes, but results will not be used for research purposes. No make-ups or extensions will be offered. To gain access to ZAPS:

1. Visit digital.wwnorton.com/cognition7
2. Select "No, I need to register, purchase, or sign up for trial access"
3. Select one of the following options:
    1. "I have a registration code" (if you purchased an e-book or printed 7th edition textbook that came with a valid ZAPS code; for market prices, visit the Bard Bookstore or https://wwnorton.com/books/Cognition)
    2. "I want to purchase access" (if your textbook did not come with a valid registration code; e.g., if you purchased a used copy)
    3. "I want to sign up for 21 days of trial access" (if you are unsure whether you are going to continue with the course; note, however, that you will need to extend your access for the semester, should you decide to continue)
4. To get credit for completing the ZAPS labs, you will need to link your account with our 5-digit Student Set ID number
    a. **Student Set ID number** (for Bard_CogPsych_S20 class): **211967**

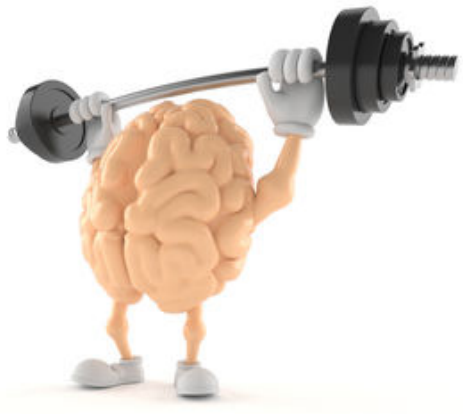
e. *Stuck? Need assistance?* Various resources to help you get started using ZAPS are available online, as well as a way to submit a support ticket request (e.g., for technical glitches, access problems, disputes regarding ZAPS questions/ answers, etc.). Point your browser to: https://wwnorton.knowledgeowl.com/help/zaps-students.



- **Article Review** *(50 points total)* offers you an opportunity to demonstrate your ability to interpret and evaluate empirical research in the field. For this short paper assignment, you will assume the role of a journal reviewer (pretend that the article has not yet been published and you are providing a summary and evaluation of the work to the journal's editor). To do so, select one of the readings marked as "Optional" from the course schedule below (note that those marked *"NOT for Article Review"* are not eligible for this assignment). After reading (and re-reading) the article, summarize it in your own words; do not simply copy the published abstract! Your summary should include brief descriptions of the study's rationale and method, the main results, and conclusions. Following your summary (~1-2 double-spaced pages), you should critically evaluate the merits and limitations of the article. While you may consider limitations explicitly raised by the authors in the published article, you must identify at least TWO of your own, unique critiques/concerns and discuss ways in which the study could be improved. You are welcome to cite outside sources, though this is not required. The whole assignment should take

roughly 2-3 double-spaced pages. Your name should be on the paper, as well as the APA-style citation of the article you are reviewing; however, no separate title page is necessary. Resources to support your role as a reviewer have been made available at the top of the Moodle site. Your article review will be due by 11:59 on the assigned day (see below schedule), though you are welcome to select for this assignment an eligible article that is assigned in the second half of the course.

- **Exams** (3 *in-class exams, each worth 100 points for 300 points in total*) may involve a combination of multiple-choice, matching, fill-in-the-blank, and short-answer/essay questions. Not only will you be responsible for demonstrating your mastery of the core terminology and concepts introduced during class, experiment demonstrations, and in the assigned readings, you will be asked to apply this learning to draw sound conclusions from (and highlight limitations of) sample experiments/data using your understanding of relevant theories/models of human cognition. The assigned readings are considered foundational for the work we do during class meetings. As such, you will be responsible for (and tested on) the foundational material presented in the textbook, even if it was not explicitly covered in class. The chapter summaries, key terms, and example questions in the textbook, as well as the online quizzes provide a good guide as to what is considered "foundational." The second exam will assess your handling of material introduced after the first exam. The third (final) exam will be cumulative, with a particular emphasis on topics introduced after the second exam. Study guides will be posted on Moodle in advance of each exam.
- **Cognitive Training Project** (*100 points in total*) starts with a group proposal for a training regimen designed to improve a specific cognitive skill over a one-month period. In addition to your textbook and material presented in class, you can draw from the concepts and tasks listed in the Cognitive Atlas (http://www.cognitiveatlas.org) to help identify appropriate processes and tasks. Once approved by the instructor, you and your group of 3-5 other students will implement your protocol and track its specific and generalizable effects on your cognition. Your project will culminate with a group presentation and a written report (to be produced individually).
  - After first workshopping your proposal in class, each group of 3-5 students will submit a single written proposal to the instructor *(25 points)*. While this document need not be written as a polished research paper (i.e., bulleted outlines or flowcharts are acceptable), it should provide sufficient justification (with citations) for your hypotheses and methodology In order for the instructor to sign off on your project, be sure to explicitly identify your constructs and how you will operationalize them into your independent



and dependent variables. Your protocol should include an expected timeline and be as free from major confounds as the constraints of the project allow. (Do be sure to consider appropriate controls.) Once your project has been approved (it may take a couple rounds of editing), you may begin implementing your protocol. It is up to you to stick to your protocol. Don't wait until the last minute to get started!

- Towards the end of the semester, each group will present *(25 points)* their training protocol and preliminary findings to the class in the style of a 10-minute "infomercial" (with an additional 2 minutes reserved for questions and answers from the audience). Your infomercial should include the relevant background information about the targeted cognitive skill (including any previous training attempts in the literature), how you're measuring the skill before/during/after the training period, methodological limitations, and why the predicted improvements would be useful to the general public. Because of the strict time limit, *your presentations (in PowerPoint or Keynote format; if you created your presentation using Google Slides, you still must export your presentation to a compatible format) must be uploaded to Moodle in advance of the first class presentation session.*
- Finally, each individual group member will submit *(50 points)* an independent research paper (8-10 double-spaced pages) that:
  - Builds a clear, logical case (based on prior literature) for your initial hypotheses.
  - Details the background (with relevant literature review), hypotheses, methodology, results, and conclusions of your training exercise (based on the evidence, would you recommend its widespread use?). Your grade will NOT depend on whether your regimen showed any specific or generalizable improvements. It's *absolutely fine* if you report a null result (or even one that goes in the opposite direction of your prediction). Your ability to carefully design, implement, summarize, and interpret the results of a thoughtful cognitive training/testing regimen is what will be assessed, as will your ability to display your results using effective graphs and tables.
  - 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 "Details of Cognitive-Training Project" folder on Moodle.
  - Went through an *initial rough-draft stage*, submitted to the instructor on the specified date (see course schedule below) for feedback. Failure to turn in the draft or a clear lack of effort will negatively impact your overall grade for the final paper.
- **Extra Credit** Over the course of the semester, there will be a number of psychology-sponsored colloquia (see http://psychology.bard.edu and posters for dates and locations). Attending these

talks is a great way to hear from interesting people in the field of psychology (and mingle over some snacks afterwards). It is also a way of earning up to 10 extra course points. To receive credit, attend a talk and submit one original question you would have for the speaker (it can't be a question someone else in the audience asked) to Moodle *within 48 hours of the talk* (see the "Extra Credit Submissions" link at the top of our Moodle site). Attendance and question submission will earn you a total of 5 course points for each talk up to the maximum. You may *not* receive extra credit in two different courses for attending the same talk.

Accessibility

Bard College is committed to providing equal access to all students. If you anticipate issues related to the format or requirements of this course, I invite you to meet with me to discuss ways to ensure your full participation in the course. Together, we can plan how best to support your learning and coordinate your accommodations. Students who have already been approved to receive academic accommodations through disability services should share their accommodation letter as soon as possible. Have a learning difference or disability – including mental health, medical, or physical impairment – and are not yet registered? Please contact Disability Support Services at disabilityservices@bard.edu. The coordinator will confidentially discuss the process to establish reasonable accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

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 Spring Break and other 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
1/28 *(t)*	**1**	**How can you do well in this course (& improve your cognition, generally)?** • In-class readings: - Putnam, Sungkhasettee, & Roediger (2016) - Kornell & Bjork (2007) ▸ Getting-to-Know-You Survey: https://forms.gle/p3vpAhX21PGqCypf6 • After class: Get your textbook & register for ZAPS
1/30 *(th)*	**2**	**How did we get here?** • Have read: Chapter 1 (reading also available on Moodle) ✶Method focus: Beyond introspection…approaches to studying consciousness ◉ZAPS (Stroop) completed by 11:59pm
2/4 *(t)*	**3**	**What does the brain have to say (part 1)?** • Have read: Chapter 2 (reading also available on Moodle) ✶Method focus: EEG during altered states of consciousness (sleep & vegetative state) • *Optional reading (after class): Cruse et al. (2011)*
2/6 *(th)*	**4**	**What does the brain have to say (part 2)?** • Have read: Owen et al. (2006) ✶Method focus: fMRI to detect awareness in the vegetative state • *Optional reading (after class, NOT for Article Review): Owen et al. (2007)* ▸ **Quiz #1** open from 2/5 (yesterday) at 12:00am - 2/7 (tomorrow) at 11:59pm
2/11 *(t)*	**5**	**Let's see how this goes: Visual processing in the brain** • Have read: Chapter 3 (pp. 63-80; reading also available on Moodle) ✶Method focus: Mental chronometry • *Optional reading (after class): Gottsdanker & Shragg (1985)* ◉ZAPS (Visual Search) completed by 11:59pm
2/13 *(th)*	**6**	**Focusing on the bigger picture** • Have read: Chapter 3 (pp. 80-105; reading also available on Moodle) ✶Method focus: Non-human animal research in blindsight • *Optional reading (after class): Schmid et al. (2010)* ◉ZAPS (Ponzo Illusion) completed by 11:59pm ▸ **Quiz #2** open from 2/12 (yesterday) at 12:00am - 2/14 (tomorrow) at 11:59pm
2/18 *(t)*	**7**	**The apple of my eye (and other forms of object recognition)** • Have read: Chapter 4 ✶Method focus: Face recognition in split-brain & prosopagnosic patients • *Optional readings (after class): Gazzaniga & Smylie (1983); Stephan & Caine (2009)* ◉ZAPS (Split Brain) completed by 11:59pm

Date (day)	#	Topic for Class | Assignments
2/20 *(th)*	**8**	**Do I have your attention now?** • Have read: Chapter 5 ✳Method focus: Semantic priming in hemispatial neglect • *Optional reading (after class): McGlinchey-Berroth et al. (1993)* ◉ZAPS (Attentional Blink) completed by 11:59pm
2/25 *(t)*	**9**	**So you think you can multitask?** • Have read: Conway et al. (2001) ✳Method focus: Reading empirical articles (e.g., Conway et al.) using QALMRI ▸ **Quiz #3** open from 2/24 (yesterday) at 12:00am - 2/26 (tomorrow) at 11:59pm
2/27 *(th)*	**10**	**Plotting ahead: Exam #1 review** ✦Method focus: Visual display of quantitative information
3/3 *(t)*	**11**	**Exam #1**

3/5 *(th)*	**12**	**Does practice make perfect?**
		• Have read:
		  • Katz, Shah, & Meyer (2018)
		  • Redick (2019)
		✳Method focus: Small-N designs and meta-analyses
		▸ Activities: Cognitive-training assignment; Course survey (online, anonymous)
		◉ZAPS (Operation Span) completed by 11:59pm

3/10 *(t)*	**13**	**Cognitive training workshop/discussion** • Have consulted: • At least 2 additional background readings for your brain-training project (many possibilities have been made available on Moodle) ✳Method focus: Experiment programming with PsyToolkit, OpenSesame, & PsychoPy ▸ Activity: Overview of course feedback survey results
3/12 *(th)*	**14**	**Memory acquisition: Collect them all!** • Have read: • Chapter 6 ✳Method focus: Subsequent memory analysis • *Optional reading (after class): Wagner et al. (1998)* ◉ZAPS (Encoding Specificity) completed by 11:59pm • **Training proposal** (one for each group) due **today** (by 11:59pm via Moodle)

3/17 *(t)*	**15**	**Digging up old memories**
		• Have read:
		  • Chapter 7
		  • Levy & Wagner (2013)
		✳Method focus: Brain-computer interfaces
		• *Optional reading (after class): Rafidi et al. (2018)*
		◉ZAPS (Serial Position Effect) completed by 11:59pm
		▸ **Quiz #4** open from 3/16 (yesterday) at 12:00am - 3/18 (tomorrow) at 11:59pm

Date (day)	#	Topic for Class | Assignments
3/19 *(th)*	**16**	**The seven sins of memory** • Have read: • Chapter 8 (pp. 279-310) • Schacter (2001) ✳Method focus: Optogenetic false memory inception • *Optional reading (after class): Liu, Ramirez, & Tonegawa (2013)* ◉ZAPS (False Memory) completed by 11:59pm • **Article review** due **today** (by 11:59pm via Moodle)
3/24 *(t)*	--	**No class (Spring Break)**
3/26 *(th)*	--	**No class (Spring Break)**
3/31 *(t)*	**17**	**Conceptually speaking...** • Have read: Chapter 9 ✳Method focus: Word norms and typicality effects • *Optional reading (after class): Migueles & García-Bajos (2013)* ◉ZAPS (Sentence Verification) completed by 11:59pm
4/2 *(th)*	**18**	**Imagine that!** • Have read: Chapter 11 ✳Method focus: Wearing the hat of a skeptical reviewer (Stromeyer & Psotka, 1970) • *Optional readings (NOT for Article Review): Blakemore et al. (1970); Foer (2006)* ◉ZAPS (Mental Scanning) completed by 11:59pm ▸ **Quiz #5** open from 4/1 (yesterday) at 12:00am - 4/3 (tomorrow) at 11:59pm
4/7 *(t)*	**19**	**Exam #2 Review**
4/9 *(th)*	**20**	**Exam #2**
4/14 *(t)*	**21**	**Read my lips** • Have read: Chapter 10 (pp. 365-392) ✳Method focus: Integrating methodologies (word meaning+world knowledge) • *Optional reading (after class): Hagoort et al. (2004)* ◉ZAPS (Lexical Decision) completed by 11:59pm
4/16 *(th)*	**22**	**It's all relative** • Have read: Chapter 10 (pp. 392-409) ✳Method focus: Cross-cultural perspectives on cognition • *Optional reading (after class): Roberson, Davies, & Davidoff (2000)* • **Cognitive-training rough draft** due **today** (by 11:59pm via Moodle)
4/21 *(t)*	**23**	**Houston, we've got a problem** • Have read: Chapter 12 ✳Method focus: Stimulus selection for a RAT study • *Optional reading (after class): Storm & Angello (2010)* ◉ZAPS (Sudden Insight) completed by 11:59pm

Date (day)	#	Topic for Class | Assignments
4/23 *(th)*	**24**	**Cognitive shortcuts: The good, the bad, & the ugly** • Have read: Chapter 13 ✳Method focus: Selling cognition's import in the real world (e.g., endowment effect) • *Optional reading (after class): Khaneman, Knetsch, & Thaler (1990)* ◉ZAPS (Decision Making) completed by 11:59pm
4/28 *(t)*	--	**No class (Advising Day)** ▸ **Quiz #6** open from 4/27 (yesterday) at 12:00am - 4/29 (tomorrow) at 11:59pm
4/30 *(th)*	**25**	**Cogito ergo sum** • Have read: Chapter 14 ✳Method focus: Defining the debate (about free will)
5/5 *(t)*	--	**No class (Psychology Board Day)**
5/7 *(th)*	--	**No class (Psychology Board Day)**
5/12 *(t)*	**26**	**Group cognitive-training presentations**
5/14 *(th)*	**27**	**Exam #3**
5/19 *(t)*	--	**No class (enjoy break!)** • **Cognitive-training paper** due **today** (by 11:59pm via Moodle)

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.