

UNIVERSITY OF FLORIDA, COLLEGE OF HEALTH PROFESSIONS
CLINICAL AND HEALTH PSYCHOLOGY CLP 7934
COURSE SYLLABUS, SPRING 2006
SPECIAL TOPICS: VERY LATE LIFE (COGNITIVE AGING)

Instructor:

Michael Marsiske, Ph.D.

Department of Clinical and Health Psychology

P.O. Box 100165

Gainesville, FL 32610-0165

Phone: (352) 273-5097

Fax: (801) 720-5897

email: marsiske@ufl.edu

Instructor web site: <http://www.hp.ufl.edu/marsiskelab/>

Office Hours: Thursdays 10:30-11:30 am and by appointment

Term:

Spring Term, 2006

Section Number 5255

3 Credit Hours

Time and place:

4:05 – 7:05 pm, Thursdays (Periods 9-11)

Room HPNP Rm G110

Course description:

Much is known about psychological aging in later life, but research is only now beginning to explore the new 'final frontier', the oldest old. Persons aged 80 and older are the fastest growing segment of the population. However, because very old adults have historically been a rare group, and because of the frequent challenges of including such individuals in research due to physical and mental impairments, findings about aging often under-represent these oldest individuals. This course will consider psychological aging in the very old. Primary source readings will address cognitive, personality and social changes with age. The class will also consider "terminal decline", and the psychological changes associated with death, what it means to age 'successfully' in very old age, and the blurring distinctions between 'normal' and 'pathological' aging in very late life."

This course draws on life-span developmental theory to consider three major themes: (a) normal psychological development in later life; (b) psychological development in the oldest old; and (c) definitions and assessment of "successful aging". As we consider each theme, particular attention is paid to cognitive, self-related, and social developmental changes. Given the life-span theoretical origins of the course, we will comprehensively address issues such as:

- 1 Are these changes newly emergent, or do they reflect the outcome of continuous developmental phenomena?
- 2 Are the trends discussed normative? Do all individuals show similar patterns of development? What factors might moderate the developmental trajectories?
- 3 Are the observed changes irreversible? Is there evidence for developmental plasticity?
- 4 What are the contributions of various systems of influence (e.g., social structure, culture, biological aging) to the psychological phenomena?

Course objectives:

1. The student will understand major trends in the current literature regarding the developmental psychology of later adulthood, and be able to identify major leaders in the field and their empirical contributions.
2. The student will appreciate the heterogeneity of possible aging patterns, and selected factors which can lead to incremental, decremental, and stable trajectories.
3. The student will be able to critically review primary-source empirical articles and comprehensive reviews, and will be able (a) to stimulate and sustain active scholarly discussion about this literature, and (b) to critically highlight the strengths and shortcomings of this literature.
4. The student will be able to apply the concepts and approaches of this study to their own area of research.

Course format

The course will be conducted in the form of a graduate seminar. Class will meet Thursdays from 4:05-7:05 pm. The majority of each class will consist of discussions of the assigned readings for that class.

Prerequisite :

There are no formal pre-requisites for this course. Students should be prepared for the reading and writing requirements of an advanced graduate level seminar. Please talk with the instructor if you have any concerns.

Reading materials:

There is no required text. Specific primary source and review articles will be required each week, as noted on the syllabus below. Students are required to complete readings prior to class so that they can maximally benefit from presentations and discussions.

Grading procedure and scales:

Grading: A = 90-100; B=80-89; C=70-79; D=60-69; F=below 60. Grades will be weighted according to the number of points available for each component. Final grades will be calculated as a percentage of the highest score. Evaluation in the course will be based on two major components:

Evaluation in this course will be broken into the following major components:

- 1 *Ten reading quizzes.* Brief essay-type questions will be presented at the beginning of all classes (except the first and last), and should take 5-10 minutes to complete. The questions may be taken from any of the required readings assigned for that week, and are designed (a) to ensure that reading has been done, and (b) to initiate critical discussion for that week's seminar. This means that 12 quizzes will be distributed. The best ten (10) quiz grades will be counted toward your final grade (2% of grade each; **20% of total grade**).
- 2 *Seminar leader assignment.* Students will, at the beginning of the second lecture period, select one-to-two weeks' topics in which they will serve as seminar leader. Like all other students, the seminar leader is responsible for carefully reading all the required articles for the week, and preparing at least three discussion questions for each. In addition, the seminar leader for the week is also encouraged to seek out and read additional, related readings for that week, with the hope of generating additional discussion questions and context. If enrollment requires that more than one student serve as seminar leader in a given week, student class preparations should be made independently, but student leaders should coordinate their roles with one another prior to class. In some years, with lower enrollment, students have served as seminar leaders for two weeks in each semester.

The seminar leader should submit discussion questions via e-mail to the instructor and the rest of the class (at least three for each required article for that week) by the morning of the scheduled class; these written questions will be graded. The questions should highlight the main issues with respect to theory, research methods, findings, and future research questions for your topics. Questions should not simply ask for recall or recognition of material, but should ask for analysis, synthesis, comparison/contrast, evaluation or application of the main issues in the assigned readings (16 % of total grade).

The seminar leader(s) will also lead the class discussion of the assigned readings, based on the written discussion questions during these two classes. Begin with some background information on the authors (general direction and topics of their research publications, current position, educational history) to provide a context for understanding their work. Be sure to cover theory development in the focal topics, research methods used and a critique of the m, key findings, and challenges for future research. Employ whatever learning exercises or activities that you deem useful for enhancing comprehension and application of the material. (14% of total grade).

- 3 *Final paper prospectus.* At the beginning of the **February 23** class, students should submit a one-page prospectus of the paper they plan to develop for the end

- of the course. Students will receive written feedback on these outlines, which should help in the preparation of the final paper. Appointments to discuss this prospectus may be scheduled. The prospectus should include (a) a psychological topic, (b) a tentative title, (c) a one-paragraph summary of the approach/topic/, with an emphasis on the argument that the student plans to make (d) complete American Psychological Association (APA) style citations for five key aging articles relevant to your final paper (**10% of total grade**).
- 4 *Annotated bibliography.* At the beginning of the **March 30** class, students should submit an annotated bibliography covering ten of the articles that they plan to reference/discuss in their final paper. (This set of articles can also include the five listed above, in point 3). Each article should be presented with a full APA-style citation, and about 100-200 words critically summarizing the key argument/point/finding/contribution of the article. There is no need to turn in a copy of the actual article. **This should not be a simple reprint of the abstract.** Try to make some critical statements about the method, theory or major contribution of the paper. Use this assignment to really start working through your final paper. (**10% of total grade**).
- 5 *Final research paper.* Students will submit their final paper on **April 27, 2006**. The paper should be submitted in person to the **mailbox** of *Michael Marsiske*, in the *Department of Clinical and Health Psychology (near Room 3151 in the HPNP building)*, no later than **4:00 pm EST** on that date. More detailed guidelines for the paper will follow (**30% of total grade**).

Extra credit - No planned opportunities for extra credit exist in this course.

Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

For extra help:

The instructor will make every effort to support students in understanding course content and reading materials. The instructor can meet with students as needed by appointment. Students are also welcome to e-mail questions at any time. Students are **strongly encouraged** to read their required readings **before** class, and to try to work out problems themselves first, to fully capitalize on the benefits of self-discovery.

Attendance policy:

Students are expected to be present for all classes. Attendance will not be graded, although students missing a class will not be able to complete the reading quiz for that week. A grade penalty may be assigned for late assignments, and a zero grade will be assigned for missed class discussion leadership that is unexcused. Attendance is strongly recommended, since the core of this class will be spontaneous class discussions.

The Honor Code:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university's policy regarding cheating and other academic dishonesty may be found at <http://www.chem.ufl.edu/~itl/honor.html>.

Copyright policy

The University of Florida policy on copyright states: "Copyright permission should not be required of instructors in the following circumstances:

- 1) A single copy of an article, chapter, or poem is on reserve for only *one semester*.
- 2) A reasonable number of copies of an article, chapter, or poem are placed on reserve for only *one semester*. "Reasonable" is determined by an assessment of the number of students assigned the reading, the difficulty of the reading, and the time frame allowed for completion of the reading. This should normally not exceed 6 copies, although up to one copy for every 15 students may be accepted if space is available in the reserve area and the above criteria are met."

The reserve locations for readings in this class will be discussed in the first class meeting.

Accommodations due to disability

Students who wish to obtain individual accommodations due to disability must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. This should be done at the start of the semester.

Counseling and mental health services

Students in need of counseling and mental health services are encouraged to explore (1) the Student Health Care Center, <http://www.health.ufl.edu/shcc/>, (352) 392-1161 , or the University of Florida Counseling Center, <http://www.counsel.ufl.edu/>, (352) 392-1575

Tentative Course Calendar

MODULE ONE: NORMAL PSYCHOLOGICAL AGING

January 12. Course overview, biopsychosocial theories of aging, and introduction to life-span developmental psychology

No assigned readings

January 19. Cognitive aging -The "mechanics" of the mind

- Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual functioning. *Annual Review of Psychology*, 50, 471-507.
- Schaie, K. W. (1994). The course of adult intellectual development. *American Psychologist*, 49, 304-313.
- Salthouse, T. A. (2004). What and When of Cognitive Aging. *Current Directions in Psychological Science*, 13(4), 140-144.
- Salthouse, T. A. (2004). Localizing age-related individual differences in a hierarchical structure. *Intelligence*, 32(6), 541-561.
- Hartley, A. (2006). Changing role of the speed of processing construct in the cognitive psychology of human aging. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 183-208). Burlington, MA: Elsevier Academic Press.
- Hoyer, W. J., & Verhaeghen, P. (2006). Memory aging. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 209-232). Burlington, MA: Elsevier Academic Press.
- Kramer, A. F., Fabiani, M., & Colcombe, S. J. (2006). Contributions of cognitive neuroscience to the understanding of behavior and aging. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 57-84). Burlington, MA: Elsevier Academic Press.

January 26. Cognitive aging -The "pragmatics" of the mind

- Salthouse, T. A. (1990). Cognitive competence and expertise in aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (3rd. ed., pp. 310-319). New York: Academic.
- Marsiske, M., & Margrett, J. A. (in press). Everyday problem solving and decision making. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the Psychology of Aging* (6th Edition). New York: Academic Press.
- Wilson, R. S., & Bennett, D. A. (2003). Cognitive activity and risk of Alzheimer's disease. *Current Directions in Psychological Science*, 12, 87-91.
- Wilson R. S. et al. (2002). Participation in cognitively stimulating activity and risk of incident Alzheimers Disease. *Journal of the American Medical Association*, 287, 742-748.
- Lövdén, M., Ghisletta, P., & Lindenberger, U. (2005). Social Participation Attenuates Decline in Perceptual Speed in Old and Very Old Age. *Psychology and Aging*, 20(3), 423-434.
- Brugman, G. M. (2006). Wisdom and aging. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 445-476). Burlington, MA: Elsevier Academic Press.

February 2. Self/emotion/social aging I

- Mroczek, D. K., Spiro, A., & Griffin, P. W. (2006). Personality and aging. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 363-378). Burlington, MA: Elsevier Academic Press.
- Markus, H. R., & Herzog, A. R. (1991). The role of the self-concept in aging. *Annual Review of Gerontology and Geriatrics*, 11, 111-143.
- Staudinger, U. M., & Pasupathi, M. (2000). Life-span perspectives on self, personality and social cognition. In F.I.M Craik & T.A. Salthouse (Eds.), *The Handbook of Aging and Cognition* (2nd. Ed., pp. 633-688). Mahwah, NJ: Lawrence Erlbaum Associates
- McCrae, R. R., & Costa, P. T. (1994). The stability of personality: Observations and evaluations. *Current Directions in Psychological Science*, 3, 173-175.
- Aldwin, C. M., Spiro, A., & Park, C. L. (2006). Health, behavior, and optimal aging: A life span developmental perspective. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 85-104). Burlington, MA: Elsevier Academic Press.

February 9. Self/emotion/social aging II

- Antonucci, T. C. (2001). Social relations: An examination of social networks, social support and sense of control. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (5th. ed., pp. 427-453). New York: Academic.

- Akiyama, H., Antonucci, T., Takahashi, K., & Langfahl, E. S. (2003). Negative interactions in close relationships across the lifespan. *Journal of Gerontology: Psychological Sciences*, 58B, P70-P79.
- Baltes, M. M. (1995). Dependency in old age: Gains and losses. *Current Directions in Psychological Science*, 4, 14-19.
- Carstensen, L. L, Mikels, J.A., & Mather, M. (2006). Aging and the intersection of cognition, motivation, and emotion. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging (Sixth Edition)*, pp. 343-362). Burlington, MA: Elsevier Academic Press.

MODULE TWO: PSYCHOLOGICAL AGING IN THE OLDEST OLD

February 16. Studies of the Advanced Old Age : I

- Lövdén, M., Ghisletta, P., & Lindenberger, U. (2004). Cognition in the Berlin Aging Study (BASE): The first 10 years. *Aging, Neuropsychology, and Cognition*, 11(2), 104-133.
- Dixon, R. A., & de Frias, C. M. (2004). The Victoria longitudinal study: From characterizing cognitive aging to illustrating changes in memory compensation. *Aging, Neuropsychology, and Cognition*, 11(2), 346-376.
- Christensen, H., Mackinnon, A., Jorm, A. F., Korten, A., Jacomb, P., Hofer, S. M., et al. (2004). The Canberra longitudinal study: Design, aims, methodology, outcomes and recent empirical investigations. *Aging, Neuropsychology, and Cognition*, 11(2), 169-195.
- McDowell, I., Xi, G., Lindsay, J., & Tuokko, H. (2004). Canadian Study of Health and Aging: Study description and patterns of early cognitive decline. *Aging, Neuropsychology and Cognition*, 11(2-3), 149-168.

February 23. RESEARCH PROSPECTUS DUE IN CLASS TODAY!

Studies of the Advanced Old Age : II

- Silver, M. H., Jilinskaia, E., & Perls, T.T. (2001). Cognitive functional status of age-confirmed centenarians in a population-based study. *Journals of Gerontology: Psychological Sciences*, 56B, P134-P140.
- Hagberg, B., Alfredson, B. B., Poon, L. W., & Homma, A. (2001). Cognitive functioning in centenarians: A coordinated analysis from three countries. *Journals of Gerontology: Psychological Sciences*, 56B, P141-P151.
- Nilsson, L.-G. r., Adolfsson, R., Bäckman, L., de Frias, C. M., Molander, B., & Nyberg, L. (2004). Betula: A prospective cohort study on memory, health and aging. *Aging, Neuropsychology, and Cognition*, 11(2), 134-148.

- Rabbitt, P. M. A., McInnes, L., Diggle, P., Holland, F., Bent, N., Abson, V., et al. (2004). The University of Manchester longitudinal study of cognition in normal healthy old age, 1983 through 2003. *Aging, Neuropsychology, and Cognition*, 11(2), 245-279.

March 2. Intraindividual Variability

- Lövdén, M., Bergman, L., Adolfsson, R., Lindenberger, U., & Nilsson, L.-G. r. (2005). Studying Individual Aging in an Interindividual Context: Typical Paths of Age-Related, Dementia-Related, and Mortality-Related Cognitive Development in Old Age. *Psychology and Aging*, 20(2), 303-316.
- Martin, M., & Hofer, S. M. (2004). Intraindividual Variability, Change, and Aging: Conceptual and Analytical Issues. *Gerontology*, 50(1), 7-11.
- Mroczek, D. K., & Almeida, D. M. (2004). The Effect of Daily Stress, Personality, and Age on Daily Negative Affect. *Journal of Personality*, 72(2), 355-378.
- Nesselroade, J. R., & Salthouse, T. A. (2004). Methodological and theoretical implications of intraindividual variability in perceptual-motor performance. *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences*, 59(2), P49-P55.
- Sliwinski, M., & Buschke, H. (2004). Modeling intraindividual cognitive change in aging adults: Results from the Einstein aging studies. *Aging, Neuropsychology, and Cognition*, 11(2), 196-211.
- Allaire, J. C., & Marsiske, M. (2000). Intraindividual variability may not always indicate vulnerability in elders' cognitive performance. *Psychology and Aging*, 20, 390-401.
- Newell, K. M., Vaillancourt, D. E., & Sosnoff, J. J. (2006). Aging, complexity, and motor performance. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 163-182). Burlington, MA: Elsevier Academic Press.

March 9. Dedifferentiation

- Baltes, P. B., Cornelius, S. W., Spiro, A., Nesselroade, J. R., & Willis, S.L. (1980). Integration versus differentiation of fluid/crystallized intelligence in old age. *Developmental Psychology*, 16, 625-635.
- Cabeza, R. (2002). Hemispheric asymmetry reduction in older adults: The HAROLD model. *Psychology and Aging*, 17, 85-100.
- Ghisletta, P., & Lindenberger, U. (2003). Age-based structural dynamics between perceptual speed and knowledge in the Berlin Aging Study: Direct evidence for ability dedifferentiation in old age. *Psychology and Aging*, 18, 696-713.

- Lindenberger, U., & Baltes, P. B. (1993). Sensory functioning and intelligence in old age: A strong connection. *Psychology and Aging, 9*, 339-355.
- Hofer, S. M., Berg, S., & Era, P. (2003). Evaluating the interdependence of aging-related changes in visual and auditory acuity, balance, and cognitive functioning. *Psychology and Aging, 18*, 285-305.

March 16. Spring Break (no class)

March 23. Terminal Decline

- Berg, S. (1996). Aging, behavior, and terminal decline. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (4th. ed., pp. 323-337). San Diego, CA: Academic Press.
- Maier, H., & Smith, J. (1999). Psychological predictors of mortality in old age. *Journals of Gerontology: Psychological Sciences, 54B*, P44-P54.
- Small, B. J., & Bäckman, L., (1999). Time to death and cognitive performance. *Current Directions in Psychological Science, 8*, 168-172.
- Small, B. J., Fratiglioni, L., von Strauss, E., & Bäckman, L. (2003). Terminal decline and cognitive performance in very old age: Does cause of death matter. *Psychology and Aging, 18*, 193-202.
- Johansson, B., Hofer, S. M., Allaire, J. C., Maldonado-Molina, M. M., Piccinin, A. M., Berg, S., et al. (2004). Change in Cognitive Capabilities in the Oldest Old: The Effects of Proximity to Death in Genetically Related Individuals Over a 6-Year Period. *Psychology and Aging, 19*(1), 145-156.

March 30. ANNOTATED BIBLIOGRAPHY DUE AT BEGINNING OF CLASS.

Cognitive Aging and Impairment

- Mesulam, M.-M. (2000). *Principles of Behavioral and Cognitive Neurology* (Ch. 10, Aging, Alzheimer's Disease & Dementia, pp. 439-516). London: Oxford University Press
- Zarit, S. H., & Zarit, J. M. (1998) *Mental Disorders in Older Adults* (Ch. 3). New York: Guilford Press.
- Gatz, M., Svedberg, P., Pedersen, N. L., Mortimer, J. A., Berg, S., & Johansson, B. (2001). Education and the risk of Alzheimer's Disease: Findings from the study of dementia in swedish twins. *Journal of Gerontology: Psychological Sciences, 56B*, P292-P300.

- Bäckman, L., Wahlin, Å. k., Small, B. J., Herlitz, A., Winblad, B., & Fratiglioni, L. (2004). Cognitive functioning in aging and Dementia: The Kungsholmen project. *Aging, Neuropsychology, and Cognition*, 11(2), 212-244.
- Snyder, P. J., & Nussbaum, P. D. (1998). *Clinical Neuropsychology: A pocket handbook for assessment* (Chs. 10-12). Washington, DC: APA Press.

April 6. Mild cognitive impairment

- Boeve, B. et al. (2003). Mild cognitive impairment in the old old. *Neurology*, 60, 477-480
- Petersen, R. C., & Morris, J. C. (2005). Mild cognitive impairment as a clinical entity and treatment target. *Archives of Neurology*, 62, 1160-1163.
- Petersen, R. C. (2005). Mild cognitive impairment: Where are we? *Alzheimers Disease and Associated Disorders*, 19, 166-169.
- Storandt, M., Grant, E. A., Miller, P., & Morris, J. C. (2002). Rates of progression in mild cognitive impairment and early Alzheimer's disease. *Neurology*, 59, 1034-1041.
- Busse, A., Bischof, J., Riedel-Heller, S. G., & Angermeyer, M. C. (2003). Subclassifications for mild cognitive impairment: Prevalence and predictive validity. *Psychological Medicine*, 33, 1029-1038.
- Albert, M. S., Moss, M. B., Tanzi, R., & Jones, K. (2001). Preclinical prediction of AD using neuropsychological tests. *Journal of the International Neuropsychological Society*, 7, 631-639.

MODULE 3: SUCCESSFUL PSYCHOLOGICAL AGING

April 13. Theoretical issues and future prospects

- Riediger, M., Li, S-C., & Lindenberger, U. (2006). Selection, optimization, and compensation as developmental mechanisms of adaptive resource allocation: Review and preview. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 289-314). Burlington, MA: Elsevier Academic Press.
- Hess, T. M. (2006). Attitudes toward aging and their effects on behavior. In J. E. Birren & K. W. Schaie (Eds). *Handbook of the Psychology of Aging* (Sixth Edition, pp. 379-407). Burlington, MA: Elsevier Academic Press.
- Wilson, R. S. et al. (2005). Early and late cognitive activity and cognitive systems in old age. *Journal of the International Neuropsychological Society*, 11, 400-407.
- Kramer, A. F., Bherer, L., Colcombe, S. J., Dong, W., & Greenough, W. T. (2004). Environmental Influences on Cognitive and Brain Plasticity During Aging. *Journals of Gerontology: Series A: Biological Sciences and Medical Sciences*, 59(9), 940-957.

- McAuley, E., Kramer, A. F., & Colcombe, S. J. (2004). Cardiovascular fitness and neurocognitive function in older Adults: A brief review. *Brain, Behavior and Immunity*, 18(3), 214-220.
- Ball, K., Berch, D. B., Helmers, K. F., Jobe, J. B., Leveck, M. D., Marsiske, M., Morris, J. N., Rebok, G. W., Smith, D. M., Tennstedt, S. L., Unverzagt, F. W., Willis, S. L. (2002). The effects of cognitive training interventions with older adults: A randomized controlled trial. *Journal of the American Medical Association*, 288, 2271-2281.

April 20. Writing period. No class. (Much of the class may attend the Cognitive Aging Conference during this period. Visit <http://www.cos.gatech.edu/cac/cac.htm> for details)

April 27. Final papers due to Michael Marsiske's mailbox by 4:00 pm EDT.

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced *in class*, and the student is personally responsible for obtaining updated information regarding those changes.