

**University of Florida
College of Public Health & Health Professions Syllabus**

**CLP 7934, Special Topics: Directed Reading-Neuropsychology of Aging
Section Number: 073F(11291), Fall 2019 (3 credit hours)**

Meeting time/place: n/a (online class)
Delivery Format: Online
Course Website or [E-Learning](#)

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Office Hours: By appointment
Preferred Course Communications: Email

Prerequisites Admitted, in good standing, to the Graduate School at the University of Florida. No other pre-requisites apply. Students are expected to seek out additional foundational reading and materials in areas that are challenging for them; students are invited to ask course instructors for recommendations.

PURPOSE AND OUTCOME

Course Overview. This directed reading course introduces students to contemporary theory, method, and findings regarding normal cognitive aging, neuropsychology (based mainly on research with brain-damaged individuals) and cognitive neuroscience. The readings will consider normal and pathological cognitive changes, potential etiologies and comorbidities, as well as recent thinking on intervention approaches for late life cognition. The selection of topics and instructors also reflects the unique profile of expertise among University of Florida Division of Neuropsychology faculty..

Relation to Program Outcomes. This course counts as a “Neuropsychology elective” for doctoral students in Clinical and Health Psychology. It also satisfies one of the elective requirements of the Graduate Certificate in Gerontology.

Instructional Methods

This online course is a directed reading course. Students will access personal-use electronic copies of all assigned readings in this course (online, in the UF Canvas system). Each week, students will be expected to summarize, synthesize and integrate readings (along with outside material they choose to bring in) so that they can explain readings to others. This will take the form of a weekly executive summary produced by the student (see “Assignments” below for details).

Course Objectives and/or Goals

As noted above, this is a **very different** class from other in-person or online courses you may have taken. It is a directed reading class. That means there are **no lectures or prepared materials**. The overarching goal of the class is to see what you can extract and explain from primary source readings.

The philosophical underpinning of the learning approach is the [Feynman method](#), which emphasizes active learning over passive learning. And the hallmark of active learning is that you can EXPLAIN the topic simply to someone else.

In this class, doctoral students from diverse backgrounds will read primary source literature on cognitive and neuropsychological changes associated with aging and age-related disease. Students are expected to demonstrate their higher level skills, as doctoral trainees, to integrate, analyze, summarize, explain and critique primary source empirical research. Students in this class **will produce weekly infographic-rich executive summaries** of their readings, in order to:

1. Explain and summarize the content of each week's readings, using minimal jargon, specialized vocabulary, or acronyms, **so that a typical naïve undergraduate student could learn from it**
2. Integrate and organize the readings, drawing linkages across articles within and between weeks, in order to describe higher order themes about cognitive aging
3. Appraise and critique the weekly articles in order to draw conclusions about the quality of the evidence for the week's topic, so that they may identify critical next steps to be addressed by the research field

Weekly assignments serve two functions:

- (a) a reading check (so they should incorporate content from all assigned readings), but also
- (b) an application of the Feynman method, showing the ability to synthesize, summarize and extract "big picture" themes from the readings via infographic, image-rich executive summary presentations.

Please see videos demonstrating some design principles and guidance in the course "Resources" area, which is part of the Course Hub in Canvas.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Specific weekly readings are listed in the appendix to this syllabus

Week	Assignment due date (11:59 pm)	Topic(s)
1	Aug 29	Normal cognitive changes
2	Sep 5	Neuroimaging/neuroscience methods and aging
3	Sep 12	Memory aging
4	Sep 19	Visuospatial aging
5-6	Oct 3	The Dementias, 1 & 2
7	Oct 10	Possible explanations: White matter accounts
8	Oct 17	The cognitive neuropsychology of depression in the elderly
9	Oct 24	Stress-diathesis models of cognitive aging: Sample case of post-operative cognitive dysfunction
10	Oct 31	Cardiovascular function and its role in cognitive aging: Sample case from the laboratory of Ronald Cohen
11	Nov 7	Stroke: Cognitive sequelae
12	Nov 14	Parkinson's disease: Cognitive sequelae
13	Nov 21	Interventions 1
14	Dec 5	Interventions 2

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.

Course Materials

Each week is associated with readings (empirical articles, meta-analyses, review chapters, theoretical papers, fact sheets, consensus statements). These are detailed below in the weekly calendar, and electronic copies will be provided at the class elearning site. The specific weekly reading list is given in the bibliography in the appendix of this syllabus.

Technology

Students are required to access all materials in Canvas, and to submit all materials in Microsoft format (Office, Powerpoint) in Canvas. Software can be obtained at the [UF download link](#). Readings are provided in Adobe pdf format, and can be accessed via the free [Adobe Acrobat reader](#).

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Managing e-learning technical issues

- If you cannot upload a document due to technical problems (e.g., if Canvas is down), you may e-mail Dr. Marsiske. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to Canvas as well, once the technical issue is resolved. We also require you to contact the UF Helpdesk and obtain a “problem ticket number” to further document your good-faith attempts to resolve the technical problem. Official text:
 - *Don't wait until the last minute. Know when the [assignment] is due and leave yourself plenty of time.*
 - *[Finish your assignment] during Help Desk hours (<http://helpdesk.ufl.edu>) so that if you encounter problems, there will be someone available to help you.*
 - *Make sure you have a dependable internet connection.*
 - *Use a current, updated browser and operating system*
 - *Make sure you read your instructions carefully before beginning the assignment.*
 - *If you encounter any unexpected behavior (error messages, inability to log in, etc.) take a screen shot of the problem (Print Scrn) and paste (CTRL+V) into a program like Word or Paint. Save this file. This is important so that your instructor knows your problem is legitimate, and to assist the UF Computing Help Desk in helping you fix the problem.*
 - *If you encounter problems that prevent you from [completing the assignment], immediately call the UF Computing Help Desk at 352-392-4357. Keep the ticket number for future reference.*
 - *When you are done with your [assignment], be sure you submit it! If you do not see a successful submission message, your test is still in progress. You will not get a grade until you submit.*

ACADEMIC REQUIREMENTS AND GRADING

Assignments

The grade for the class will be based on the weekly Executive Summaries. ***Each Executive Summary will be weighted to count for the exact same proportion of your final grade, even if varying numbers of pages-to-read are given to each week.***

1. *Submitted Executive Summaries. **Submit via Canvas.***

The Executive Summary should:

- a. Be 6-8 pages (this will vary on how dense your presentation is) (**For the Dementias combined weeks 5 and 6, this should be doubled!**). Most students submit this as a powerpoint.
- b. The goal is for it to be an INTEGRATIVE SUMMARY of themes and ideas in the readings of the week, and should also include critiques (‘unanswered questions’, ‘methodological issues’) that emerge from your critical reading of the material.

- c. Your approach to reviewing the articles to provide a summary/synthesis/integration/analysis of what you have read
 - the executive summary should not be a point-by-point review of each article, but should provide the “big picture”
 - the summary should be at the level of “what you would tell an educated layperson about this week’s materials”
- d. Use as few words as possible. Images (graphs, tables, figures from the readings, as well as your own summary charts, bulleted lists, or images from the internet—properly credited) should be the centerpiece of these summaries. Your general goal should be to summarize the material in the style of an *infographic* (see below).
- e. You are encouraged to draw on materials outside of the required readings (e.g., Wikipedia definitions, illustrative images, background info not contained in the readings). However, *this must not come at the expense of materials in the readings*. The key point of these assignments is to show that you have read, understood, and synthesized the week’s materials. So that should always be your main goal.

Executive summary resources

The resources that follow are not specific to the in-class exercises, because we haven’t found good models for these. ***Please be assured that in the early weeks, as we figure out the optimal format, grading will be lenient and comments will help shape the product.*** A major intent of this assignment is also to allow you to be creative and flexible in how you approach your summaries.

- <http://sharpbrains.com/executive-summary/>
- <http://visual.ly/executive-summary-introduction>
- <http://www.sustainability.com/news/model-behavior-infographic-and-executive-summary-now-available#.U2F17yqZFOk>
- <http://massdmg.com/2012/02/5-steps-to-an-awesome-executive-summary/> (I think this one might be pretty good)
- Something more texty: <http://www.care.org/sites/default/files/documents/AG-2013-Pathways-Annual-Report-Executive-Summary.pdf>
- Completely not research, but nicely segmented thematically in a way I could imagine for articles: <https://www.herndon-va.gov/Content/FY2013ARExecSummaryFINAL.pdf?cnlid=5682>
- Later pages of this (too long) one are research ... <https://credo.stanford.edu/documents/NCSS%202013%20Executive%20Summary.pdf>

Grading

Requirement	Due date (11:59 pm)	% of final grade (must sum to 100%)
Week 1 Assignment	Aug 29	7.14%
Week 2 Assignment	Sep 5	7.14%
Week 3 Assignment	Sep 12	7.14%
Week 4 Assignment	Sep 19	14.32%
Week 5-6 Assignment	Oct 3	7.14%
Week 7 Assignment	Oct 10	7.14%
Week 8 Assignment	Oct 17	7.14%
Week 9 Assignment	Oct 24	7.14%
Week 10 Assignment	Oct 31	7.14%
Week 11 Assignment	Nov 7	7.14%
Week 12 Assignment	Nov 14	7.14%
Week 13 Assignment	Nov 21	7.14%
Week 14 Assignment	Dec 5	7.14%

The grading rubric for each executive summary is as follows, and comments upon grading will help explain the points assigned.

Criterion	2 points	1 point	0 points
Thoroughness	Accurately summarizes at least one major point from each assigned article	Accurately summarizes at least one major point from most assigned articles	Inaccurate summaries or excludes more than one assigned article
Organization and narrative structure	Initial slide signals the "story", "narrative", or major organizing questions that the summary is structured to address. This structure is reflected in the organization of subsequent slides.	Initial organizing slide is difficult to follow, or does not reflect the week's readings.	No advance organizational structure is communicated, or slides do not follow the organization.
Informative to a lay reader	Content is organized for a lay reader. Key concepts are defined, explained and illustrated. Guiding questions for the week's module are presented and addressed.	Content includes undefined acronyms or jargon, or serves as a summary of readings, but would be confusing to a lay reader.	Content is mostly comprised of direct summaries of readings, with little explanation or organization
Critical research evaluation	Research is summarized with respect to methodological strengths and weaknesses, as well as student perspective on the next needed steps for the research field.	Methodology is clearly presented, but not evaluated with regards to strengths and weaknesses.	Methodology is not addressed
Engaging content	Effort is demonstrated in making content appealing and engaging to lay readers. This can include good use of imagery, tables, columns, and smart art.	Content is clearly presented, but mostly in bullets and/or narrative paragraphs	Content serves as a summary outline of readings; comes across as personal notes, not a document for outside readers.

See below for additional policy on late submissions.

Note that after your PowerPoint has been graded, it may be distributed to other class members for review and mutual learning.

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Registrar's Grade Policy regulations](#).

Exam Policy.

No exams for this class

Policy Related to Extra Credit

For [student evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations. Note that if class enrollment is low, you may not be asked to provide evaluations, which then means there will be no bonus points.

Policy Related to Make up Exams or Other Work

For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule:

With regard to missing or incomplete assignments, the following policies apply:

- Coordinator/instructors will not contact you about missing or incomplete assignments. **It is your responsibility** to check that the *correct* Summary has been submitted to Canvas on time
- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.
- If your assignment is late, you will lose 10% each day up to the seventh day, after which a zero grade will be assigned. Each assignment is initially graded up to a total of 10 points according to the rubric (before it is converted to 6.67% or 13.33% of your grade, depending on assignment). Thus, if an assignment is worth a maximum of 10 points, you will lose 1 point for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at midnight). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade

3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and Canvas does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske via email.

Any requests for waiving of late penalties due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. The Appendix to this syllabus includes additional details for managing technical issues.

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 (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Required Class Attendance

There is no specific attendance requirement for this online class, but all weekly assignments must be submitted, without exception. All classes are bound by the UF Attendance Policy.

For information regarding the UF Attendance Policy see the [Registrar website for additional details](#).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Inclusive Learning Environment.

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we

respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs website](#).

Expectations Regarding Course Behavior

Students are expected to complete all work by the deadline stated, and to contact the instructor *in advance* with any problems related to completing course assignments.

Communication Guidelines

A discussion board exists in Elearning for any open questions about course materials and assignments. You are welcome to post any questions. Please be respectful, and follow [UF Netiquette guidelines](#). Please do not use the open forums for complaints or criticisms. Please do not post your suspected "answers" for any questions, so as not to interfere with the independent problem solving of other students.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student Website](#) for additional details:

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

For [student evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations. Note that if class enrollment is low, you may not be asked to provide evaluations, which then means there will be no bonus points.

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health (Health, Wellness, and Academic Resources)

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Health and Wellness

- *U Matter We Care*: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student
- *Counseling and Wellness Center*: offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their [web site](#) for more information or call (352) 392-1575. On line and in person assistance is available.
- [University Police Department](#) (352) 392-1111 or 9-1-1 for emergencies.
- [The Student Health Care Center at Shands](#) is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site.
- *Crisis intervention* is always available 24/7 from: [Alachua County Crisis Center](#): (352) 264-6789
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, (352) 392-1161

Academic Resources

- [E-learning technical support](#), 352-392-4357 (selection option 2) or e-mail to Learning-support@ufl.edu
- [Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.
- [Library Support](#). Various ways to receive assistance with respect to using the libraries or finding resources

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

APPENDICES

Readings

Week	Readings
1	<p><u>Normal cognitive changes</u></p> <p>01. IOM (Institute of Medicine). (2015). CHARACTERIZING AND ASSESSING COGNITIVE AGING. In Dan G. Blazer, Kristine Yaffe, and Catharyn T. Liverman, (Editors). Cognitive Aging: Progress in Understanding and Opportunities for Action (pp. 31-74). Washington, DC: The National Academies Press</p> <p>02. IOM (Institute of Medicine). (2015). POPULATION-BASED INFORMATION ABOUT COGNITIVE AGING. In Dan G. Blazer, Kristine Yaffe, and Catharyn T. Liverman, (Editors). Cognitive Aging: Progress in Understanding and Opportunities for Action (pp. 75-108). Washington, DC: The National Academies Press</p> <p>03. Contemporary review 2009: Cognitive aging. By Drag, Lauren L.; Bieliauskas, Linas A. Journal of Geriatric Psychiatry and Neurology, Vol 23(2), Jun 2010, 75-93. doi: 10.1177/0891988709358590</p> <p>04. Human neuroscience and the aging mind: A new look at old problems. By Reuter-Lorenz, Patricia; Park, Denise C. Journals of Gerontology: Psychological Sciences, 65B(4), 405-515. doi: 10.1093/geronb/gbq035</p> <p>05. Wilson, R. S., Capuano, A. W., Sytsma, J., Bennett, D. A., & Barnes, L. L. (2015). Cognitive aging in older Black and White persons. <i>Psychology and aging</i>, 30(2), 279.</p>

Week	Readings
2	<p data-bbox="315 233 1045 264"><u>Neuroimaging/neuroscience methods and aging</u></p> <p data-bbox="315 306 1414 485">06. Neuroimaging of healthy cognitive aging. By Dennis, Nancy A.; Cabeza, Roberto Craig, Fergus I. M. (Ed); Salthouse, Timothy A. (Ed), (2008). The handbook of aging and cognition (3rd ed.), (pp. 1-54). New York, NY, US: Psychology Press, xi, 657 pp.</p> <p data-bbox="315 527 1398 667">07. Alterations in the BOLD fMRI signal with ageing and disease: a challenge for neuroimaging. D'Esposito M, Deouell LY, Gazzaley A. Nat Rev Neurosci. 2003 Nov;4(11):863-72.</p> <p data-bbox="315 709 1406 888">08. Imaging aging: Present and future. By Hayes, Scott M.; Cabeza, Roberto Hofer, Scott M. (Ed); Alwin, Duane F. (Ed), (2008). Handbook of cognitive aging: Interdisciplinary perspectives, (pp. 308-326). Thousand Oaks, CA, US: Sage Publications, Inc, xiii, 730 pp.</p> <p data-bbox="315 930 1406 1071">09. Rentz, D. M., Rodriguez, M. A. P., Amariglio, R., Stern, Y., Sperling, R., & Ferris, S. (2013). Promising developments in neuropsychological approaches for the detection of preclinical Alzheimer's disease: a selective review. <i>Alzheimer's research & therapy</i>, 5(6), 1.</p> <p data-bbox="315 1113 1390 1215">10. Schmidt, E. L., Burge, W., Visscher, K. M., & Ross, L. A. (2016). Cortical thickness in frontoparietal and cingulo-opercular networks predicts executive function performance in older adults. <i>Neuropsychology</i>, 30(3), 322.</p> <p data-bbox="315 1257 1341 1360">11. Friedman, D. (2013). The cognitive aging of episodic memory: a view based on the event-related brain potential. <i>Frontiers in behavioral neuroscience</i>, 7, 111.</p>
3	<p data-bbox="315 1442 532 1474"><u>Memory aging</u></p> <p data-bbox="315 1516 1354 1619">12. Tromp, D., Dufour, A., Lithfous, S., Pebayle, T., & Després, O. (2015). Episodic memory in normal aging and Alzheimer disease: Insights from imaging and behavioral studies. <i>Ageing research reviews</i>, 24, 232-262.</p> <p data-bbox="315 1661 1378 1730">13. Danckert, S. L., & Craik, F. I. (2013). Does aging affect recall more than recognition memory?. <i>Psychology and aging</i>, 28(4), 902.</p> <p data-bbox="315 1772 1435 1950">14. Aging reduces veridical remembering but increases false remembering: Neuropsychological test correlates of remember-know judgments. By McCabe, David P.; Roediger, Henry L., III; McDaniel, Mark A.; Balota, David A. <i>Neuropsychologia</i>, Vol 47(11), Sep 2009, 2164-2173. doi: 10.1016/j.neuropsychologia.2008.11.025</p>

Week	Readings
4	<p data-bbox="315 233 597 264"><u>Visuospatial aging</u></p> <p data-bbox="315 306 1419 411">15. Lithfous, S., Dufour, A., & Després, O. (2013). Spatial navigation in normal aging and the prodromal stage of Alzheimer's disease: insights from imaging and behavioral studies. <i>Ageing research reviews</i>, 12(1), 201-213.</p> <p data-bbox="315 453 1328 625">16. Path integration and the neural basis of the 'cognitive map.' By McNaughton, Bruce L.; Battaglia, Francesco P.; Jensen, Ole; Moser, Edvard I.; Moser, May-Britt <i>Nature Reviews Neuroscience</i>, Vol 7(8), Aug 2006, 663-678. doi: 10.1038/nrn1932</p> <p data-bbox="315 667 1208 814">17. Visual dysfunction, neurodegenerative diseases, and aging. By Jackson, Gregory R.; Owsley, Cynthia <i>Neurologic Clinics</i>, Vol 21(3), Aug 2003, 709-728. doi: 10.1016/S0733-8619(02)00107-X</p> <p data-bbox="315 856 1435 995">18. Drag, L. L., Light, S. N., Langenecker, S. A., Hazlett, K. E., Wilde, E. A., Welsh, R., ... & Bieliauskas, L. A. (2015). Patterns of frontoparietal activation as a marker for unsuccessful visuospatial processing in healthy aging. <i>Brain imaging and behavior</i>, 1-11.</p>

Week	Readings
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