NEWS

- Dean Woo has recommended to the Provost that **Steve Boker** and **Jonathan Haidt** be promoted to Full Professor, and that **Vikram Jaswal** be promoted to Associate Professor with tenure. There are two more formal steps; approval must be given by the Provost and by the Board of Visitors.
- **Dan Willingham** has been appointed to the Board of Directors of the International Mind, Brain, and Education Society.

PUBLICATIONS

- Sriram Natajaran had a paper accepted for publication that reports a brief form of IAT called BIAT: **Sriram, N., & Greenwald, A. G. (in press). The Brief Implicit Association Test. Experimental Psychology.**

QUESTION of the WEEK

We asked faculty members about their writing tricks. Here are their answers:

**Joe Allen:**

*Writing is usually the hardest task in my week, just because it takes so much sustained intellectual effort to do well. *Anything* that makes it easier I use. Comfortable chairs help. Mainly, though, I read everything I want to read for a paper, then put it aside and write a first draft almost stream of consciousness style without referring to notes and just trying to tell a coherent story, and not worrying at all about style, grammar, flow, etc. That's always provided the best framework from which to revise, and breaks the intellectual task down into more manageable, less overwhelming chunks. On that same line, I also mentally break down whatever project I'm working on into smaller chunks that can be accomplished in a day or so's work. Checking them off as I go helps provide a feeling of progress that keeps me going given the slow-motion-delay-of-gratification-testing nature of the writing process.*

**Bethany Teachman:**

1. I set aside regular, protected writing time that is reserved in my schedule. Importantly, I try to treat that time as though it's a scheduled meeting, so I don't just cancel it when something else comes up!
2. I give myself bribes – when I'm not feeling motivated to write, I break the task into many small chunks, start with an easy one first (e.g., a Methods section), and plan lots of mini rewards – a snack/break/etc. whenever I get a chunk completed. Often, all I need is the motivation to get me started, and then once I'm writing I'm happy to stick with it bc I get into it. The trick for me is getting started.

3. I try to give myself a 'lead' into the next section before I leave the writing. For instance, I will try to write the first sentence of the next paragraph I plan to write or jot some notes before I put the writing task away for a while. That way, it is easier to pick up where I left off without having to reconstruct my thinking.

4. Whenever possible, I try to have a day where I don't look at something before I go back to give it a final read (e.g., before submitting an article, review, etc.). I am always shocked at how many things I catch with 'fresh' eyes that I had missed after being immersed in the writing for a while.

5. When I'm trying to figure out if a sentence is awkward, I try reading it aloud. We also do a lot of editing of one another's work in our lab, so that we all get very comfortable giving each other tough feedback.

EVENTS of the WEEK

Monday, February 8, 2009

- Developmental Lunch, 12:00pm-1:15pm, GIL 225
  George Michel, UNC Greensboro, *The development of infant handedness*

Tuesday, February 9, 2009

- Joint Community and Social Lunch, 12:30pm-1:45pm, GIL 225

Wednesday, February 10, 2009

- Cognitive Lunch: 12:30pm-1:45pm, GIL 225
  Tim Brick
- Sensory and Systems Neuroscience Lunch: 12:30pm-2pm, GIL B001
  Su Mi Park

Thursday, February 11, 2009

- Quantitative Area Lunch (DADA): 12:30pm-1:45pm, GIL 225
  Elliot Tucker-Drob, *Individual Differences and Developmental Changes in HumanCognitive Abilities*
Friday, February 12, 2009

- Colloquium: 11am-12pm, Ruffner Hall Room 241
  Lawrence Aber, Professor of Applied Psychology & Public Policy, New York University, *Promoting the Social-Emotional and Literacy Development of Low-Income Children: Results from a School Randomized Trial*

- Clinical Lunch: 12pm-1pm, GIL 225
  Dr. Matt Henson, Old Dominion University