

Gabriel I. Cook, Ph.D.

Curriculum Vitae – March 2018

Personal Information

Department of Psychology
Claremont McKenna College
850 Columbia Avenue
Claremont, CA 91711

Office: 909.607.0493
E-mail: gcook@CMC.edu

Born: Honesdale, PA

Employment:

- March 2011 - Present: Associate Professor of Psychology, Claremont McKenna College, Claremont, CA
- July 2005 – March 2011: Assistant Professor of Psychology, Claremont McKenna College, Claremont, CA

Education & Training

- The University of Georgia
M.S. Psychology, 2002
Ph.D. Psychology, 2005
- Bloomsburg University of Pennsylvania
B.A. Psychology, 1999

Honors, Distinctions, & Grants

- Nominated for the Early Career Award for the Western Psychological Association
- Research Grant Recipient for research on *Recollection Training to Improve Memory for Older Adults*, Claremont McKenna College, Summer 2010
- Research Grant Recipient for research on *Memory and Nicotine Administration*, Claremont McKenna College, Summer 2008
- Research Grant Recipient for research on *Prospective Memory in Aging Adults*, Claremont McKenna College, Summer 2006
- Research Grant Recipient for research on *Prospective Memory*, Claremont McKenna College, Summer 2005
- A. S. Edwards Award for Scholarship, Meritorious Conduct, and Service, The University of Georgia, 2004
- Herbert Zimmer Scholar for Outstanding Research, The University of Georgia, 2004
- Herbert Zimmer Scholar for Outstanding Research, The University of Georgia, 2003
- University Research Travel Award, The University of Georgia, 2003
- Outstanding Teaching Award, The University of Georgia, 2003
- Graduated Magna Cum Laude and with Honors (B.A.)
- Phi Kappa Phi
- Psi Chi
- Lambda Alpha

Professional Affiliations

- Psychonomic Society #5424
- Association for Psychological Science #63367
- American Psychological Association #4013-6251; Div 3 Conference Program Chair, 2013
- Society for Applied Research in Memory and Cognition

Editorial Activity

- Review Editor, *Frontiers in Human Neuroscience*, March 2018 – Present; Editor: Matthias Kliegel
- Consulting Editor, *Journal of Experimental Psychology: Learning, Memory & Cognition*, 2012 – Present; Editor: Aaron S. Benjamin
- Consulting Editor, *Journal of Experimental Psychology: Learning, Memory & Cognition*, 2010 – 2012; Editor: Randi C. Martin
- Consulting Editor, *Memory & Cognition*, 2007 – 2008; Editor: Brian H. Ross
- Ad hoc reviewer, *Journal of Experimental Psychology: Applied*, 2014–present
- Ad hoc reviewer, *Journal of Gerontology: Psychological Sciences*, 2010 – present
- Ad hoc reviewer, *Applied Cognitive Psychology*, 2005 – 2008, 2013
- Ad hoc reviewer, *Memory & Cognition*, 2011, 2005 – 2006
- Ad hoc reviewer, *Memory*, 2011, 2006, 2012
- Ad hoc reviewer, *Quarterly Journal of Experimental Psychology*, 2011 - 2015
- Ad hoc reviewer, *Consciousness and Cognition*, 2011-2014
- Ad hoc reviewer, *Journal of Experimental Psychology: Learning, Memory & Cognition*, 2007–2009
- Ad hoc reviewer, *Cognition and Emotion*, 2009
- Ad hoc reviewer, *Neuroscience Letters*, 2008
- Ad hoc reviewer, *Psychonomic Bulletin & Review*, 2006 – 2008
- Ad hoc reviewer, *Brain and Cognition*, 2007

College & University Service

- *Claremont McKenna College*
 - Academic Standards Committee (Fall 2006 – Summer 2008; Fall 2016 - Present)
 - College Conduct Board (Fall 2017 - Present)
 - Computer Science Committee (Fall 2016 – Present)
 - Data Science Committee (Fall 2016 – Fall 2017)
 - Faculty Advisor for Spike-Ball (Fall 2015 – Present)
 - Institutional Review Board (Fall 2013 – Spring 2015)
 - Inauguration Essay Competition Committee (Fall 2013 – Spring 2014)
 - Teaching Resource Committee (Fall 2012 – Spring 2013)
 - Athletic Committee (Spring 2012)
 - Student Recruitment Committee (Fall 2009 – Summer 2011)
 - Judicial Board (Fall 2009 – Summer 2011)
 - Administration Committee (Fall 2007 – Summer 2009)
 - Student Recruitment Committee (Fall 2007 – Fall 2008)
 - Psychology Department Research Participation Pool Coordinator (Fall 2005 – Present)
 - McKenna Scholar's Weekend Interviews (Spring 2007, 2008, 2009)
 - On-Campus Day Workshops (Spring & Fall 2006, 2007; Spring, 2008; Spring & Fall 2009; Spring & Fall 2010)
 - Survey and Analysis Consultant, Student Technology Services (Fall 2007 – Fall 2008)
 - Senior Huntoon Teaching Award Subcommittee (Spring 2008, Spring 2009)
 - Undergraduate Advising; Honor's Thesis Advising

Coursed Taught

- Statistics in Psychological Research (undergraduate core)
- Cognitive Psychology
- Seminar on Decision Making & Memory
- Seminar on Remembering & Forgetting
- Research Methods (undergraduate core)

Research Interests

- Cognitive mechanisms of prospective memory
- Decision criteria in source memory
- Emotional influences on memory

Book Chapters:

Marsh, R. L., Hicks, J. L., & Cook, G. I. (2008). On beginning to understand the role of context in prospective memory. In M. Kliegel, M. A. McDaniel, and G. O. Einstein (Eds.). *Prospective memory: Cognitive, neuroscience, developmental, and applied perspectives*. New York: Lawrence Earlbaum Associates.

Marsh, R. L., Cook, G. I., & Hicks, J. L. (2006). An analysis of prospective memory. In B. H. Ross (Ed.) *The Psychology of Learning and Motivation*. Vol. 46. (pp. 115-153) San Diego: Elsevier Academic Press.

Refereed Publications:

Merritt, P. S., Cook, G. I., Klapatch, L., & Wang, M., (to be submitted). List composition affects metacognitive monitoring of emotional valence.

Cook, G. I., Hicks, J. L., Marsh, R. L., Meeks, J. T., Merritt, P. S., & Klapatch, L. (to be submitted). Examples from more credible sources are unconsciously plagiarized more frequently in novel-generation tasks.

- ³⁵ Cook, G. I., Klapatch, L., Clark-Foos, A., Meeks, J. T., **Weissenfels, R., & Lopez, J.** (under review). Whether elaboration-integration for ambiguous pictures depends on list composition.

Clark-Foos, A., Cook, G. I., Meeks, J. T., Puchalski, J., & Marsh, R. L. (under review). Semantic congruency reduces ambiguity and Increases recognition and source monitoring.

Cook, G. I., Rummel, J., & Dummel, S. (2015). Toward an understanding of motivational influences on prospective memory using value-added intentions. *Frontiers in Human Neuroscience*. doi: 10.3389/fnhum.2015.00278

Meeks, J. T., Knight, J. B., Brewer, G. A., Cook, G. I., & Marsh, R. L. (2014). Investigating the subjective reports of rejection processes in the word frequency mirror effect. *Consciousness and Cognition*, 24, 57 - 69. DOI: 10.1016/j.concog.2013.12.007

Cook, G. I., Meeks, J. T., Clark-Foos, A., Merritt, P. S., & Marsh, R. L. (2014). The role of interruptions and contextual associations in delayed-execute prospective memory. *Applied Cognitive Psychology*, 28, 91 - 103. DOI: 10.1002/acp.2960

- ³⁰ Merritt, P. S., Cook, G. I., Wang, M., Schnarrs, P., & Jack, S. (2013). Can a gay man play it straight? How being 'out' influences perceptions of masculinity and performance appraisal. *Psychology of Popular Media Culture*, 2, 150-160. DOI:10.1037/a0030957

- Merritt, P. S., Cobb, A. R., & Cook, G. I. (2012). Gender differences in the cognitive effects of tobacco abstinence: A pilot study. *Experimental and Clinical Psychopharmacology*, 258 - 263.
- Chiu, W. B., Tworek, H. A., Cook, G. I., & Wilson, M. F. (2011). Study of spectral analysis of the resting ECG for ischemia classification. *Cardiology Journal*, 18, 589.
- Knight, J. B., Meeks, J. T., Marsh, R. L., Cook, G. I., Brewer, G. A., & Hicks, J. L. (2011). An observation on the spontaneous noticing of prospective memory event-based cues. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37, 298 – 307.
- Brewer, G. A., Marsh, R. L., Hicks, J. L., Meeks, J. T., & Cook, G. I. (2010). A comparison of activity-based to event-based prospective memory. *Applied Cognitive Psychology*, 25, 632 – 640.
- ²⁵ Marsh, R. L., Brewer, G. A., Jameson, J. P., Cook, G. I., Amir, N., & Hicks, J. L. (2009). Threat-related processing supports prospective memory retrieval for people with obsessive tendencies. *Memory*, 17, 679 – 686.
- Marsh, R. L., Meeks, J. T., Cook, G. I., Clark-Foos, A., & Hicks, J. L. (2009). Retrieval Constraints on the front end create differences in recollection on a subsequent test. *Journal of Memory and Language*, 61, 470 – 479.
- Clark-Foos, A., Brewer, G., Marsh, R. L., Meeks, J. T., & Cook, G. I. (2009). The valence of event-based prospective memory cues or the context in which they occur affects their detection. *American Journal of Psychology*, 122, 89 – 97.
- Cook, G. I., Hicks, J. L., & Marsh, R. L. (2007). Source monitoring is not always enhanced for valenced material. *Memory & Cognition*, 35, 222 – 230.
- Cook G. I., Marsh, R. L., Clark-Foos, A. G., & J. T., Marsh, R. L. (2007). Learning is impaired by activated intentions. *Psychonomic Bulletin & Review*, 14, 101 - 106.
- ²⁰ Marsh, R. L., Cook G. I., Meeks, Clark-Foos, A., & J. T., Hicks, J. L. (2007). Memory for intention-related material presented in a to-be-ignored channel. *Memory & Cognition*, 35, 1197 - 1204.
- Marsh, R. L., Hicks, J. L., Cook, G. I., & Mayhorn, C. (2007). Comparing older and younger adults in an event-based prospective memory paradigm containing an output monitoring component. *Aging, Neuropsychology, & Cognition*, 14, 168 - 188.
- Marsh, R. L., Cook, G. I., & Hicks, J. L. (2006). Task interference from event-based intentions can be material specific. *Memory & Cognition*, 34, 1636 - 1643.
- Marsh, R. L., Cook, G. I., & Hicks, J. L. (2006). The effect of context variability on source memory. *Memory & Cognition*, 34, 1578 - 1586.
- Cook G. I., Marsh, R. L., Hicks, J. L., & Martin, B. A. (2006). Fan effects in prospective memory. *Memory*, 14, 890 - 900.
- ¹⁵ Cook, G. I., Marsh, R. L., & Hicks, J. L. (2006). Source memory in the absence of successful cued recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 828 – 835.

- Marsh, R. L., Meeks, J. T., Hicks, J. L., Cook, G. I., & Clark-Foos, A. (2006). Concreteness and item-to-list context associations in free recall of items differing in context variability. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 1424 - 1430.
- Starns, J. J., Cook, G. I., Hicks, J. L., & Marsh, R. L. (2006). On rejecting emotional lures created by phonological neighborhood activation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 847 - 853.
- Marsh, R. L., Hicks, J. L., & Cook, G. I. (2006). Task interference from prospective memories covaries with contextual associations of fulfilling them. *Memory & Cognition*, 34, 1037 - 1045.
- Marsh, R. L., Cook, G. I., & Hicks, J. L. (2006). Gender and orientation stereotypes bias source-monitoring attributions. *Memory*, 14, 148 - 160.
- ¹⁰ Cook, G. I., Marsh, R. L., & Hicks, J. L. (2006). The role of recollection and familiarity in the context variability mirror effect. *Memory & Cognition*, 34, 240 - 250.
- Cook, G. I., Marsh, R. L., & Hicks, J. L. (2005). Revisiting the role of recollection in item versus forced-choice recognition memory. *Psychonomic Bulletin & Review*, 12, 720 - 725.
- Cook, G. I., Marsh, R. L., & Hicks, J. L. (2005). Associating a time-based prospective memory task with an expected context can improve or impair intention completion. *Applied Cognitive Psychology*, 19, 345 - 360.
- Hicks, J. L., Marsh, R. L., & Cook, G. I. (2005). An observation on the role of context variability in free recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31, 1160 - 1164.
- Hicks, J. L., Marsh, R. L., & Cook, G. I. (2005). Task interference in time-based, event-based, and dual intention prospective memory conditions. *Journal of Memory and Language*, 53, 430 - 444.
- ⁵ Hicks, J. L., Cook, G. I., & Marsh, R. L. (2005). Detecting event-based prospective memory cues occurring within and outside of the focus of attention. *American Journal of Psychology*, 118, 1 - 11.
- Marsh, R. L., Hicks, J. L., & Cook, G. I. (2005). On the relationship between effort toward an ongoing task and cue detection in event-based prospective memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31, 68 - 75.
- Marsh, R. L., Hicks, J. L., & Cook, G. I. (2004). Focused attention on one contextual attribute does not reduce source memory for a different attribute. *Memory*, 12, 183 - 192.
- Cook, G. I., Marsh, R. L., & Hicks, J. L. (2003). Halo and devil effects demonstrate valenced-based influences on source-monitoring decisions. *Consciousness & Cognition*, 12, 257 - 278.
- ¹ Marsh, R. L., Hicks, J. L., Cook, G. I., Hansen, J. S., & Pallos, A. L. (2003). Interference to ongoing activities covaries with the characteristics of an event-based intention. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 29, 861 - 870.

Technical Reports:

Merritt, P., Wang, M., & Cook, G. (2014). Erlebacher's Method for Contrasting the Within and Between-Subjects Manipulation of an Independent Variable using R and SPSS. Technical Report M-1, Clemson, SC. Department of Psychology, Clemson University.

Manuscripts in Preparation:

Krauss, D., Cook, G. I., & Klapatch, L. (to be submitted). Risk assessment communication difficulties: An empirical examination of the effects of categorical versus probabilistic risk communication in sexually violent predator decisions.

Professional Presentations:

Cook, G. I., Klapatch, L., Clark-Foos, A., **Lopez, J.**, & **Weissenfels, R.** (2017). Examining source memory for ambiguous drawings using pure- and mixed-lists of sensical descriptions at encoding. Presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.

Clark-Foos, A., Urbanik, C., Whitlock, J. S., & Cook, G. I. (2016). Intention Superiority and Cancellation Effects for Participant-Generated Prospective Memories. Presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.

Cook, G. I., Rummel, J., & Dummel, S. (2015). On the relationship between prospective memory and financial gains and losses. Presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

Rummel, J., Cook, G. I., & Dummel, S. (2015). The value of value-added intentions: Effects of monetary punishments and rewards on prospective memory. Presented at the 14th biannual congress of the Swiss Psychological Society.

Cook, G. I., Merritt, P., & Meeks, J. T. (2015). Unconscious plagiarism in a novel-generation task is greater when the source of examples is credible. Presented at the 11th Biennial Meeting of the Society for Applied Research in Memory and Cognition, Victoria, British Columbia, Canada.

Cook, G. I., Meeks, J. T., Clark-Foos, A., & Merritt, P. S., Marsh, R. L. (2014). The role of context and interruptions in delayed execute prospective memory. Presented at the 4th Meeting of the International Conference on Prospective Memory, Naples, Italy.

- 30 Cook, G. I., Merritt, P. S., Clark-Foos, A., Meeks, J. T., & Marsh, R. L. (2013). How Context Influences Intentions Formed Before, but Not During Interruptions. Presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Ontario, CA.

Cook, G. I., Merritt, P., Lyle, K., & **Bennett, B.** (June, 2013). Perceptual Fluency and Valence Influence JOLs and Recall Differently for Pure and Mixed Lists. Presented at the 10th Biennial Meeting of the Society for Applied Research in Memory and Cognition, Rotterdam, Netherlands.

Fung, G. L., Botvinick, E. H., Drew, B. J., Boscardin, W. J., Cook, G. I., Chiu, B., & Chiu, W. B. (November, 2012) Detection of stress-induced myocardial ischemia by imaging using novel spectroscopic analysis of pre-exercise 12-lead ECG. Presented at the Annual Meeting of American Heart Association Scientific Sessions, Los Angeles, CA.

- Chiu, W. B., Tworek, H. A., Cook, G. I., & Wilson, M. F. (2012). Spectroscopic analysis of the resting ECG for the classification of stress-induced myocardial ischemia by vascular territory. Presented at the 27th Annual Meeting of the International Society for Computerized Electrocardiology, Birmingham, AL.
- Chiu, W. B., & Cook, G. I. (2012). Spectroscopic analysis of JTP segment for the classification of type-2 diabetes. Presented at the 27th Annual Meeting of the International Society for Computerized Electrocardiology, Birmingham, AL.
- ²⁵ Cook, G. I., Merritt, P., & Lyle, K. B. (November, 2011). Metacognitive Judgments May Influence Source Memory, But Metacognitive Beliefs May Not. Presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Stanyar, K., Merritt, P., Sinclair, R., McCubbin, J., & Cook, G. (November, 2011). Physical fitness and performance on the ANT and O-Span Tasks: Implications for workplace safety. Presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Merritt, P., Cook, M., Lynn, D., Cook, G., & Jack, S. (May, 2011). Gay is in the Eye of the Beholder: Information Processing and the Perception of Sexual Orientation. Presented at the 23rd Annual Convention of the Association for Psychological Science, Washington DC.
- Wilson, M. F., Chiu, W. B., & Cook, G. I. (2011). Study of spectral analysis of the resting ECG for ischemia classification. Presented at the International Congress on Electrocardiology, Kingston, ON, Canada.
- Cook, G. I., Merritt, P. S., Lyle, K. B., & **Rueschenberg, A.** (November, 2010). Size Still Matters: Emotional Valence Contributes To JOLs Without Eliminating The Encoding-Fluency Effect Caused By Font Size. Presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- ²⁰ Meeks, J. T., Cook, G. I., Marsh, R. L., & Einstein, G. O. (November, 2009). Attentional-Allocation Policies Systematically Affect Cue Detection, Cue Interference, and Task Interference. Presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- Merritt, P., Cobb, A., Moissinac, L., Hirshman, E. & Cook, G. (2009). Evidence that episodic memory impairment during tobacco abstinence is independent of attentional mechanisms. *Proceedings of the Society for Research on Nicotine & Tobacco, USA & Europe*, 15, 66.
- Cook, G. I., Merritt, P., Lyle, K., **Wudka-Robles, M., & Rueschenberg, A.** (July, 2009). Judgments of learning source: How accurate are predictions about learning contextual attributes of an encoding experience? Presented at the 8th Biennial Meeting of the Society for Applied Research in Memory and Cognition, Kyoto, Japan.
- Cook, G. I., **Wudka-Robles, M., & Rueschenberg, A.** (November, 2008). Time-based prospective memory is influenced by demands placed on the attentional gate. Presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Cook, G. I., **Laygo, A., Feng, F., & Rossum, P.** (May, 2008). Does time-of-day affect focal and non-focal intentions in older and younger adults? Presented at the Symposium at the 20th Annual Convention of the Association of Psychological Science, Chicago, IL.

- 15 Meeks, J. T., Cook, G. I., Clark-Foos, A. G., Brewer, G. A., & Marsh, R. L., (November, 2007). Careful inspection of memory reduces recognition memory accuracy. Presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Cook, G. I., Meeks, J. T., Marsh, R. L., & Einstein, G. O. (November, 2007). Attentional manipulations affect focal and nonfocal prospective-memory cues differently. Presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Marsh, R. L., Meeks, J. T., Cook, G. I., Clark-Foos, A., & Hicks, J. L. (November, 2006). Retrieval constraints create differences in recollection. Presented at the 46th Annual Meeting of the Psychonomic Society, Houston, TX.
- Cook, G. I., & Marsh, R. L. (November, 2006). Memory for intention-related material presented in a to-be-ignored channel. Presented at the 46th Annual Meeting of the Psychonomic Society, Houston, TX.
- Hicks, J. L., Marsh, R. L., & Cook, G. I. (May, 2006). Accounting for response bias and criterion setting in the remember-know paradigm. Symposium at the 18th Annual Convention of the American Psychological Society, New York.
- 10 Cook, G. I., Marsh, R. L., & Hicks, J. L. (November, 2005). Source memory in the absence of successful cued recall. Presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
- Hicks, J. L., Marsh, R. L., & Cook, G. I. (July, 2005). Associating intentions to well-specified retrieval contexts is helpful in some cases but harmful in others. Talk presented at the 2nd International Conference on Prospective Memory, Zurich, Switzerland.
- Marsh, R. L., Cook, G. I., & Hicks, J. L. (November, 2004). Context expectation affects time-based prospective memory. Presented at the 45th Annual Meeting of the Psychonomic Society, Minnesota, MN.
- Marsh, R. L., Cook, G. I., & Hicks, J. L. (November, 2003). General and specific costs to retaining and fulfilling prospective memories. Presented at the 44th Annual Meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.
- Cook, G. I., Marsh, R. L., & Hicks, J. L. (May, 2003). How intentions can interfere with ongoing tasks. Presented at the Fifteenth Annual Convention of the American Psychological Society, Atlanta, GA.
- 5 Cook, G. I., Marsh, R. L., & Durley, J. R. (June, 2002). Source monitoring is biased by the halo effect. Presented at the Fourteenth Annual convention of the American Psychological Society, New Orleans, LA.
- Cook, G. I., Durley, J. R., Taylor, R. S., Hancock, T., & Marsh, R. L. (March, 2002). Attenuating schema strength in source monitoring. Poster presented at the 25th Annual Convention of the Behavioral Sciences, The University of Georgia, Athens, GA.
- Cook, G. I., Durley, J. R., & Marsh, R. L. (February, 2002). Valenced-based attributions in source monitoring. Presented at the 28th Annual North Carolina Cognition Conference, Chapel Hill, NC.
- Cook, G. I. & Goodie, A. S. (March, 2001). Resolving the paradox between overconfidence and risk aversion using general-knowledge questions. Paper presented at the 24th Annual Convention of the Behavioral Sciences, The University of Georgia, Athens, GA.

- ¹ Cook, G. I., (February, 1999). The effects of an ambient olfactory stimulus as a context cue for memory recall. Poster presented at the Annual Meeting of the Eastern Psychological Association, Providence, RI.

Invited Talks and Other Presentations:

Cook, G. I., Merritt, P. S., Lyle, K. S. (November, 2012). Can emotion eliminate the influence of perceptual fluency on judgments of learning? Cognitive-Lunch Lecture Series, The Claremont Graduate University, Claremont, CA.

Cook, G. I. (January, 2010). Attentional-Allocation Policies Systematically Affect Cue Detection, Cue Interference, and Task Interference for Event-Based Intentions. University of California – Riverside, Riverside, CA.

- ¹⁰ Cook, G. I., & Meeks, J. T. (September, 2009). Attentional-Allocation Policies Affect Prospective Memory, Ongoing-Task Interference, and Cue Interference. Cognitive-Lunch Lecture Series, The Claremont Graduate University, Claremont, CA.

Cook, G. I., **Wudka-Robles, M., & Rueschenberg, A.** (March, 2008). Is time-based prospective memory impaired by demands placed on the attentional gate? Cognitive-Lunch Lecture Series, The Claremont Graduate University, Claremont, CA.

Cook, G. I. (October, 2005). How contextual associations in the representation of prospective memories can help and hurt performance. Cognitive-Lunch Lecture Series, The Claremont Graduate University, Claremont, CA.

Cook, G. I. (March 2005). The Mutual Influence of Ongoing Activities and Everyday Intentions: A Research Question Broadly Defined. Psi Chi Lecture Series (November, 2003), The University of Georgia.

- ⁵ Cook, G. I. (April, 2004). Localizing the basis of the context variability mirror effect. Cognitive-Experimental Program Lecture Series, The University of Georgia, Athens, GA.

Cook, G. I. (October, 2003). Contextual associations in the representation of prospective memories. Cognitive-Experimental Program Lecture Series, The University of Georgia, Athens, GA.

Cook, G. I. (March, 2003). Different intentions change attentional allocation policies. Cognitive-Experimental Program Lecture Series, The University of Georgia, Athens, GA.

Cook, G. I. & Shearer, R. F. (April, 2002). Prospective memory and dyads: “Do you intend to work alone?” Cognitive-Experimental Program Lecture Series, The University of Georgia, Athens, GA.

- ¹ Cook, G. I. (November, 2001). Abstract knowledge and source monitoring: Schematic reliance on the halo effect. Cognitive-Experimental Program Lecture Series, The University of Georgia, Athens, GA.

Names appearing in bold font reflect student authors.

Vita Addendum Listing Teaching Experience:

My teaching experiences include delivering regularly scheduled lectures, facilitating hands-on-activities, writing and grading exams, grading papers and projects, advising fellow graduate students on research projects and data analysis, tutoring undergraduates in statistics, and training graduate and undergraduate students on and on the philosophy of developing research programs.

I am prepared to educate students at the undergraduate and/or graduate level in: statistics, cognitive psychology, experimental design (research methods), introductory psychology, learning and memory, and advanced research methodology and statistics as well as seminars and special topics in cognitive psychology and data analytic procedures with statistical packages (e.g., SPSS).

The following is a list of teaching positions or assistantships at Claremont McKenna College and The University of Georgia. The content of the evaluations listed below vary slightly from institution to institution as they both have different evaluative procedures.

Claremont McKenna College:

- Decision Making and Memory (New Course: email and other written comments for Fall 2006)

"I thought that you did a wonderful job with class yesterday and I'm definitely part of the majority opinion. We liked how you opened with lecture, and then spent the second half on activities that enforced what we learned in the lecture. Thank you."

"I definitely think that you should offer this seminar again next year. It is my favorite class this semester, and definitely one of the best classes I have ever taken. I have learned so much from this class, and best of all I enjoy being in your class."

"Class is always great, which can be a little troublesome since the next weeks readings always look far more appealing than the reading I am supposed to be doing for my Thursday classes. I guess this is why I want to go into this kind of stuff."

- Statistics for Psychological Research (mid-semester evaluation for Fall 2006)

"Today's class was really good. There was a moment when everything all of a sudden clicked and I was like 'wow! it all makes sense!' "

"Professor Cook is very interested in the students' learning and is always available."

"The handouts are very well organized and useful. They help a lot in preparing."

"I like how the class offers an explanation of how statistics work and we also have the chance to practice using stats in SPSS."