NEWS

Jon Boyce, the department’s Information Technology Specialist, became a father on the evening of January, 30th. Baby Max was born eight pounds and twenty-one inches.

AWARDS

- **Yoav Bar-Anan** and **Josh Magee** received a University award for excellence in scholarship. They will each receive $5,000.
- **Elise Clerkin** and **Kate Ranganath** received the Department’s Graduate Teaching Assistant awards.
- A manuscript by **Amori Mikami** was selected to receive the 2008 ADHD and Family Issues Award from CHADD, a national advocacy group for research on ADHD. The publication is: **Mikami, A. Y., & Pfiffner, L. J. (2008). Sibling relationships among children with Attention-Deficit/Hyperactivity Disorder. Journal of Attention Disorders, 11, 482-492.**

PUBLICATIONS

- First year clinical grad student Marissa Griggs had a paper accepted for publication based on her thesis in her school psychology program before coming to Virginia: **Griggs, M. S., Gagnon, S. G., Huelsman, T. J., Kidder-Ashley, P., & Ballard, M. (in press). Student-teacher relationships matter: Moderating influences between temperament and preschool social competence. Psychology in the Schools.**
QUESTION of the WEEK
We asked faculty members what to do to increase quality and quantity of writing. Here are their answers:

Dan Willingham:
1) Outline in great detail to work out the logic of your argument so that when you start writing you can focus on the prose.
2) Keep in the forefront of your mind that all writing is an act of persuasion. Barring your spouse and mother, the reader probably would rather be doing something other than reading what you’ve written.
3) Practice—which does not just mean do a lot of writing, but do a lot of writing on which you receive and process feedback.

Tim Wilson:
1) Write, rewrite, and rewrite again. Then do another draft or two or three.
2) Find the optimal time of day for you to write and keep it free. But also take advantage of blocks of time that happen to pop up.
3) Sometimes the hardest part of writing is getting started. An easy way to begin is to edit what you wrote most recently.
4) Pay attention to writers you admire and see what they do. Ultimately, though, you need to find your own "voice."
5) Just like the best way to get to Carnegie Hall, we need to Practice, Practice, Practice.

In the next issue: Joe Allen and Bethany Teachman reveal their writing tricks

INTERVIEW
We interviewed Brian Wiltgen, who joined the Department this semester as an Assistant Professor.

Where were you born and raised?
Le Mars, Iowa.

What made you become a psychologist and a neuroscientist?
As an undergraduate at the University of Iowa I took a class called the Psychology of Learning. I found it fascinating and immediately volunteered to work in the instructor’s laboratory where I studied the neural basis of memory. I really enjoyed the topic and decided to continue my studies in graduate school.

What is your academic background?
I received my B.S in psychology at the University of Iowa. I received my M.A. and Ph.D. in
psychology at UCLA where my focus was behavioral neuroscience and learning and memory. I conducted my postdoctoral research in the Neurobiology Department at UCLA where I examined cellular and molecular mechanisms of memory.

What are your main research interests and some questions you are going to work on here?

My main interest is how memory is acquired and permanently stored by neurons in the hippocampus and neocortex. I am also interested in psychological and environmental factors that contribute to the stability of long-term memory.

What are some things you enjoy outside working hours?

I enjoy playing basketball, taking my son to the park and listening to music with a cold beer.

EVENTS of the WEEK

Monday, February 2, 2009

• Developmental Lunch, 12:00pm-1:15pm, GIL 225
  SRCD Preparation: Formatting a Successful Poster
• PromoFest, 3:30-5pm, GIL 190
  Bethany Teachman

Tuesday, February 3, 2009

• Community Lunch, 12:30pm-1:45pm, GIL 225
  Dottie Narodny of the Commonwealth Autism Service, Commonwealth Autism Service: From grass roots to systems change
• Social Lunch, 12:30pm-1:45pm, GIL B001
  Discussion: Voodoo Correlations in Social Neuroscience?
  Discussant: Justin Storbeck

Wednesday, February 4, 2009

• Cognitive Lunch: 12:30pm-1:45pm, GIL 225
  Michael Schutz
• Sensory and Systems Neuroscience Lunch: 12:30pm-2pm, GIL B001
  Erin Kerfoot

Thursday, February 5, 2009

• Quantitative Area Lunch (DADA): 12:30pm-1:45pm, GIL 225
  Dr. Xitao Fan, Using SAS for Conducting Monte Carlo Studies
Clinical Lunch: 12pm-1pm, GIL 225
Dr. Roger Kobak, University of Delaware, *Assessing the Attachment Hierarchies of Economically Disadvantaged Adolescents*