COGNITIVE PSYCHOLOGY

Mon January 9th to Fri May 5th, 2023
PSYC 208 sections 001 & 002 — Spring 2023 — 3 credit hours

Class times:

- **Lectures**:
  Location: Founders Hall room 0207
  - o   Section 001: Tuesday & Thursday 2-3:15pm
  - o   Section 002: Monday & Wednesday 3-4:15pm
- **Final Exam:**
  - o   Section 001: Tus May 2nd 12-1:40pm
  - o   Section 002: Thurs May 4th 2-3:40pm
- **Office hours**: get help, and/or chat! (also by appointment).
  Location: Alumni Hall room 0130 (basement)
  - o   Wednesday 12:30-2:30pm
- **Last day to drop (100% refund):** Jan 20th
- **Last day to withdraw (W grade)**: March 24th

Your instructor:

- **Dr. Jason Finley**
  - o   *email:* jafinle@siue.edu
  - o   *phone/text:* 949-433-4216
  - o   *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
  - o   PowerPoints, quizzes, and links to online experiments will be here.
  - o   PowerPoints will be posted as soon as they are complete and available.

- 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: **110316**
    - You will need to register (free)

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 use a descriptive subject line (e.g., "PSYC208: question about visual imagery"). *You don't need to email me about missing a class. And please don't email me asking for deadline extensions*; there is already a flexible late policy built into the syllabus, read it below. Please address me as Dr. Finley, 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:
- Come to class, *unless you are sick*.
- Be kind and considerate to each other.
- **<u>Take notes</u>**. Whether it's lecture, lab sessions, or reading the book, you'll want to be taking notes. On paper or on computer? Both have their advantages; use whatever works best for you.
  - **A note about the powerpoints:** The powerpoint slides will be posted before each lecture. But **I do NOT recommend you having the slides opened on your computer and staring at them during the lecture.** I use a lot of animations in my slides to pace when and where things appear on the screen. If you have the slides opened on your computer during class, you won't see those animations and will instead see everything all at once and it may be confusing. It may also spoil any in-class demonstrations we do. The slides are helpful for you to have when studying outside of lecture, and I often have additional notes in the notes section for each slide. But during lecture, you're better off paying attention to the main screen that I'm presenting at the front of the class.
- 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 for note-taking and other course-related activities, *not* for TikTok, YouTube, Instagram, Facebook, etc.
  Don't mess around with your phone for purposes unrelated to class.
- No antimatter in class; trust me on this.
- **<u>Ask questions</u>**! 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.
- You may make recordings of class, but note that instructional material created by the professor is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (CC BY-NC-SA 4.0). Meaning that you can share and adapt the material as long as you give credit and it is for non-commercial purposes. Content created by third parties (e.g., movies, textbooks) is covered by its own copyright licenses.

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 ok too.
- 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 <u>spaced apart</u> 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 **<u>retrieval practice effect</u>** (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 a 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	67%
Exam 1 (chapters 1-4): 22%	
Exam 2 (chapters 5-8): 22%	
Exam 3 (chapters 9-13): 23%	
Online Experiments	15%
11 worth 1.5% each (drop lowest)	
Chapter Quizzes	18%
13 worth 1.5% each (drop lowest)	
Total:	100%

There are 100 points possible in this course.

      A note about this, since a few students complain every year: There will be fractional points available on everything, so having "only" 100 total points in the course does *not* make the course more difficult. It just makes your grade calculation simpler and easier to understand. If this still bothers you, just imagine there is an extra zero after everything and it's 1,000 total points instead, okay?

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 (67%):

There will be three in-class exams, worth 67% of your class grade total. Exams will consist of multiple choice questions on Scantron forms that I will provide. 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. There will be study guides available for each exam, outlining the major topics.

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 (i.e., *more difficult*) from the regular exams given in class.

Online Experiments (15%)

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 experiment is worth 1.5% 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 1.5% 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.

I am likely to offer some in-class extra credit from time to time, to reward you for attending. One example would be a second chance to answer some of the more challenging questions from a recent exam.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at https://siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you have accommodations from ACCESS, you MUST COMMUNICATE WITH ME, so I can know what your needs are and work with you. For example, if you are approved for extra time on exams, and you want to use that accommodation, you have to talk to me about it first so we can schedule something.

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 Center for Student Diversity & Inclusion 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 of 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.

Mental Health Support

Dealing with the fast-paced life of a college student can be challenging, even when we're not in the midst of a worldwide crisis. I encourage you to reach out when you need mental health support (e.g., anxiety, depression). Students have access to counseling services on campus (Student Success Center, 0222).

Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Find an online therapist through PATH: https://www.pathmentalhealth.com/siue

If you're in crisis: https://www.siue.edu/counseling/online-emergency-services/index.shtml

Self-help resources: https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself

Online therapy worksheets and activities: https://www.therapistaid.com/

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.siue.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.siue.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.siue.edu/education/psychology/plagiarism.shtml..
    - We will cover how to properly read and cite sources in class. You are responsible for understanding what plagiarism is; if you have any questions at all, you should discuss them with the professor or your TAs BEFORE you turn in a plagiarized paper. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.
- **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.siue.edu/policies/3c2.shtml

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety

The measures outlined below are <u>required</u> 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.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required may 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 when masking is required 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

Students and employees are expected to review the siue.edu/coronavirus website
(https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention
strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
    - Fever (100.4 degrees or above) or chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea

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 9	Intro to Cog Psych, the Science of the Mind	Ch. 1		
	Tues Jan 10				
	Wed Jan 11	Intro to Cog Psych, the Science of the Mind	Ch. 1	RT color	
	Thurs Jan 12				
	Fri Jan 13				Ch. 1 Quiz
2	Mon Jan 16	No Class MLK Day (Yes I'm giving the Tues class a day off too.)			
	Tues Jan 17				
	Wed Jan 18	Cognitive Neuroscience	Ch. 2		
	Thurs Jan 19				
	Fri Jan 20				Ch. 2 Quiz
3	Mon Jan 23	Cognitive Neuroscience	Ch. 2		
	Tues Jan 24				
	Wed Jan 25	Perception	Ch. 3		
	Thurs Jan 26				
	Fri Jan 27				Ch. 3 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
4	Mon Jan 30	Perception	Ch. 3	Ponzo Illusion	
	Tues Jan 31				
	Wed Feb 1	Attention	Ch. 4		
	Thurs Feb 2				
	Fri Feb 3				Ch. 4 Quiz
5	Mon Feb 6	Attention	Ch. 4	Stroop	
	Tues Feb 7				
	Wed Feb 8	*Exam 1: chapters 1-4*			
	Thurs Feb 9				
	Fri Feb 10				
6	Mon Feb 13	Memory: short-term/working	Ch. 5		
	Tues Feb 14				
	Wed Feb 15	Memory: short-term/working	Ch. 5	Numerical Memory	
	Thurs Feb 16				
	Fri Feb 17				Ch. 5 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
7	Mon Feb 20	Memory: long-term: structure	Ch. 6		
	Tues Feb 21				
	Wed Feb 22	Memory: long-term: structure	Ch. 6	Serial Position	
	Thurs Feb 23				
	Fri Feb 24				Ch. 6 Quiz
8	Mon Feb 27	Memory: long-term: encoding, retrieval, consolidation	Ch. 7		
	Tues Feb 28				
	Wed Mar 1	Memory: long-term: encoding, retrieval, consolidation	Ch. 7	Self Reference (levels of processing)	
	Thurs Mar 2				
	Fri Mar 3				Ch. 7 Quiz
	Mon Mar 7 - Fri Mar 11	SPRING BREAK WEEK OFF			
9	Mon Mar 13	Memory: everyday and errors	Ch. 8		
	Tues Mar 14				
	Wed Mar 15	Memory: everyday and errors	Ch. 8	DRM False Memory	
	Thurs Mar 16				
	Fri Mar 17				Ch. 8 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
10	Mon Mar 20	Memory: everyday and errors	Ch. 8		
	Tues Mar 21				
	Wed Mar 22	*Exam 2: chapters 5-8*			
	Thurs Mar 23				
	Fri Mar 24				
11	Mon Mar 27	Conceptual Knowledge	Ch. 9		
	Tues Mar 28				
	Wed Mar 29	Conceptual Knowledge	Ch. 9	Lexical Decision	
	Thurs Mar 30				
	Fri Mar 31				Ch. 9 Quiz
12	Mon Apr 3	Visual Imagery	Ch. 10		
	Tues Apr 4				
	Wed Apr 5	Visual Imagery	Ch. 10	Mental Rotation	
	Thurs Apr 6				
	Fri Apr 7				Ch. 10 Quiz
13	Mon Apr 10	Language	Ch. 11		
	Tues Apr 11				
	Wed Apr 12	Language	Ch. 11		
	Thurs Apr 13				
	Fri Apr 14				Ch. 11 Quiz

Week	Date	Topic	Reading Chapter	Experiment (due before class)	Quiz Due by 11:59pm
14	Mon Apr 17	Problem Solving & Creativity	Ch. 12		
	Tues Apr 18				
	Wed Apr 19	Problem Solving & Creativity	Ch. 12	Mazes	
	Thurs Apr 20				
	Fri Apr 21				Ch. 12 Quiz
15	Mon Apr 24	Judgment, Decisions, Reasoning	Ch. 13		
	Tues Apr 25				
	Wed Apr 26	Judgment, Decisions, Reasoning	Ch. 13	Monty Hall	
	Thurs Apr 27				
	Fri Apr 28				Ch. 13 Quiz
16	Mon May 1				
	Tues May 2	*Section 001 FINAL EXAM: 12-1:40pm (chapters 9-13)*			
	Wed May 3				
	Thurs May 4	*Section 002 FINAL EXAM: 2-3:40pm (chapters 9-13)*			
	Fri May 5				