Instructor: Dr. Brian Cahill
Department: Psychology
Office: 257 Psy
Office Hours: Wednesday 2-5pm or by appointment (**Zoom office hours by appointment only and only available to UFO students enrolled in section 3911**)
Email: brian.cahill@ufl.edu
Teaching Assistants: Graduate TAs: Cherita Clendinen (Use Canvas Messenger) Ece Yuksel (Use Canvas Messenger)
Office: Zoom Office hours only
Office Hours: Clendinen: Tuesday 9:30-11:30am or by appointment; Yuksel: Monday 9-11am or by appointment.

Class Communication expectations:
Please keep in mind that we need 48 hours to respond to all emails, NOT including weekends or holidays. Also, I am a big proponent of encouraging a work-life balance. As such, we will NOT respond to emails on Weekends or Holidays.

Course Description:
Cognitive Psychology is the scientific study of mental processes. This course will provide an introductory overview of the major topics in the field of cognitive psychology, including perception, attention, memory, and decision making. Throughout the course, we will examine psychological research that attempts to explain these, and a variety of other, cognitive processes. Further, this course will cover the major historical figures that laid the foundation for the empirical study of cognition. At the end of the course, you will have a better understanding of how psychological research contributes to our knowledge of how the human mind works. Students should be prepared to think critically about each topic and to actively participate in class discussions. Successful completion of this course requires participation in class activities, completion of all assignments, and timely reading of assigned materials.

Learning Objectives:
Upon completion of this course, students will:

1. Have a better understanding of the origins of scientific interest in cognition.
2. Have a basic understanding of research methods in cognitive psychology.
3. Understand the theoretical models proposed to describe various mental processes.

Social and Behavioral Sciences General Education Subject Area Objectives

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques.

Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General Education Student Learning Outcomes

Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Subject Area Student Learning Outcomes

Social and Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively.

Recommended Text and Required Materials:

Text: Matlin, M. W. & Thomas A. Farmer (2016). *Cognition* (10th ed.). Hoboken, NJ: Wiley.

This course is participating in the UF ALL ACCESS program for the Spring 2024 *semester.* **The ALL ACCESS program will allow you to gain access to the required materials for the course at a significantly discounted price.** ***Please see UF All Access PDF posted in in the course files for directions on how to opt-in and access your course materials. Go to* https://bsd.ufl.edu/allaccess *to log into your GatorLink account. You will see a list of classes in which you are enrolled that are participating in UF All Access, with the prices. Click the* Opt-in check box *next to the appropriate class. You may have more than one class that you are taking participating in the program. Students then need to click the button below to authorize the charges.*

Canvas:
Course-related materials will be posted on Canvas platform (http://lss.at.ufl.edu; click "**Canvas Login**") so if you are not familiar with it I highly suggest that you spend some time exploring its various components. We'll be using Canvas heavily to supplement our in-class meetings. throughout the semester. Each student must become familiar with this software and ***check the course web site on a regular basis*** because important class updates and announcements will be posted online. You will be responsible for all class announcements made through canvas.

Course Structure:

Modules: To make the class easier for you I have standardized the opening and due dates of all modules and assignments throughout the course. Most modules will be 1 week long. Also modules will begin on Monday at 12am and will end the following Sunday at 11:59pm (EST).

Quizzes will be due on the last day of each module (i.e., Sunday at 11:59pm (EST)), while discussion posts will have 2 due dates (the first one usually on a Thursday and the last one on a Sunday). There may be exceptions to this pattern so please make sure you examine the class schedule carefully. Make sure you read the class schedule very carefully and mark all due dates in your calendar. **I tried to keep everything standardized as much as possible but because of breaks and Reading Days I was unable to keep it perfect so please keep this in mind.**

Exams: Each exam will consist of 45 multiple-choice questions and 1 open ended question. Each multiple-choice will be worth 2 points and the open ended question will be worth 10 points for a total of 100 points for each exam. There will be 4 exams in all and each exam will be non-cumulative. Exam 1 will cover chapters 1, 2, and 3; Exam 2 will cover chapters 4 and 5; Exam 3 will cover chapters 6, 8, and 11; and Exam 4 will cover chapters 12 and 13. Each exam will be taken using HonorLock and remember you will NOT be allowed to use your book or notes. You will be given one hour to complete the exam. For most exams you will have a week that is devoted just to studying the material for the exam and then you will take the exam following that week. Your lowest exam score will be dropped, so 3 exams x 100 = 300 points total.

Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install

When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them via live chat.

Please keep in mind that any violation of the academic code of conduct on exams or quizzes will result in a course grade penalty of one letter grade and completion of an ethical decision making training course. However, if you have a prior history of misconduct then misconduct will result in an E grade in the course.

Quizzes: At the beginning of the module (i.e., Monday at 12am) I'll open up a 10-question multiple-choice quiz on Canvas. They'll be timed, such that you won't be able to look up answers quickly enough without knowing exactly where to look, so preparation is important. These quizzes are non-cumulative, thus they will focus on the current material being covered that week/module. Also, the questions will be randomly selected from a large question pool so each person's quiz will differ. Quizzes for each module will be due at the end of each module/week, which is a Sunday, at 11:59pm (EST). Please remember that you are to complete these quizzes independently and **any violation of the academic code of conduct on quizzes will result in a course grade penalty of one letter grade and completion of an ethical decision making/plagiarism training course. However, if you have a prior history of misconduct then misconduct will result in an E grade in the course**. There will be 10 quizzes in total, one

for each of the modules, each worth 5 points each (.5 points per question). Your lowest quiz score will be dropped, so 9 quizzes x (10 questions x .5 points each) = 45 points total.

Discussion Posts: Starting with module 3 we will have a discussion post every other module with the total number of posts being 4. Your posts will consist of an initial post which will entail you addressing the topic posed by me as well as a follow up response to one of your fellow students' posts. The purpose of these posts is for you to think critically about a topic and share your thoughts with your fellow students. The posts will likely change format from one to the next, but I will provide you with a detailed rubric for each post so you will have a clear understanding of what I am looking for in that particular post. I will open the post at the beginning of each module as well as post the rubric. Remember there will be 2 due dates for discussion posts (usually, the initial post is due on Thursday and the response post is due on Sunday, usually). The reason behind having 2 due dates for this assignment is to make sure that you give everyone ample time to read your post and create a thoughtful response. Hopefully this will allow for some really great discussions!!! Please remember that you are to complete these posts independently and **any violation of the academic code of conduct on discussion posts (e.g., plagiarism, posting a blank post to see others responses before posting your own post, etc.) will result in a course grade penalty of one letter grade and completion of an ethical decision making/plagiarism training course. However, if you have a prior history of misconduct then misconduct will result in an E grade in the course**. To earn your full points, make sure you **fully answer/address each component in the initial post** and provide a **thoughtful** response to a fellow student's post that will generate further discussions. Each post will be worth a maximum of 20 points, so with 3 posts x 20 points = 60 points total. Your lowest discussion grade will be dropped.

Reflection Assignment Papers: The goals of every class you take should be at least twofold: 1) Leave a more critical thinker and 2) Leave with more knowledge than you entered. In recent years I have realized that students often leave classes not realizing how much their thinking has changed over the course of the semester. Thus, I want you to do an assignment that I hope will help you actualize how much you learn in this class. For this assignment I want you to write an initial reflection paper (no more than 250 words) in which you will answer the following questions: In your own words describe what Cognitive Psychology? What can Cognitive psychology contribute to your daily life and to other areas of Psychology? How confident are you with your knowledge about how your cognitions work? You will answer these questions in an essay format and upload it to canvas (see the schedule for the due date). Initial reflection paper is worth 5 points (a detailed rubric is on canvas).

For this assignment you will read your initial reflection paper and then submit, your final reflection paper (no more than 500 words) in which you will address the following question: How have your answers to the previous questions changed? That is, I want you to read your answers to the initial questions and then discuss in this paper how, if any, your answers have changed. You will answer this question in an essay format and upload your paper to canvas (see the schedule for the due date). The final reflection paper is worth 10 points (a detailed rubric is on canvas). Please remember that you are to complete these papers independently and **any violation of the academic code of conduct on the papers (e.g., plagiarism) will result in a course grade penalty of one letter grade and completion of an ethical decision**

making/plagiarism training course. However, if you have a prior history of misconduct then misconduct will result in an E grade in the course.

SONA Participation Pool: Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, you are required to participate in 7.5 hours of experimental research studies, or to complete an equivalent alternate assignment (see assignment on CANVAS for more details). There is a Psychology Department requirement that all students enrolled in Gen Psych, Personal Growth, or any 3000 level class participate in the SONA participation pool. Please see the CANVAS assignment for very detailed instructions about this assignment. There is also a file uploaded to CANVAS called "SONA Participation Pool". The deadlines for this requirement will be posted on the research requirement document and in the instructions in the assignment. Completion of this requirement affects your course grade based on the amount of research credits you earn. Do NOT wait until the last minute to complete this requirement. The longer you wait the harder it will be to get all the credits need! When you complete the research experience, you will receive 15 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed. If you do not wish to participate in research then you may "opt in" for an alternative assignment, please see the Canas assignment for more details.

Grading Procedure:

Assessment	Total Points	Percentage of Final Grade
Exams	300	69%
Quizzes	45	11%
Discussion Posts	60	14%
Reflection Assignment Papers	15	3%
SONA Participation Pool	15	3%

Your final grade will include 3 exams, 9 quizzes, 3 posts, reflection assignment papers, and SONA Participation Pool. **The following scale will be used to determine final grades, I will not round up final grades under any circumstances:**

A	=	93 – 100%			
A-	=	90 – 92%	C-	=	70 – 72%
B+	=	87 – 89%	D+	=	67 – 69%
B	=	83 - 86 %	D	=	63- 66%
B-	=	80 - 82 %	D-	=	60 – 62%
C+	=	77 - 79 %	E	=	0 – 59%
C	=	73 – 76%			

At any time, you may calculate your grade by adding up the number of points earned, dividing that sum by the number of points attempted, and multiplying the result by 100. Information about UF's current grading policies may be found at:

. Please keep in mind that a minimum grade of C is required for general education credit.

Our Class Policies

Late Work and Make ups:
An example: You have been very busy all week so you keep putting off taking that online quiz for your favorite class Legal Psychology. It is finally time for you to take the quiz so you put on your most comfortable Snuggie, crawl into your memory foam bed and turn on your notebook to take the quiz and then you say, "Son of a &^%*&!" because your internet goes out so you have no way of accessing the quiz now. You look at the clock and now there is only 20 minutes before the deadline so you don't even have time go to a local Starbucks to access the internet. So you email me panicked, telling me about this horrible situation and plead for me to allow you to take the quiz late. Well unfortunately, unlike Lloyd Christmas who famously said "So you're telling me there's a chance. YEAH!", you have NO chance of earning points for late work so please make sure you turn your assignments in on time. So please, please, please, please be responsible and make sure you do not wait until the last minute to do any of your graded assignments. Of note, if the Canvas website experiences course wide technical difficulties deadlines will be adjusted to allow for completion of assignments.

NO MAKE-UPS WILL BE GIVEN ON ANY MATERIAL FOR THIS COURSE, except for university excused absences with adequate documentation (i.e. doctor's note). You must notify me before the course material is due unless there are extenuating circumstances that physically prevent you from doing so. Doctor's notes etc. must be provided prior to making up the missed assignment. Lastly, make-ups need to be completed no later than a week after the material was due (including weekends and holidays). Thus, if the material was due on Wednesday, then it must be completed by the following Wednesday unless there are significant extenuating circumstances. **Keep in mind that for assignments that are open for multiple days (e.g., quizzes, discussion posts) make-ups will only be allowed if the documentation for the university approved absence is for more than 50% of the assignment window. For example, if an assignment is open for 1 week you need to provide university approved documentation that you were unable to work for 4 days or more during the assignment window. Lastly, all work must be made up within 1 week of the original due date, unless there are significant extenuating circumstances that you can provide documentation for.** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

University Policy on Accommodating Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Grade Disputes: For all graded assignments, you will have 1 week from the day your grades are released to dispute your grade, after which your grade will become final and can no longer be disputed. Obviously, just because you dispute your grade DOES NOT mean your grade will be changed in your favor. VERY IMPORTANT, keep in mind that if you request me to reevaluate your grade on an assignment, I will have to regrade your assignment which means your grade

could increase, stay the same, or decrease based on my evaluation. Also, this should not be a default reaction to any low grade you receive, please only pursue this route when you are confident that you can make a case that an error occurred. If you wish to dispute a grade you must email me to inform me that you wish to dispute your grade. Then you must attend office hours and be ready to provide a sound argument using the rubric and course material to support your claim. Lastly, any changes to grades will be made solely at the discretion of your professor.

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Turnitin.com: Turnitin.com is a plagiarism detection service available to the faculty at UF. The website searches your paper for instances of plagiarism (from previously turned in papers, internet resources and publications). **Plagiarizing on any assignment in this course will result in a course grade penalty of one letter grade and completion of a plagiarism decision training course. However, if you have a prior history of misconduct then plagiarism/misconduct on any assignment will result in an E grade in the course**. Please make sure you read the sections on plagiarism and misconduct in your Student Handbook and the APA manual. It is your responsibility to understand what plagiarism and misconduct are and any misunderstandings on your part may not be used as excuses.

University Policy on Academic Misconduct: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and will result in academic sanctions and further student conduct action. **To be clear, any form of academic misconduct within this class will result in a course grade penalty of one letter grade and completion of a plagiarism/ethical decision making course. However, if you have a prior history of misconduct then plagiarism/misconduct on any assignment will result in an E grade in the course**.

Lastly, there have been recent advancements in the world of Artificial Intelligence (AI), and while many of these advancements are of benefit to society there exists serious pitfalls as well. One such pitfall is using AI to generate academic work for this class and then to submit it for grading as if YOU generated this work. To be clear, if you submit any work to this class for grading, that has been generated (in part or in whole) using any kind of AI program/computer program/chatbot/etc, under the guise that it is your OWN original work, then you will have committed academic misconduct and you will be reported to the university. Remember, **any form of academic misconduct within this class will result in a course grade penalty of one letter grade and completion of a plagiarism/ethical decision making course. However, if you have a prior history of misconduct then plagiarism/misconduct on any assignment will result in an E grade in the course**. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor

receive an improper academic advantage in any manner through any medium. [UF Student Honor Code.](#)

I Need Help!!!

Ok, so maybe you are not a very tech savvy person or Canvas is giving you some strange error message and when you google it you still can't fix it. Don't panic we are here to help 24/7! For technical issues like this you should contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

[Submit a question via the Helpdesk website](#) If they are still of no help (which from my experience they are very helpful) then you should contact me Dr. Brian Cahill: brian.cahill@ufl.edu or the teaching assistant you have been assigned to using your last name (see the top of the syllabus for their contact info). Aside from technical help my teaching assistants and myself are here to help you however we can with course related questions. We love our jobs and our students very much so please don't be afraid to ask for help! We are good at what we do and will do whatever we can to help you succeed in this course. However, when you email us please keep in mind a couple of things and I know this will come off as condescending and I am sorry but you would put this in your syllabus if you received the kinds of inappropriate emails I receive from students on a regular basis: 1) Your emails should be formal when you write to us, we are not your brother/sister, bff, or bae so please address us properly using appropriate terms (e.g., Dr. Cahill, Professor Cahill), 2) We have hundreds of students in multiple classes so please give us your full name, what class you are in, and which section in every email you write to us, and 3) Please spell check your email and use proper grammar so we can understand your question/issue.

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

In-Class Recording suggested wording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest Lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or

provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Campus Resources:

Health and Wellness
U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources
E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
Writing Studio: 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.
Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
On-Line Students Complaints: View the Distance Learning Student Complaint Process.

EXP 3604 Cognitive Processes
Spring 2024
Course Schedule

Module/Date	Topic	Reading	Assignments (all Assignments Due at 11:59pm (EST))
Start Here Page	General Course Information		**Very Important: Must complete syllabus quiz (score 100% on it), complete the initial reflection paper (Score at least a 1 on it), and do the introduce yourself discussion post to open up the rest of the modules**
1 (1/8 – 1/14)	A Brief History of and current issues in Cognitive Psychology	Chapter 1	**Due: Quiz 1 1/14**
2 (1/16 – 1/21)	Psychology and Perceptual Processes I	Chapter 2	**Due: Quiz 2 1/21**
3 (1/22 – 1/28)	Psychology and Perceptual Processes II	Chapter 3	**Due: Initial Discussion Post 1/25; Response Post 1/28** **Due: Quiz 3 1/28**
Exam Rev. Week (1/29 – 2/4)			
4 (2/5 – 2/11)	Working Memory	Chapter 4	**Exam 1: Chapters 1, 2, and 3. Take between 12am and 11:59pm (EST) on 2/5** **Due: Quiz 4 2/11**
5 (2/12 – 2/18)	Long Term Memory	Chapter 5	**Due: Initial Discussion Post 2/15; Response Post 2/18** **Due: Quiz 5 2/18**
Exam Rev. Week (2/19 – 2/25)			
6 (2/26 – 3/3)	Memory Strategies and Metacognition	Chapter 6	**Exam 2: Chapters 4 and 5. Take between 12am and 11:59pm (EST) on 2/26** **Due: Quiz 6 3/3**
7 (3/4 – 3/24)	General Knowledge and Schemas	Chapter 8	**Due: Initial Discussion Post 3/21; Response Post 3/24** **Due: Quiz 7 3/24**
8 (3/4 – 3/24)	Problem Solving	Chapter 11	**Due: Quiz 8 3/24**
Exam Rev. Week (3/25 – 3/31)			
9 (4/1 – 4/7)	Deductive Reasoning and Decision Making	Chapter 12	**Exam 3: Chapters 6, 8, and 11. Take between 12am and 11:59pm (EST) on 4/1** **Due: Initial Discussion Post 4/4; Response Post 4/7** **Due: Quiz 9 4/7**
10 (4/8 – 4/14)	Cog. Development Across the Lifespan	Chapter 13	**Due: Quiz 10 4/14**
Exam Rev. Week (4/15 – 4/21)			**Due: Final Reflection paper 4/21** **Exam 4: Chapters 12 and 13. Take between 12am and 11:59pm (EST) on 4/22** **Due: SONA Participation Pool 4/24**

This schedule is tentative and subject to change