

# Instructor/TA Info

## Instructor Information

**Name:** Steven Luke  
**Office Location:** 1062 SWKT  
**Office Phone:** 801-422-5978  
**Email:** steven\_luke@byu.edu

## Course Information

### Description

This course is a broad overview of how the mind works. Topics include perception, attention, memory, language, problem solving and decision making, and the development of cognition. A special emphasis is placed on the practical application of cognitive psychology.

We will be using an online open-source (free) textbook for the course. It can be accessed here: [#](http://noba.to/tnr7jwg5)

### Learning Outcomes

#### For Clinical Students

For clinical students, this course helps students to achieve several [learning outcomes](https://psychology.byu.edu/Documents/Learning%20Outcomes/07%20Clinical%20Psychology%20PhD%20Learning%20Outcomes.pdf)

(<https://psychology.byu.edu/Documents/Learning%20Outcomes/07%20Clinical%20Psychology%20PhD%20Learning%20Outcomes.pdf>).

most especially outcome 3, *Be able to demonstrate a strong foundation in the broader field of psychological knowledge.*

Because we will be reading, discussing and evaluating cognitive research, this course will also help students learn to critically analyze published research (outcome 5). This emphasis on discussion, and especially the opportunity that students will have to lead discussions, will help students to develop effective communication skills (outcome 2).

#### For Psychology Students

This course will provide students with a strong background in the sub-discipline of cognitive psychology, thereby contributing to [learning outcome](https://psychology.byu.edu/Documents/Learning%20Outcomes/07%20Psychology%20PhD%20Learning%20Outcomes.pdf)

(<https://psychology.byu.edu/Documents/Learning%20Outcomes/07%20Psychology%20PhD%20Learning%20Outcomes.pdf>) 1. The critical evaluation of published research and the written research proposal to be completed in this course will also help prepare students to understand the values of psychology (outcome 4) and to design and produce their own research (outcome 3).

#### For Counseling Psychology Students

For counseling students, this course is intended to contribute to their career preparation by providing a solid background in the area of cognitive psychology. This background is required for licensing and certification, and also empowers students to be more effective teachers and therapists and more informed producers and consumers of research.

### Participation Policy

All students are expected to participate in class discussions, both informally by asking and answering questions and making comments, and formally by leading discussions on the readings and presenting articles in class. To this end, a significant portion of the final grade will be assigned on the basis of class participation.

### Attendance Policy

As the class meets only once a week, for three hours, it is important that students attend every class session. Because the classes are long, a student who misses a single class has likely missed out on an entire topic.

It is sometimes necessary to miss class due to illness or emergencies, but please contact the instructor ahead of time if possible, and try to limit yourself to a single absence.

### Group Work Policy

A significant amount of the work in this course is done in groups. Students are expected to be respectful of group members and to contribute equally to group work. Students who fail to contribute to their group or who are disrespectful to members of their group will receive a lower grade than their group members.

## Assignments

### Assignment Descriptions

#### Week 2 - Perception

Sep  
14

Due: Thursday, Sep 14 at 11:59 pm

For these assignments we will be employing the jigsaw technique in the classroom. "The Jigsaw Classroom is a cooperative learning technique that ... promotes better learning, improves student motivation, and increases enjoyment of the learning experience." (<https://www.jigsaw.org/>). It will also enable us to learn more while keeping reading to a reasonable level.

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Week 3 - Attention

Sep  
21

Due: Thursday, Sep 21 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Week 4 - Working Memory

Sep  
28

Due: Thursday, Sep 28 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Week 5 - Long-Term Memory

Oct  
05

Due: Thursday, Oct 05 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3

bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Complex Cognition: Learning - Week 6

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Oct  
12

Due: Thursday, Oct 12 at 11:59 pm

Students who are not presenting should be attentive and should participate in the discussion of the topic when appropriate.

### Midterm Exam

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Oct  
19

Due: Thursday, Oct 19 at 11:59 pm

This exam will cover material from the first 6 weeks of the course. It will be worth 100 points, and will consist of multiple-choice questions. Approximately 25-50% of the questions will come from the learning objectives generated in the Jigsaw Group Learning activities and in-class presentations.

### Week 8 - Language

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Oct  
26

Due: Thursday, Oct 26 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Complex Cognition: Reading - Week 9

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Nov  
02

Due: Thursday, Nov 02 at 11:59 pm

Students who are not presenting should be attentive and should participate in the discussion of the topic when appropriate.

### Presentation 1

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Nov  
02

Due: Thursday, Nov 02 at 11:59 pm

Select one of the papers from the list of "Complex Cognition" that interests you. Together with your group members, read the paper and prepare a ~30 minute presentation/discussion. Use powerpoint, video, or whatever else will keep people's attention and help them learn.

Your goal is to help the other students in the class 1) gain knowledge about the research presented in the article (they will not have read it) and 2) guide the other students in a discussion of how that research is applicable to them and/or people they know.

Your goal is NOT to simply restate the article in powerpoint format, NOR is it so cover everything in the article. In this class we will prioritize three things: 1) Keeping within the time limit, 2) Being engaging and keeping students' attention and 3) Teaching something.

You will also need to provide 3-5 bullet points summarizing the article that can be used as the basis for exam questions. You will be evaluated on the following criteria:

Preparation: Is it clear that you are familiar with the paper, and that you spent some time planning your presentation? (15). Did you provide the bullet points? (5 points)

Discussion: Were you able to generate discussion of the paper? Did you ask good questions that got people involved? (15 points)

Engagement: Was I bored? Were the other students bored? Did people walking by the room suddenly become bored without quite knowing why? (10 points if *NOT* bored)

Time: Did you manage your time effectively and stay within the time limit? (5 points).

## Week 10 - Problem Solving & Decision Making

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Nov  
09

Due: Thursday, Nov 09 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

## Week 11 - Development

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Nov  
16

Due: Thursday, Nov 16 at 11:59 pm

For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

## Presentation 2

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Nov  
30

Due: Thursday, Nov 30 at 11:59 pm

Select one of the papers from the list of "Complex Cognition" that interests you. Together with your group members, read the paper and prepare a ~30 minute presentation/discussion. Use powerpoint, video, or whatever else will keep people's attention and help them learn.

Your goal is to help the other students in the class 1) gain knowledge about the research presented in the article (they will not have read it) and 2) guide the other students in a discussion of how that research is applicable to them and/or people they know.

Your goal is NOT to simply restate the article in powerpoint format, NOR is it so cover everything in the article. In this class we will prioritize three things: 1) Keeping within the time limit, 2) Being engaging and keeping students' attention and 3) Teaching something.

You will also need to provide 3-5 bullet points summarizing the article that can be used as the basis for exam questions.

You will be evaluated on the following criteria:

Preparation: Is it clear that you are familiar with the paper, and that you spent some time planning your presentation?

(15). Did you provide the bullet points? (5 points)

Discussion: Were you able to generate discussion of the paper? Did you ask good questions that got people involved? (15 points)

Engagement: Was I bored? Were the other students bored? Did people walking by the room suddenly become bored without quite knowing why? (10 points if *NOT* bored)

Time: Did you manage your time effectively and stay within the time limit? (5 points).

### Week 15 - Disordered Cognition

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Dec  
07

Due: Thursday, Dec 07 at 11:59 pm

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For this assignment, you will work in groups to read 1-3 short articles on a topic related to the days lecture. Students will have signed up for a particular set of readings beforehand, and are expected to have read the articles prior to coming to class. Your group will take 20-30 minutes to 1) discuss the readings as a group, 2) prepare a summary of the reading to present to the rest of the class, relating the readings to the day's lecture topic, 3) distill what you have learned into 1-3 bullet points that could serve as the basis for exam questions, and 4) prepare to discuss ways that the research you read about is relevant to people who are not cognitive psychologists (e.g. therapists, clinicians, teachers, doctors, police officers, parents, friends).

Then, we will reconvene as a class, and each group will take 5-10 minutes to 1) present their summary, 2) share their bullet points with the class, and 3) discuss with the entire class the relevance of the research findings.

Students will be given points based on the quantity and quality of their participation in this process.

### Complex Cognition: Law, Work, Money - Week 14

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Dec  
07

Due: Thursday, Dec 07 at 11:59 pm

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Students who are not presenting should be attentive and should participate in the discussion of the topic when appropriate.

### Course Exaluation

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Dec  
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Due: Thursday, Dec 07 at 11:59 pm

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Extra credit will be given to students who complete the course evaluations.

### Write exam questions

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Students who desire extra credit can take one of the bullet points from the jigsaw group learning or in-class presentations and write a multiple-choice exam question on the topic.

5 points for an attempt. 10 points for a decent question.

Max 50 points per exam.

### Summarize a Journal Article

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Students who desire extra credit may summarize a journal article on a topic relevant to the course. Summaries should be in written form (~ 1 page), and the content should be similar to the summaries used in the Jigsaw group assignments (brief summary + bullet points + practical relevance).

### Final Exam

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Dec  
18

Due: Monday, Dec 18 at 2:00 pm

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This exam will cover material from the first 6 weeks of the course. It will be worth 100 points, and will consist of multiple-choice questions. Approximately 25-50% of the questions will come from the learning objectives generated in the Jigsaw Group Learning activities.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others

that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Readings	Slides & Assignments
Week 1		
Th Sep 07 Thursday	Textbook: The Brain ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> )	Week 1 Lecture - Syllabus, Cog Psych, Brain.pdf <a href="#">Download</a>
Week 2		
Th Sep 14 Thursday	Textbook: Sensation & Perception ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 2</a>	Week 2 - Perception.pdf <a href="#">Download</a>
Week 3		
Th Sep 21 Thursday	Textbook: Attention AND Failures of Awareness ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 3</a>	Week 3 - Attention.pdf <a href="#">Download</a>
Week 4		
Th Sep 28 Thursday	Textbook: Memory (Encoding, Storage, Retrieval) ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 4</a>	Week 4 - WM and Encoding Storage Retrieval.pdf <a href="#">Download</a>
Week 5		

Th Oct 05 Thursday	Textbook: Forgetting & Amnesia AND Categories & Concepts ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Reading for Week 5</a>	Week 5 - LTM.pdf <a href="#">Download</a>
Week 6		
Th Oct 12 Thursday	Textbook: Factors Influencing Learning ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Also, <a href="#">read your assigned Complex Cognition article</a> and prep your presentation.	Week 6 - Memory Strategies & Metacognition.pdf <a href="#">Download</a>  Putnam, A. L., Sungkhasettee, V. W., & Roediger III, H. L. (2016). <a href="#">Optimizing learning in college: Tips from cognitive psychology</a> . <i>Perspectives on Psychological Science</i> , 11(5), 652-660.  <b>Complex Cognition: Learning - Week 6</b>
Week 7		
Th Oct 19 Thursday	No readings. Take midterm exam in class instead.	<b>Midterm Exam</b>
Week 8		
Th Oct 26 Thursday	Textbook: Language and Language Use ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 8</a>	Week 8 - Language.pdf <a href="#">Download</a>
Week 9		
Th Nov 02 Thursday	Textbook: None <a href="#">Read your assigned Complex Cognition article</a> and prep your presentation.	Week 9 - Reading.pdf <a href="#">Download</a>  <b>Complex Cognition: Reading - Week 9</b>
Week 10		
Th Nov 09 Thursday	<b>No readings. No class.</b> Dr. Luke out of town.	
Week 11		
Th Nov 16 Thursday	Textbook: Judgment & Decision Making ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 11</a>	Week 11 - Judgment & Decision Making.pdf <a href="#">Download</a>
Week 12		
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
Week 13		
Th Nov 30 Thursday	Textbook: Cognitive Development in Childhood AND Adolescent Development (short section on cognitive changes ONLY) AND Aging (section on cognitive aging ONLY) ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> ) Jigsaw: <a href="#">Readings for Week 13</a>	Week 13 - Development.pdf <a href="#">Download</a>



Week 14		
Th Dec 07 Thursday	Textbook: Eyewitness Testimony and Memory Biases ( <a href="http://noba.to/tkr7jwg5">http://noba.to/tkr7jwg5</a> )  Also, <u>read your assigned Complex Cognition article</u> and prep your presentation.	<b>Complex Cognition: Law, Work, Money - Week 14</b>
Week 15		
Th Dec 14 Thursday	Textbook: None  Jigsaw: <u>Readings for Week 15</u>	Week 15: Disordered Cognition
Week 16		
M Dec 18 Monday	Final Exam:  1145 SWKT  11:00am - 2:00pm	<b>Final Exam</b>