**Special Topics: Cognitive & Affective Bases of Behavior**

**COUN 8970 (001) ~ Summer 2018**

**Instructor: Dr. Clarissa J. Arms-Chavez**

**Office Hours: Thursdays - By appointment only** *(I live in Montgomery)*

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**Class Time & Location:** Thursdays 4-7:50pm in 2124 Haley Center

**Course Description:** This course covers topics relating to cognitive psychology and the emotional influences on behavior. The focus is on the process and representations involved in attention, perception, memory, language, problem solving, reasoning, and emotion. Findings from experimental cognitive psychology, cognitive neuropsychology, and emotion research will be covered. Further, this course will also work to apply the covered theories to various other areas of psychology (e.g., clinical/counseling).

**Required Readings:**

* **Assigned Discussion Articles**: All assigned discussion articles (4-5 per week) are posted on Canvas. **All** students are expected to carefully read all of the assigned articles **before class** and be prepared to discuss each article.
* **Assigned Textbook Chapters**: All assigned chapters will be posted on Canvas. Be sure to read each assigned textbook chapter carefully for the midterm and final exams.

**Course Format Note:** The format of this class is flipped from what a student may expect. Each class will explore a different broad theme in cognitive psychology.

* The first half of the class (*estimated time: 4-5:45pm*) will consist of a class discussion. Five students have been assigned to be the discussion leaders each week. However, all students are expected to participate in the discussion each week. To this end, it is very important that all students complete the assigned weekly readings **before**class. My hope is that class discussions will be loose, open, and lively. We should all feel free to stray from the specific material to discuss broader related issues and other ways that the topic may be applied.
* After our discussion, we will then have a 10-15 minute break (*estimated: 5:45-6pm*)
* Finally, I will present a lecture on relevant theory and research on the *next* class topic. (*estimated time: 6-7:50pm*)

**Course Requirements & Grading Rubrics:**

**Article Presentations & Discussions (150 pts – 50 pts/presentation):**I have assigned five research articles each week. I have also assigned a discussion leader for each article. Thus, the class discussions will be led by five assigned discussion leaders each week. While all students are expected to read all of the assigned articles, the discussion leaders will be required to do extra work to make the class discussions flow. Each student is assigned to be a discussion leader three separate times over the course of the semester. The following is required when assigned to be discussion leader:

1. First, each discussion leader should **carefully read the article they have been assigned**. Students can find all article assignments & articles on Canvas. Students should take careful notes when reading their assigned article.
2. Then, each discussion leader is required to **write a short (500-700 words) application thought paper** regarding their assigned article. A detailed report of the article is unnecessary. The purpose of the paper is to force students to think about the application of the topic and the journal article in a deeper manner before their presentation. Within this paper, discussion leaders are expected to summarize the article and should include the following points:
	* What are the important points?
	* Are there any important pros and/or cons to the article?
	* How does it relate to the last lecture topic?
	* How can the information in this article inform your classmates’ counseling perspective/practice?
	* Develop two questions to promote class discussion.
3. **Turning in application thought papers:** Each discussion leader is required to email their application thought paper to the instructor **by 11:59pm the Monday evening before the class discussion.** Failing to email the application thought paper in **on time** will result in a loss of points (See rubric below). No late papers will be accepted for points (no exceptions).
4. Next, the discussion leaders for that week should meet to coordinate/plan that week’s class discussion. Discussion leaders are required to decide on the order of the presentations and should work together to order the article presentations in a way that will flow well during the class discussion. *Be sure to make connections between the articles themselves as well as to the information found within the lecture.* **Plan ahead to effectively use the full hour and 45 minutes for the discussion***.*
5. Finally, discussion leaders should attend class, present their articles, and work together to facilitate a healthy and lively class discussion. Leadership will be assessed by how well each student presents their ideas, application, facilitates discussion, and builds on the ideas and comments of other students (See grading rubric on the next page).

**Grading Rubric for Article Presentations & Discussions:**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceptional***25 points* | **Admirable***20 points* | **Acceptable***15 points* | **Attempted***10 points* | **Unacceptable***0 points* |
| **Application** **Thought** **Paper***(25 points)* | *Paper includes an excellent summary**Paper includes all four of the required information points* | *Paper includes a good summary**Paper is missing one of the four required information points* | *Paper includes a basic summary**Paper fails to expand on the summary* | *Little relevant information provided about article* *Little effort expended on paper* | *Paper emailed after 11:59pm Monday night**Failed to turn in paper* |
| **Class Discussion****Facilitation***(25 points)* | *Presentation includes an excellent summary**Discussion includes all of the required components.* *Excellent facilitation of class discussion* | *Presentation includes a good summary* *Discussion includes all but one of the required components* | *Presentation includes a basic summary* *Student fails to prepare questions and effectively facilitate the class discussion* | *Little relevant information provided during presentation**Little effort expended on class discussion facilitation* | *Student failed to attend class**Failed to facilitate the class discussion* |

**Class Discussion Participation (100 pts – 20 pts/week):**During the weeks that students are not assigned to be discussion leaders, the class discussion participation grade will consist of how much one participates in the class discussion when others lead. Participation as a non-leader will be asses by how actively the student engages in the group discussion, offers own ideas and relevant comments, and builds on the ideas and comments of other students. In order to receive a good class participation grade in this class, you must actively and meaningfully participate in discussion. I’m looking for critical thinking, applications, pros & cons of each paper, and how we can add to the current ideas. I also want students to feel free to add in every “half-baked” idea and confusion that they may have! After all, most great psychologists have turned out to be wrong about the things that they are most famous for! If they can all be famous for things that turned out to be wrong, then none of us should be anxious for saying what feels odd, partly missing, or even maybe wrong! Remember, the most interesting thing that gets shared in class is generally the very thought that the whole class thought was initially ridiculous. This is all a huge part of exploring ideas!

**Class Discussion Participation Grading Rubric:** I’m hesitant to incorporate a specific rubric for class participation grades as I feel doing so only results in forced comments and fake interactions. More than not, my grading for class participation will be purely based upon my own perception of your overall participation throughout the semester. I will make notes to myself every class meeting as to everyone’s class participation. More than anything I really want you to show me that you were thoughtful when reading the assigned class readings. However, I have the rubric below as a guideline:

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| --- | --- | --- | --- | --- |
| **Exceptional***20 points* | **Admirable***15 points* | **Acceptable***10 points* | **Attempted***5 points* | **Unacceptable***0 points* |
| *Student actively participated in all five of the discussions*  | *Student actively participated three-four of the discussions* | *Student actively participated in two of the discussions* | *Student actively participated in only one of the discussions* | *Student was late to class & missed any portion of the class discussion**Student failed to actively participate in the discussion* |

**Exams (400 pts):**There will be two take home examinations. The **midterm exam (worth 150 points & due by 10am on June 21st)** will cover the material from the first half of the course and the **final exam (worth 250 points & due by 10am on July 30th)** will cover all course material. Exams will cover all assigned readings, class lectures, application thought papers (I will post these on Canvas after each class), & class discussions. Thus, integration of materials is expected. Exams will be compromised of essay questions. Students will be assessed on the adequacy, accuracy, and completeness of their answers.

* Exams will be distributed on Canvas and students will have *at least* 10 days to complete the exam. Exams turned in late will incur strict penalties. No make-up exams will be considered for any reason.
* As this is a take home exam, students are more than welcome to use the textbook chapters, notes, all thought papers, and articles. However, this comes with several very important restrictions and qualifiers: (1) Students are not allowed to use any other resources (e.g., classmates, friends, internet, other professors, etc.). (2) All answers are to be written in paragraph form with careful attention made to editing your answers. (3) Moreover, I do not want to see definitions taken straight out of the text. I expect students to explain the concept to me using their own words.

**Final Grades:** Grades will be determined using the grading scale listed below. There is no grading on a curve.

* **Article Presentation & Discussion** **=** **150 points (23%)**
* **Class Discussions** = **100 points (15%)**
* **Midterm Exam = 150 points (23%)**
* **Final Exam = 250 points (38%)**

**= 650 total possible points for the class.**

Grading Scale: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-0%

**Instructor Policies:**

* **Class Attendance***:* Given the vast amount of information that you need to learn in such an incredibly short amount of time, attendance is crucial and expected. If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class. Also, you will then be responsible for reading ALL of the articles that we discussed in class that day. Students must notify the instructor before class in order for the absence to be eligible to be considered excused.
	+ Missing class for any reason (i.e., excused or unexcused) will result in a loss of points. Any points missed for any absences will not be allowed to be made-up.
	+ Two unexcused absences will bring your grade down by one letter grade. Each unexcused absence after that will continue to bring down your grade by one letter grade (no exceptions).
* **Late Attendance:** Students that are not in class by the time the class discussion starts that day, will automatically receive a 0 for that day’s discussion grade (no exceptions/no excuses; See grading rubric).
* **Class Professionalism Policy:**During class, cell phones, pagers and any other electronic devices such as IPODS are to be ON SILENT OR MUTE ONLY (not on vibrate) and put away. Laptops are welcome in my class to take notes.
* **Rounding of Final Class Grades:** Any rounding of grades is purely at my discretion and is never guaranteed. However, I will only consider rounding if the following five requirements have been met: (1) The final percentage point is at a 9 (e.g., 79%), (2) the student has successfully completed all assignments and exams, (3) the student has earned the full points for all class participation, (4) the student has turned in all exams on time, and (5) the student attempted/completed all exams. No exceptions.
* **Late Work & Make-Up Policy:** Students are expected to turn in all assignments by the clearly identified deadlines. I will not grant any late or make-up work in this course.
* **Academic Dishonesty:** Cheating will not be tolerated. Incidents of cheating will be discussed with the individual(s) involved and turned over to the Academic Honesty Committee. In this course, penalties will be determined on a case by case basis based on the severity of the offence. Consult the student academic honesty code: <http://www.auburn.edu/academic/provost/academicHonesty.php>
* **Accommodation Policy:** Students who need accommodations should notify the instructor as soon as possible. If you have not established accommodations through the Program for Students with Disability, but need accommodations, make an appointment as soon as possible (1228 Haley Center, 844-2096).
* **Email Policy**: I will utilize AU email for all communications related to this course. I am readily available via email during the weekdays during regular business hours (8am-5pm). I reserve the right to not respond to emails after 5pm during the week or anytime on Saturday or Sundays.

**Course Schedule (subject to change)**

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| **May 17th** | Lecture topic: Class Introduction & The Science of Cognition Introduction  |
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| **May 24th** | Readings: *(Read before class)* | (1) Lazaraus (1984) (2) Leventhal & Scherer (1987) (3) Storbeck & Clore (2007)  (4) Duncan & Barrett (2007)  (5) Oatley, Parrot, Smith, & Watts (2011)  |
| Discussion Leaders: | Jade, Haidi, Jessica, Jonathan, & Kayla *(See Canvas)* |
| Lecture topic: | **Perception & Attention** |
| **May 31st** | Readings: *(Read before class)* | (1) Robinson (1998) (2) Jefferies, Smilek, Eich, & Enns (2008) (3) Moriya & Tanno (2010) (4) Harms, Martin, & Wallace (2010) (5) Westwood & Goodale (2011)  |
| Discussion Leaders: | Samantha, Katherine, Erika, Karen, & Mary Anne *(See Canvas)* |
| Lecture topic: | **Working Memory & Executive Processes** |
| **June 7th** | Readings: *(Read before class)* | (1) MacKay, Shafto, Taylor, Marian, Abrams, & Dyer (2004) (2) Forgas, Goldenberg, & Unkelbach (2009) (3) Stout & Rokke (2010) (4)Moran (2016) (5) Thorley, Dewhurst, Abel, & Knott (2016)  |
| Discussion Leaders: | Betool, LaVarius, Melisa, Kayla, & Jessica *(See Canvas)* |
| Lecture topic: | **Long Term Memory & Malleability of Memory** |
| **June 14th** | Readings: *(Read before class)* | (1) Sumner, Griffith, Mineka, Rekart, Zinbarg, & Craske (2001) (2) Werner-Seidler & Moulds (2001) (3) Gingerich & Dodson (2013) (4) Kraha, Talarico, & Boals (2014) (5) Hirst et al. (2015)  |
| Discussion Leaders: | Erika, Jonathan, Mary Anne, Haidi, & Jade *(See Canvas)* |
| Lecture topic: | **N/A -- Midterm exam available at end of class**  |
| **June 21st** | **No Class:** Continue to work on **MIDTERM (Due by 10am on Monday, 6/25)** **\*\* Lecture Online: Problem Solving & Reasoning \*\***  (To be viewed before class on the 28th) |
| **June 28th** | Readings: *(Read before class)* | (1) Gilbert (1991) (2) Norenzayan, Smith, Kim, & Nisbett (2002) (3) Appleby & Kassin (2016) (4) Risen (2016) (5) Sacchi, Riva, & Aceto (2016)  |
| Discussion Leaders: | Samantha, LaVarius, Karen, Betool, & Katherine *(See Canvas)* |
| Lecture topic: | **Decision Making** |
| **July 5th** | Readings: *(Read before class)* | (1) Shwarz (2000) (2) Koole (2009) (3) Joorman & D'Avanzato (2010) (4) Huber, Van Boven, Park & Pizzi (2015) (5) Starcke & Brand (2016)  |
| Discussion Leaders: | Melisa, Kayla, Jessica, Jade, & Mary Anne *(See Canvas)* |
| Lecture topic: | **Language & Comprehension** |
| **July 12th** | Readings: *(Read before class)* | (1) Lindquist, Barrett, Bliss-Moreau, & Russell (2006) (2) Barrett, Lindquist, & Gendron (2007) (3) Cubelli, Paolieri, Lotto, & Job (2011) (4) Gutierrez, Giner, Sorolla, & Vasiljevic (2012) (5) Lindquist (2017)  |
| Discussion Leaders: | Katherine, LaVarius, Erika, Samantha, & Betool *(See Canvas)* |
| Lecture topic: | **Cognitive Aging & Development** |
| **July 19th** | Readings: *(Read before class)* | (1) Ceci, Crotteau-Huffman, Smith, & Loftus (1994) (2) Cornoldi, Barbeiri, Gaiani, & Zocchi (1999) (3) Hertzog, Kramer, Wilson, Lindenberger (2008) (4) Nyberg, Lovden, Riklund, Lindenberger, & Backman (2012)  |
| Discussion Leaders: | Haidi, Melisa, Karen, & Jonathan *(See Canvas)* |
| Lecture topic: | **N/A -- Final exam available at end of class**  |
| **July 26th** | **No Class:**Continue to work on **FINAL (Due by 10am on Monday, 7/30)** |
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