EDITOR’S NOTE

I’m particularly honored to announce our seventh volume of the *Indiana Undergraduate Journal of Cognitive Science* this spring. This is my last year as executive editor, and I continue to be amazed at the quality of writing and research of the undergraduate scholars who submit writing to this journal.

Since its inception, IUJCS has been a free online publication. This decision began an issue of practicality, but has evolved into a statement. After all, the mission of IUJCS is first and foremost a mission of accessibility. This word, to us, has a double meaning. On one hand, we want undergraduate students to have access to the knowledge and scholarship of their peers, colleagues, and mentors. From traveling to conferences to purchasing journal subscriptions, scholarly engagement can be quite expensive. At a time when student debt is at an all-time high, many students simply cannot bear the cost. For these reasons, this journal is freely available to any student in the world.

On the other hand, we want undergraduate scholars to have access to the resources and guidance necessary to effectively conduct and publish independent research and writing. This is a challenge in any discipline, especially in an economic climate where academic funding is in threat. IUJCS is one way of bridging that gap, empowering and recognizing bright undergraduates working on innovative research around the world, often as principal investigators. Our journal has no limit to the number, length, or scope of submissions it accepts. Our only qualifications are that submissions are of sufficient quality, accuracy, originality, and scientific soundness. The fact that IUJCS is an online publication helps facilitate these principles. I trust you will find them embodied in the articles included in this volume.

Kristine Bundschuh of Wellesley College in Wellesley, Massachusetts, discusses the phenomenon of d-deletion in the Andalusian dialect of Spanish, found primarily in southern Spain. Basing her research in a linguistic analysis of language samples collected during her own time in Spain, Bundschuh identifies cases of d-deletion and situates it in relation to other deletion processes in Andalusian Spanish.

Lucia Chen of the University of California in San Diego, California, reviews research on the empathic capacity of individuals diagnosed with a disorder on the autism spectrum (ASD). Chen separates empathy into two components – affective and cognitive – to locate the source of empathy impairment associated with ASDs. Chen argues that this impairment is not in affective empathy, but in cognitive empathy.

Laura Dulude, also of Wellesley College, engages in a cross-linguistic comparative analysis of dyslexia. She analyzes the dynamics of dyslexia in bilingual and monolingual individuals, as well as comparing languages with transparent and opaque writing systems. The result is a keen exposition of cross-linguistic disparities that may shed light not only on the causes of dyslexia, but on second language learning.

Amy Fairgrieve of Illinois Wesleyan University in Bloomington, Illinois, employs cognitive schema theory to investigate interpretation of English poetry. Fairgrieve draws on empirical research where English students were asked to respond to questions about a piece of poetry. Based on this study, Fairgrieve constructs an elaboration of cognitive schema theory in the context of literary interpretation.

McCarthy, Boettcher, Lieberman, Mosbacher, and Russell of Brown University in Providence, Rhode Island, examined the effect of attachment style on relationship anxiety among Brown undergraduates. McCarthy and colleagues found that moderate-anxiety situations were crucial to revealing the difference in anxiety responses patterns of people who were either secure or insecure in their relationships.

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