

COGNITIVE PSYCHOLOGY

Mon January 10th to Fri May 6th, 2022

PSYC 208 sections 001 & 002 — Spring 2022 — 3 credit hours

Updated with online contingency plans.

Class times:

- **Lectures:**

If/when in person: Founders Hall room 0207

If/when everything is online: using Zoom (see Blackboard for link) SYNCRHONOUS

- Section 001: Tuesday & Thursday 2-3:15pm
- Section 002: Monday & Wednesday 3-4:15pm

- **Final Exam:**

- Section 001: Thurs May 5th 12-1:40pm
- Section 002: Tues May 3rd 2-3:40pm

- **Office hours:** get help, and/or chat! (also by appointment).

If/when campus is in person: In Alumni Hall room 0130 (basement)

If/when everything is online: using Zoom. During the days/times below, TEXT MESSAGE ME FIRST at 949-433-4216, then I will start a Zoom meeting and send you the link.

- Mondays 12:30-2pm
- Thursdays 3:30-5pm

- **Last day to drop:** Jan 21st **Last day to withdraw:** March 25th

Your instructor:

- **Dr. Jason Finley**, professor

- email: jafinle@siue.edu
- phone/text: 949-433-4216
- office: 0130 Alumni Hall

Required course text:

Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Cengage.

Note: you do not need to purchase any add-on software (e.g., MindTap)

Tech we will be using:

- **Blackboard:** <https://bb.siue.edu>

- PowerPoints, quizzes, and links to online experiments will be here.
- PowerPoints will be posted as soon as they are complete and available.

- ZOOOooooOOOM: <https://www.siu.edu/its/zoom/>
 - When we have to be online for SYNCHRONOUS LECTURES, we'll use Zoom. Use the link above and download the Zoom app (under Tips for Students). I will post links to the Zoom meetings on Blackboard. Meetings will be at the regularly scheduled days/times. I will record them and post links to the recordings.
- Online experiments. Most (but not all) of the online experiments will be done on this site:
 - <https://opl.apa.org/>
 - OPL (Online Psychology Laboratory) Class Number: 175589
 - You will need to register (free)
- Audience Response System?
 - We might try using PollEverywhere.com

My Teaching Philosophy

My goal is to spark a sense of wonder in students, and to equip them with the skills to think better and become better people.

How to communicate with me?

I will do my best to respond to emails within 24 hours on weekdays. Please address me as Dr. Finley or Professor Finley or Prof. Finley.

Course Catalog Description: This course offers a broad survey of cognitive psychology. Topics covered include attention, perception, memory, language, reasoning, and decision making.

Prerequisite(s): PSYC111 or equivalent (intro psych).

Course Description from Dr. Finley:

How does the mind work? Here's an analogy: think of the brain as the hardware of a computer, and the mind as the software. Cognitive psychology is about using science to try and reverse-engineer the software of the mind. How does the mind receive information from the world, how does it store and process that information, and how does it output responses? The topics of cognitive psychology underly everything about the everyday human experience. You will learn a lot of really interesting things about your own mind, and you will learn about the research that has yielded such knowledge.

Course Objectives:

The learning activities, assignments, and exams in this course assess your mastery of these learning outcomes:

- **Understand the key findings and theories in cognitive psychology.**
- **Understand the scientific process by which findings are evaluated and theories are created and tested.**
- **See how cognitive psychology is relevant to your existence.**

Note that my job is to *help* you learn, not *force* you to learn. Learning requires time and effort. I am here to help you, but you need to also take responsibility for your own learning.

Class Etiquette/Logistics:

- Be kind and considerate to each other.
- COVID: wear a mask. It goes over your nose and your mouth.
- Please be mentally present. I will strive to not be boring.
- Please do your part to *minimize distraction*. Silence your cell phone, no texting. Computers are okay for note-taking and other course-related activities, *not* for YouTube, Facebook, etc.
- **Put your phone away and keep it away.**
DO NOT USE YOUR PHONE DURING CLASS.
- No antimatter in class; trust me on this.
- **Ask questions!** Seriously! Speak up whenever you have questions, don't understand something, have answers, have ideas, etc. Asking questions is a sign of WISDOM, and it's also a great way to learn.
- **ONLINE:**
 - You're going to do best if you use a computer rather than phone or tablet.
 - Please have your video camera on for synchronous sessions. It really helps me connect with you. You can use fun backgrounds if you want! Microphones will be muted by default, but you can unmute anytime to speak.
 - If video is not feasible for you, PLEASE at least upload a photo of yourself to your Zoom account. I'm not finna teach another semester to a bunch of blank boxes and lose what's left of mind.
 - If possible, set up a wired connection (ethernet) to your computer, as this will give you a more reliable internet connection than wireless.
 - WEAR CLOTHES. GET OUT OF BED.
 - Minimize distraction by closing everything on your computer that's not immediately necessary for class. If you wouldn't want to be caught doing it for in-person class, don't do it for online class either.

Overview of what you need to do for this course:

- Attend class and participate.
- Do the assigned reading from the textbook (and any other assigned sources).
 - *When should you do the reading?* Before class is best. Soon after class is okay.
- Do the online experiments before the assigned class days
- Do the chapter quizzes
- Take the three exams
- Ask me for help when you don't understand something.

HOW TO LEARN AND DO WELL IN COLLEGE:

Lessons from Cognitive Psychology

1. Create a study group that meets before each exam to review class material. Talk through things together, explain things to each other, make connections between concepts.
2. If you have three hours total to study, three 1 hour sessions spaced apart are much more effective than one three hour session the night before the exam.
3. Learning requires adequate sleep. So get some sleep.
Also, stay hydrated (i.e., drink water).
4. **Taking notes in your own words** is a far more effective learning tool than either writing down exactly what I say or simply reviewing the text or lecture notes. Simply reviewing PowerPoint slides may be the worst strategy you could use, especially if you were not in class that day. Also, if you take notes on paper, the process of physically organizing your notes will influence your mental organization as well. Taking notes on computer can be fine too, and has the added benefit of searchable text.
5. **QUIZ YOURSELF.** The **retrieval practice effect** (aka the testing effect) shows us that every time you retrieve something from memory, you strengthen that memory. Wanna hear some really ineffective study strategies? Re-reading your notes, looking over the powerpoints, re-reading the book and highlighting/underlining. Those things might make you *feel* like you understand and remember stuff, but that doesn't mean you actually do! Instead, try things like this:
 - a. After class, think back over the topics you learned. Flip to a blank page in your notes and jot down the main topics from memory. Make an outline. Maybe try explaining to someone else what you learned that day.
 - b. When reading the book, read a few pages, then pause to mentally review what you learned. Jot things down on a blank page without looking back at the text yet. See? You're quizzing yourself!
 - c. Make and use flashcards (on paper or online using websites like quizlet.com). But don't cheat! Look at one side of the card (e.g., a key term) and actually retrieve the meaning and say it out loud before flipping over the card to see the answer. If you just flip without retrieving first, and you're like "yeah I knew that!" you're not doing yourself any favors.
 - d. Use any practice exam/quiz questions if available. Don't look at the answers until after you've tried to retrieve from your memory.
 - e. Use any review questions in the textbook chapters.
 - f. Try writing your own multiple choice questions about key topics
 - g. Think of it this way: let's say an upcoming test would require you to throw a basketball into the hoop from a certain distance. What do you think would be the most effective way to prepare for that test: (a) reading about basketball over and over again, (b) watching videos of other people throwing basketballs, or (c)

actually practicing throwing the basketball yourself? Obviously, c. It's the same with academic tests. Your task on the test will be to remember things and apply the concepts you've learned; so that's what you should actually practice!

6. *You are not the multi-tasker you think you are!* You can only do one task at a time that requires controlled attention. Switching between tasks has cognitive costs. If you're using a computer to take notes, and you also have other programs like messages going, your attention is divided and your comprehension will suffer. If you're studying and there is noise or other stuff going on, your attention is divided and your comprehension will suffer. Study in quiet environment with no distractions.
7. Relate concepts to your personal experience when applicable.
8. If you've made it this far in the syllabus, go to the Syllabus Extra Credit on Blackboard and enter the underlined key phrase from point 5 above to get some extra credit.
9. Don't wait until you are struggling to come to me for help! **Thinking you understand** and **actual understanding** is not the same thing. Successful people seek out feedback about their knowledge rather than rely on subjective internal evaluations of learning.

Evaluation: Your grade in this course will be based on:

Exams Exam 1 (chapters 1-4): 25% Exam 2 (chapters 5-8): 25% Exam 3 (chapters 9-13): 28%	78%
Online Experiments 11 worth 1% each (drop lowest)	10%
Chapter Quizzes 13 worth 1% each (drop lowest)	12%
Total:	100%

There are 100 points possible in this course.

Final letter grades will be based strictly on the following scale:

89.50	≤	A	≤	100
79.50	≤	B	<	89.50
69.50	≤	C	<	79.50
59.50	≤	D	<	69.50
0	≤	F	<	59.50

Final scores will be rounded to two digits. For example, a final score of 89.495 would be rounded up to 89.50, and a final score of 89.494 would be rounded down to 89.49.

Exams (78%):

There will be three in-class exams, worth 78% of your class grade total. Exams will consist of multiple choice questions (and maybe some short answer questions). Exam 1 will cover book chapters 1-4, plus any material from class or assignments or additional readings up until that point. Exam 2 will cover book chapters 5-8, plus any material from class or assignments or additional readings after Exam 1. Exam 3 will cover book chapters 9-13, plus any material from class or assignments or additional readings after Exam 2, and any huge main recurring topics from the whole course. I will do my best to provide a review sheet on the major topics to help you study, before each exam.

Make-up policy: If you are absent for an exam, you will get a score of 0. If illness or other extraordinary circumstances beyond your control will prevent you from being present for an exam, you must notify me BEFORE THE EXAM in order to be considered for a make-up exam. Make-up exams will be given and scheduled at my discretion, and may be different from the regular exams given in class.

ONLINE: if campus is all online at the time of an exam, the exam will be conducted on Blackboard, at the regularly scheduled day and time of class.

Online Experiments (10%)

These give you some firsthand experience participating in tasks like those in the research you will be learning about! There will be 11 of these, linked from Blackboard. They are due before class time for the dates indicated in the schedule at the end of this syllabus. Most, but not all, of them will be on the APA site opl.apa.org where you will make a free account and enter the course number listed on the first page of this syllabus. After doing each experiment, you will answer a question or two about it on Blackboard. Each is worth 1% of your grade. You can drop the lowest score; that means you could miss one without any penalty. Experiments completed **late** will earn half credit if completed before the next exam (e.g., a late experiment that went with chapter 5 would have to be completed before Exam 2 to earn half credit).

Chapter Quizzes (12%):

For each chapter there will be a short multiple-choice quiz for you to complete on the course website. Each quiz must be completed by 11:59pm on the Friday indicated in the schedule at the end of this syllabus. There is no time limit for the quizzes, as long as you submit your answers before the deadline. You can retake the quizzes multiple times and your highest score will be the one that counts. You can use the book and your notes on the quizzes, but you must work individually.

The quizzes will be *mostly* based on question banks from the textbook. It seems likely you could find a way to cheat on these questions by finding the answers online, and

I have no way to prevent that. But, you'd only be harming your own learning, and you're in college to learn, right? So don't cheat. Instead, use your brain and the book and your notes to help you answer the questions. The quizzes serve to boost your learning, as well as rewarding you for keeping up with the reading. Also, they're good practice for the exams.

Each quiz is worth 1% of your grade. You can drop the lowest score; that means you could miss one without any penalty. Quizzes completed late will earn half credit if completed before the next exam (e.g., a late quiz for chapter 3 would have to be completed before Exam 1 to earn half credit).

Extra Credit (?%)

I reserve the right to *potentially* offer extra credit opportunities, but don't count on them. Any such opportunities would be equally available to all students, so don't ask me for special extra credit just for you.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203 or online at <http://siue.edu/access>. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Communicate with me if you have accommodations from ACCESS, so I can know what your needs are and work with you.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care [mental health support]

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

University and Psychology Department Policies

- **Psychology Department policy on plagiarism.** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.
- **Psychology Department policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal.** It is the student's responsibility to officially withdraw from a course through the Enrollment Office by the dates set by the university if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances may a faculty member agree to give the student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and student will fill out a form (Memorandum of

Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the specified time, the grade will be changed from INC to F.

- **Academic Honesty** ANY case of academic dishonesty (e.g., cheating on a writing assignment, quiz, or exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here:

<https://www.siu.edu/policies/3c2.shtml>

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022) **Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Subject-to-Change Clause:

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
1	Mon Jan 10	Intro to Cog Psych, the Science of the Mind	Ch. 1		
	Tues Jan 11				
	Wed Jan 12	Intro to Cog Psych, the Science of the Mind	Ch. 1	RT color	
	Thurs Jan 13				
	Fri Jan 14				
2	Mon Jan 17	No Class MLK Day (Yes I'm giving the Tues class a day off too.)			
	Tues Jan 18				
	Wed Jan 19	Cognitive Neuroscience	Ch. 2		
	Thurs Jan 20				
	Fri Jan 21				
3	Mon Jan 24	Cognitive Neuroscience	Ch. 2		
	Tues Jan 25				
	Wed Jan 26	Perception	Ch. 3		
	Thurs Jan 27				
	Fri Jan 28				

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
4	Mon Jan 31	Perception	Ch. 3	Ponzo Illusion	
	Tues Feb 1				
	Wed Feb 2	Attention	Ch. 4		
	Thurs Feb 3				
	Fri Feb 4				Ch. 4 Quiz
5	Mon Feb 7	Attention	Ch. 4	Stroop	
	Tues Feb 8				
	Wed Feb 9	<i>Exam 1: chapters 1-4</i>			
	Thurs Feb 10				
	Fri Feb 11				
6	Mon Feb 14	Memory: short-term/working	Ch. 5		
	Tues Feb 15				
	Wed Feb 16	Memory: short-term/working	Ch. 5	Numerical Memory	
	Thurs Feb 17				
	Fri Feb 18				Ch. 5 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
7	Mon Feb 21	Memory: long-term: structure	Ch. 6		
	Tues Feb 22				
	Wed Feb 23	Memory: long-term: structure	Ch. 6	Serial Position	
	Thurs Feb 24				
	Fri Feb 25				Ch. 6 Quiz
8	Mon Feb 28	Memory: long-term: encoding, retrieval, consolidation	Ch. 7		
	Tues Mar 1				
	Wed Mar 2	Memory: long-term: encoding, retrieval, consolidation	Ch. 7	Self Reference (levels of processing)	
	Thurs Mar 3				
	Fri Mar 4				Ch. 7 Quiz
	Mon Mar 7 - Fri Mar 11	SPRING BREAK WEEK OFF			
9	Mon Mar 14	Memory: everyday and errors	Ch. 8		
	Tues Mar 15				
	Wed Mar 16	Memory: everyday and errors	Ch. 8	DRM False Memory	
	Thurs Mar 17				
	Fri Mar 18				Ch. 8 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm	
10	Mon Mar 21	<i>Exam 2: chapters 5-8</i>				
	Tues Mar 22					
	Wed Mar 23	Conceptual Knowledge	Ch. 9			
	Thurs Mar 24					
	Fri Mar 25					
11	Mon Mar 28	Conceptual Knowledge	Ch. 9	Lexical Decision		
	Tues Mar 29					
	Wed Mar 30	Visual Imagery	Ch. 10			
	Thurs Mar 31					
	Fri Apr 1				Ch. 9 Quiz	
12	Mon Apr 4	Visual Imagery	Ch. 10	Mental Rotation		
	Tues Apr 5					
	Wed Apr 6	Language	Ch. 11			
	Thurs Apr 7					
	Fri Apr 8				Ch. 10 Quiz	
13	Mon Apr 11	Language	Ch. 11			
	Tues Apr 12					
	Wed Apr 13	Problem Solving & Creativity	Ch. 12			
	Thurs Apr 14					
	Fri Apr 15				Ch. 11 Quiz	

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
14	Mon Apr 18	Problem Solving & Creativity	Ch. 12	Mazes	
	Tues Apr 19				
	Wed Apr 20	Judgment, Decisions, Reasoning	Ch. 13		
	Thurs Apr 21				
	Fri Apr 22				Ch. 12 Quiz
15	Mon Apr 25	Judgment, Decisions, Reasoning	Ch. 13	Monty Hall	
	Tues Apr 26				
	Wed Apr 27	<i>Catch-up / Review / Extra Topic(s)</i>	?		
	Thurs Apr 28				
	Fri Apr 29				Ch. 13 Quiz
16	Mon May 2				
	Tues May 3	<i>Section 002 FINAL EXAM: 2-3:40pm (chapters 9-13 + any extra topics)</i>			
	Wed May 4				
	Thurs May 5	<i>Section 001 FINAL EXAM: 12-1:40pm (chapters 9-13 + any extra topics)</i>			
	Fri May 6				