

# PSYC50: Higher-Level Cognition

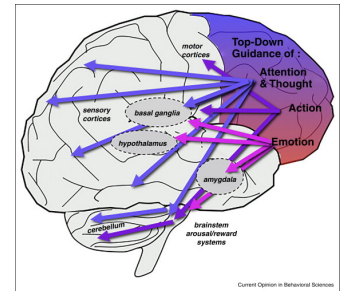
0.5 credits

University of Toronto, Scarborough

Fall, 2019

Mondays 1210–200PM

LEC01 (IC 220)



**Instructor:** Prof. Michael Souza (“SUES-uh”)

**Email:** michael.souza@utoronto.ca (please note: I do not respond to Quercus messages)

**Office:** PO103, Room 121 (enter through the side furthest from SW)

**Office Hours:** Mondays 9:30–10:30AM, and by appointment

**TAs:** Please find more information on our Quercus course website

## I. Your instructor



**Dr. Souza** is an Associate Professor (Teaching Stream) of Psychology and Neuroscience. He received his Ph.D. in Psychology from the University of California, Berkeley. His teaching interests revolve around higher-order cognitive functions, cognitive impairments and neurorehabilitation. He is also interested in fostering opportunities that promote student growth and development.

## II. Course description, pre-requisites and learning goals

Executive functions are a set of mental functions that enable goal-directed behavior. These functions strengthen during typical development and may be affected by numerous factors, including positive (e.g., education) or destructive aspects of nurture (e.g., exposure to teratogens), psychological illness, neurological injury, and more. From a content standpoint, this course will provide you with an opportunity to better understand executive functions from theoretical, experimental and applied standpoints. From a process standpoint, you will have an opportunity to strengthen your ability to consume and critique primary research, to plan and execute a collaborative research project on an appropriate topic of your choosing, and to gain confidence in your voice.

Prerequisites: [( [PSYB01H3](#)) or ( [PSYB04H3](#)) or [PSYB70H3](#)] and [PSYB07H3](#) or [STAB22H3](#) or [STAB23H3](#)] and [PSYB55H3](#) or [PSYB57H3](#) or [(PSYB65) if taken in Fall 2017 or Summer 2018]]

After successful completion of this course, you will have demonstrated an ability to:

1. Describe the core components and operations of key theoretical frameworks of executive control;
2. Analyze and evaluate neurocognitive research in the key domains of executive functioning (e.g., inhibition);
3. Apply theory and research findings in executive functioning to a multitude of important, relatable real-world scenarios (e.g., vulnerability to addiction, addressing difficulties in task management);
4. Consume and effectively articulate the central elements of primary research articles in an executive functioning context, with an eye towards strengthening the ability to evaluate and critique this work;
5. Respond constructively to feedback to improve your ability to analyze and communicate information;
6. Formulate a topic proposal pertinent to executive functioning that is well-supported;
7. Locate, comprehend, and synthesize relevant primary literature to construct an effective scientific poster;
8. Collaborate with your peers on a project, and to give an oral presentation to a scientific audience on this work (i.e., your peers and course team).

### III. Course readings

This course will **not** use a textbook. This course will prioritize strengthening your ability to becoming competent in evaluating primary literature and as such, will wholly rely on such articles.

### IV. Course webpage

Quercus will house important course-related announcements, materials, and marks. I expect that you will check it a few times per week to ensure that you do not miss any important updates.

### V. Course requirements and grading

#### **Reading checks (5 @ 5% each = 25% of the course grade)**

*(Learning outcomes #2,3,4,5)*

In an effort to build your ability to consume primary research, we will have a number of lower stakes reading checks on the assigned readings. The reading checks are intended to strengthen your ability to consume primary research, which will be helpful for not only your project, but for the rest of your life. The cumulative value of all of the reading checks is roughly comparable to a typical course midterm, and to clarify just how important the development of this skill is, they will occur in lieu of a midterm.

The reading checks will be held during normal class time and will start promptly at the beginning of class. They will last 20-25 minutes each, and will include several short-answer questions. These questions will tap your understanding of the rationale for the research, core features of the methods, and understanding and interpreting the results. They will also progressively load on your ability to critique the work in informed and principled ways.

#### **Cumulative Final Examination (39% of course grade)**

*(Learning outcomes #1,2,3,4,5)*

The goal of the Final is to test your ability to think about executive functions in conceptual, experimental and applied manners. The Final exam will include material from all content lectures and the several readings associated with Week 11 (see the course schedule). The Final will consist of both multiple-choice (MC) questions and short-answer (SA) questions.

MC questions will have five options and these questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. MC questions will be drawn from both lecture and the readings. MC questions must be answered using the Scantron form; answers indicated on the test booklet but not the Scantron form will not be scored.

SA questions may require a several sentence response based on the question complexity, and may also require the creation or analysis of a visual (e.g., diagram). SA questions will be drawn from both lecture and the readings. SA questions will be weighted based on relative difficulty, as opposed to how many things you need to say (i.e., a five point question does not necessarily require five thoughts).

Rote memorization of lectures and the readings will not guarantee you a high mark; rather, I expect you to not only learn what things are, but also why they are relevant, how/why they are and might be used, etc. To acclimate you to my question style and to help keep you on task with the lecture materials, sample questions will be posted after each content lecture. I advise you to navigate this material while it is fresh in your mind and to seek assistance from Prof. Souza for any issues that would benefit from clarification or a discussion.

Importantly, the date of the final is not announced by the University until the middle of the term. You should NOT make travel plans until you learn the date of your final exams. You CANNOT take the Final at a different date/time unless you have a verifiable medical reason.

## **Poster Project (three parts that comprise a total of 36% of the course grade)**

(Learning outcomes #1,2,3,4,5,6,7,8)

**Together with two partners of your choosing**, you will be asked to conduct a research project to further explore current research in a topic related to executive functioning. Your group will research a minimum of nine (9) scholarly references and detail what you've learned into a scientific poster that your group will present in a conference-like format on one of two days at the end of the term. More detailed project guidelines will be posted to Quercus but the major pieces of this project are noted below.

### **Forming your group of three (PASS/PENALTY scoring)**

You are responsible for forming groups prior to the deadline. Consider using the time before or after class to help with this and/or the Quercus discussion board. After forming a group, you will need to complete the "Group Member Form," providing your relevant information and original signature. A complete form submitted by the deadline will result in a PASS. Failure to complete this by the stated deadline will result in a substantial penalty.

### **Approval of project focus (PASS/PENALTY scoring)**

Prior to fleshing out your topic proposal, you must email Prof. Souza (email subject line: "PSYC50: Group ## topic pitch") describing the scope of your proposal in one paragraph. This paragraph should include the scope of the research, why it is valuable, and what your audience will get from it. You must 'cc' your other group members on this email. Final approval of your topic by Prof. Souza will award you a PASS. Failure to complete this by the stated deadline will result in a substantial penalty.

### **Topic proposal (6% of course grade)**

The goal of the topic proposal is to give you an opportunity to develop an effective research plan with your partners. This process should produce a one (1) page document, single-spaced and in 11pt Times New Roman font, that offers (1) your project's working title, (2) a paragraph contextualizing and substantiating your research focus/goal, (3) a paragraph articulating your proposed division of labor to ensure fairness and equity, and (4) learning outcomes to specify what your audience will learn from your work.

### **Revised proposal + annotated bibliography (9% of course grade)**

You will be provided with detailed feedback on your topic proposal, and you are expected to thoughtfully review and respond to this feedback. This will involve (1) a systematic review of the feedback you received and a thoughtful, productive response to each element in a peer-review like format, and (2) the revision of your topic proposal informed by this feedback, still honoring the one-page limit. You will then create an annotated bibliography, which should first include a full list of APA-formatted references, and starting on the following page, a brief paragraph summarizing each article and how you plan to use it in your research.

### **Instructor/TA evaluation of your poster presentation (20% of course grade)**

Your group will present your work on the last day of class. Your group will be asked to design and professionally print a scientific poster to disseminate your findings. Your group will then use this poster as a tool to deliver an 11-12 minute talk that equitably splits the work across group members. Your instructor or TA will evaluate your presentation based on a detailed rubric. You will be expected to give your research talk multiple times in the spirit of practice, although you will only be marked on one of these presentations.

### **Peer-review of posters (1% of course grade)**

On the day you are not scheduled to present, you will be peer-evaluating the work of some of your peers using a rubric provided to you. Your mark will be determined on not only completion, but also the detail of feedback you provided to the presenters.

## VI. Course policies

### **Classroom conduct and participation**

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

I work to create an interactive dynamic during my lectures that engages you to think and contribute. I challenge you to use this time to not only become familiar with the content we are discussing, but to also develop your critical thinking skills along with me.

### **Lecture slides**

For your convenience, lecture slides will usually be posted by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page).

You should know that these lecture slides are not a suitable substitute for attending lecture. Lecture slides are not exhaustive; we will regularly cover important material that extends beyond the slides during lecture. You are responsible for this material and failing to attend to this material will likely hamper your course performance.

**Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.**

### **E-mail policy**

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry (i.e., "PSYC50: Why are EFs so awesome?"). The start of your email should include your full name and student ID number so that I know who you are. Emails that you send should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future: <<https://tinyurl.com/kysxwtx>>

### **Office hours**

Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting Prof. Souza's office hours if you would like to (1) discuss course content or course requirements, (2) if you have an issue with your course progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved. Your teaching assistants are also an incredibly valuable resource not just for staying on top of course content/requirements, but also learning more about graduate studies in Psychology. I strongly encourage you to consult with them as needed.

### **Class discussion board on Quercus**

For your convenience, discussion threads will be created to improve information flow in our course.

On the first thread, you will have a space to share interesting and course-relevant articles or media. On the second thread, you will have a space to ask logistical or related questions to Dr. Souza that other students might benefit from knowing (i.e., not of a personal nature). Content questions will not be answered by Prof. Souza on this thread, but he will happily address any such questions before/after class or during office hours. On the third thread, you may direct questions to your fellow classmates to clarify a concept, form a study group, etc. Please note that you are NOT allowed to post class notes on the discussion board. On the fourth and final thread, you can connect virtually with other classmates who are also in need of a group member for the poster project.

### Syllabus changes

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for a reading check or the Final examination.

### Taking reading checks

In my opinion, punctuality to lectures and assessments is a sign of respect to your instructor, teaching assistants and fellow students. Tardy students should not ask the instructor or teaching assistants for what they missed from lecture because they can ask a fellow student. Furthermore, a student will not be allowed to write a reading check if (1) s/he is tardy 15 minutes or more, or (2) a student has already finished and submitted their paper, whichever occurs first. Students in this situation will not be allowed to write and will receive a “0” on the respective check.

When time is called at the end of the reading check, you must immediately stop working and submit your materials. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the paper, or filling in or changing an answer. You must also remain completely silent until every exam has been collected. Failure to stop working when time is called or to stay silent until all exams have been collected will result in a zero on the reading check.

**Because we will review the reading check answers immediately after they occur, there will be absolutely no make-ups under any circumstances.** That being said, we encourage students who missed a reading check to view it in the TA office hours to ensure they understand what is being asked of them (as to prepare for the next one). Students who follow the Missed Term Work policy after missing a reading check for an allowable reason (see more in the next section) will have the value of the reading check added to the Final Exam.

### Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

1. A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
2. **Appropriate documentation** to verify your illness or emergency, as described below.

### Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician’s registration number and business stamp are required.
- Note: If an end date of “ongoing” is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an “unknown” end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

### **Procedure:**

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.) After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

**You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must **repeat** the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

#### **Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

#### **NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.uts.utoronto.ca/registrar/term-work>).

#### **NOTE: Final Exams**

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.uts.utoronto.ca/registrar/missing-examination>).

#### **AccessAbility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email [ability@uts.utoronto.ca](mailto:ability@uts.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

#### **Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that you may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

## **VII. Links you might find useful**

UTSC Dates and Deadlines <https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

### **Conducting research**

UTSC Library <https://utsc.library.utoronto.ca/>  
Pubmed.org <https://www.ncbi.nlm.nih.gov/pubmed/>  
Google Scholar <https://scholar.google.ca/>

### **Skill building, future planning**

Academic Advising,  
Career Centre <http://www.utsc.utoronto.ca/aacc/>  
Writing Services <http://www.utsc.utoronto.ca/twc/>  
Presentation Skills <http://www.utsc.utoronto.ca/ctl/presentation-skills>  
Co-op Program <http://www.utsc.utoronto.ca/askcoop/>

### **Your well-being**

AccessAbility <http://www.utsc.utoronto.ca/~ability/>  
Health and Wellness <http://www.utsc.utoronto.ca/hwc/>  
Test anxiety [https://www.anxietybc.com/sites/default/files/Test\\_Anxiety\\_Booklet.pdf](https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf)

### **The Department of Psychology**

UTSC Psychology <http://www.utsc.utoronto.ca/psych/>  
UTSC Psychology courses <http://www.utsc.utoronto.ca/psych/courses>  
UTSC Experiential Learning <http://www.utsc.utoronto.ca/psych/experiential-learning>  
Psychology lab opportunities <http://tinyurl.com/jjq25t7>  
Psi Chi @ UTSC <https://www.utsc.utoronto.ca/projects/psichi/>



## Assigned readings

- Brito, N. H., Noble, K. G., & Pediatric Imaging, Neurocognition, Genetics Study. (2018). The independent and interacting effects of socioeconomic status and dual-language use on brain structure and cognition. *Developmental Science*, 21(6), e12688.
- Catani, M., & Mesulam, M. (2008). What is a disconnection syndrome? *Cortex*, 44, 911-913.
- Cowell, R. A., Cicchetti, D., Rogosch, F. A., & Toth, S. L. (2015). Childhood maltreatment and its effect on neurocognitive functioning: Timing and chronicity matter. *Development and Psychopathology*, 27(2), 521-533. <https://doi.org/10.1017/S0954579415000139>
- Gilbert, S. J., & Burgess, P. W. (2008). Executive function. *Current Biology*, 18(3), R110-R114.
- Haratsis, J. M., Hood, M., & Creed, P. A. (2015). Career goals in young adults: personal resources, goal appraisals, attitudes, and goal management strategies. *Journal of Career Development*, 42(5), 431-445. <https://doi.org/10.1177%2F0894845315572019>
- Houben, K., Wiers, R. W., & Jansen, A. (2011). Getting a grip on drinking behavior: training working memory to reduce alcohol abuse. *Psychological Science*, 22(7), 968-975. <https://doi.org/10.1177%2F0956797611412392>
- Marczinski, C. A., Fillmore, M. T., Bardgett, M. E., & Howard, M. A. (2011). Effects of energy drinks mixed with alcohol on behavioral control: risks for college students consuming trendy cocktails. *Alcoholism: Clinical and Experimental Research*, 35(7), 1282-1292. <https://doi.org/10.1111/j.1530-0277.2011.01464.x>
- Medina, M. S., Castleberry, A. N., & Persky, A. M. (2017). Strategies for improving learner metacognition in health professional education. *American Journal of Pharmaceutical Education*, 81(4), 78.
- Roediger, H. L., & Gallo, D. A. (2001). Reading journal articles in cognitive psychology. *Visual perception: Key Readings in Cognition*, 405-415.
- Shnitko, T. A., Gonzales, S. W., & Grant, K. A. (2019). Low cognitive flexibility as a risk for heavy alcohol drinking in non-human primates. *Alcohol*, 74, 95-104. <https://doi.org/10.1016/j.alcohol.2018.04.007>
- Shokri-Kojori, E., & Krawczyk, D. C. (2018). Signatures of multiple processes contributing to fluid reasoning performance. *Intelligence*, 68, 87-99. <https://doi.org/10.1016/j.intell.2018.03.004>
- Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... & Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 1-6. <https://doi.org/10.1038/s41586-019-1466-y>

## PSYC50: Lecture and reading schedule

May be subject to minor revisions with advance notice from the instructor

<u>Week</u>	<u>Date</u>	<u>Topics of the day</u>	<u>Readings and deadlines</u>
1	09-Sep	<b>Deconstructing goal-directed behavior</b> <b>Overview of course requirements</b>	Roediger & Gallo (2001) Raff blog entry
2	16-Sep	<b>Theories of executive functioning</b> <b>[Discussion] Reading checks</b>	Gilbert & Burgess (2008) Catani (2008)
3	23-Sep	<b>Theories of executive functioning (con't)</b> <i>Reading Check *practice* (Catani)</i>	-
4	30-Sep	<b>Working Memory (WM)</b>	<b><u>Group member forms due at 12PM!</u></b> Houben et al. (2011)
5	07-Oct	<b>Inhibitory control (IC)</b> <i>Reading Check #01 (Houben et al.)</i>	Marczinski et al. (2011)
6	14-Oct	<b>NO CLASS - READING WEEK</b>	-
7	21-Oct	<b>Cognitive Flexibility (Cf)</b> <i>Reading Check #02 (Marczinski et al.)</i>	<b><u>Topic proposals due at 12PM!</u></b> Shnitko et al. (2019)
8	28-Oct	<b>Planning</b> <i>Reading Check #03 (Shnitko et al.)</i>	Haratsis et al. (2015)
9	04-Nov	<b>Reasoning and problem-solving</b> <i>Reading Check #04 (Haratsis et al.)</i>	Shokri-Kojori & Krawczyk (2018)
10	11-Nov	<b>[Discussion] Creating an effective poster</b> <b>Metacognition</b>	<b><u>Revised proposals due at 12PM!</u></b> Medina et al. (2017)
11	18-Nov	<b>Executive functions in "real life"</b> <i>Reading Check #05 (Shokri-Kojori <u>or</u> Medina)</i>	(1) Brito & Noble (2017); (2) Cowell et al. (2015); (3) Yeager et al. (2019)
12	25-Nov	<b>Poster Presentation Session A</b>	-
13	02-Dec	<b>Poster Presentation Session B</b>	-
14	<i>to be determined</i>	<b>Cumulative Final Examination</b> <i>Scheduled by Registrar sometime between 06-21 Dec</i>	Lectures from weeks 2-5, 7-11 Readings from week 11 <u>only</u>