**Special Topics: Cognition & Emotion**

**COUN 8970 (001) ~ Summer 2020**

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

**Office Hours: By appointment (via Zoom or phone)**

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**Course Meeting Time**: This is an online course. There are no set meeting times for this online course. However, successful completion of this course requires that students make sure to log into the course via Canvas at least 2+ times per week to listen to lectures and complete all assignments.

* **Online Class Format**: In order to successfully complete this course, you must have access to an up-to-date computer with audio capabilities. A tablet or smartphone alone will be insufficient.

**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 (3-4 per week) are posted on Canvas. All students are expected to carefully read all of the assigned articles before their required class discussion deadline and be prepared to discuss each article during the class discussion each week on Canvas.
* **Exam Textbook Chapters**: Due to limited access to the library, all text readings will be posted on Canvas as a PDF during each exam period.

**Course Requirements & Grading Rubrics:**

**Article Presentations & Discussions (150 pts – 50 pts/presentation):**I have assigned three to four research articles and a discussion leader for each article (See Canvas). Each week, the discussion leaders will begin the class discussion for the rest of the class. 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:

* 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.
* Then, each discussion leader is required to start an initial reply to that week’s discussion. This reply is required to have two components:
  1. **Written Application Thought Post (500-700 words):** Each discussion leader is required to write a short (500-700 words) post regarding their assigned article. I’m not looking for a detailed report of the article. It’s important to remember that all students are required to read the article. Instead, 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. Within this written post, 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 pose to your classmates as a way to promote class discussion.
  2. **Class Discussion Facilitation Video (10-15 minute)**: Discussion leaders will also be required to record a 10-15 minute video of themselves introducing and summarizing your post. Think of this video as a replacement as the introduction and brief discussion you would have done in class. You’re encouraged to make it fun! This is also a way to bring a bit of life and personality into a somewhat detached asynchronous class format ☺ It’s also a way to talk to your fellow classmates each week and see friendly faces. While students are encouraged to use the free version of Zoom to record and then post their videos, I’m open to any video format that can be attached to the post on Canvas.
* **Discussion Leader Deadlines:** Each discussion leader is required to post their application thought post and video on Canvas **by 11:59pm the Wednesday evening of their assigned week.** Failing to post the application thought paper in **on time** will result in a loss of points (See class schedule & grading rubric).

**Grading Rubric for Discussion Post & Video:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exceptional**  *25 points* | **Admirable**  *20 points* | **Acceptable**  *15 points* | **Attempted**  *10 points* | **Unacceptable**  *0 points* |
| **Application**  **Thought**  **Written Post**  *(25 points)* | Post includes all five of the required information points | Post is missing one of the required information points | Post is missing two of the required information points. | Post is missing three of the required information points. Post is up to 12 hours late. | Post is 12-24 hours late.  Failed to turn in paper |
| **Class Discussion**  **Facilitation Video**  *(25 points)* | Video presentation includes an excellent and lively summary. Video also prepares the class discussion with questions. | Video presentation includes a good summary. Video attempts to prepare the class discussion with questions. | Presentation includes a basic summary. Video fails to prepare questions and effectively facilitate the class discussion. | Little relevant information provided during video presentation. Little effort expended on video and facilitation of class discussion. | Failed to post a video (failed to facilitate the class discussion in this manner.) |

**Class Discussion Participation (100 pts – 20 pts/week):**During the (5) 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. Participation as a non-leader will be assessed 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 Deadlines:** Class discussion participation should begin on Thursday of each week (i.e., after the discussion leader deadline). Then, each student not leading the discussion should post their class discussion participation replies by **11:59pm the next Sunday.** Late class discussion participation will not be accepted. (See class schedule & grading rubric).
* **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 note that “active participation” should include at least two (2) thoughtful replies to each discussion leaders initial reply. More than anything I really want you to show me that you were thoughtful when watching the video, reading the discussion post, and reading the assigned class readings. However, I have the rubric below as a guideline:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Exceptional**  *20 points* | **Admirable**  *15 points* | **Acceptable**  *10 points* | **Attempted**  *5 points* | **Unacceptable**  *0 points* |
| Student actively participated in all 3-4 of the discussions | Student actively participated in the majority of the discussions | Student actively participated in most of the discussions | Student actively participated in only one of the discussions | Student failed to actively participate in the any discussion |

**Exams (350 pts):**There will be two take home examinations. The **midterm exam (worth 150 points)** will cover the material from the first half of the course and the **final exam (worth 200 points)** will cover all course material. Exams will cover all assigned readings, class lectures, & application discussion posts (I will open these on Canvas during the exam period. 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 8 days to complete the exam (the midterm will have 8 days and the final will have 10). 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 (25%)**
* **Class Discussions** = **100 points (17%)**
* **Midterm Exam = 150 points (25%)**
* **Final Exam = 200 points (33%)**

**= 600 total possible points for the class.**

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

**Weekly Class Schedule:**

**Sunday**:

Class lecture available for the week

**Wednesday**:

Leader video & post due by 11:59pm

**Thursday**:

Class discussion participation begins

**Sunday**:

Class discussion participation replies due by 11:59pm

**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 week, I expect you to demonstrate to me that you are knowledgeable about the material covered that week. Also, you will then be responsible for reading ALL of the information distributed and discussed that week.
* **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. Due to the format of the class, 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 are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during my office hours to discuss their accommodations. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Summer 2020 Course Schedule**

(schedule subject to change upon notice)

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| **Week of: 5/20-5/24** | **Lecture: Class Introduction** | |
| **Weekly Readings:** | Class Syllabus |
| **Q & A Zoom Option 1:** | Thursday, May 21st --> 4pm-5pm |
| **Q & A Zoom Option 2:** | Friday, May 22nd --> 11am-12pm |
| **Q & A Zoom Option 3:** | By appointment (email me to schedule) |
| **Week of: 5/24-5/31** | **Lecture: The Science of Cognition** | |
| **Weekly Readings:** | (1) Lazaraus (1984) (2) Storbeck & Clore (2007) (3) Duncan & Barrett (2007) (4) Oatley, Parrot, Smith, & Watts (2011) |
| **Discussion Leaders:** | **(1) Bridget, (2) Edward, (3) Lauren, & (4)Aleah** |
| **Leaders Video & Post Due:** | Wednesday, May 27th by 11:59pm |
| **Class Discussion Posts Due:** | Sunday, May 31st by 11:59pm |
| **Week of: 5/31-6/7** | **Lecture: Perception & Attention** | |
| **Weekly Readings:** | (1) Robinson (1998) (2) Moriya & Tanno (2010) (3) Harms, Martin, & Wallace (2010) |
| **Discussion Leaders:** | **(1) Donielle, (2) Chelsi, & (3) Madison** |
| **Leaders Video & Post Due:** | Wednesday, June 3rd by 11:59pm |
| **Class Discussion Posts Due:** | Sunday, June 7th by 11:59pm |
| **Week of: 6/7-6/14** | **Lecture: Working Memory & Executive Processes** | |
| **Weekly Readings:** | (1) MacKay, Shafto, Taylor, Marian, Abrams, & Dyer (2004) (2) Stout & Rokke (2010) (3) Moran (2016) |
| **Discussion Leaders:** | **(1) LaJae, (2) Jade, & (3) Jessica** |
| **Leaders Video/Post Due:** | Wednesday, June 10th by 11:59pm |
| **Class Discussion Posts Due:** | Sunday, June 14th by 11:59pm |
| **Week of: 6/14-6/21** | **Lecture: Long Term Memory & Malleabilitiy of Memory** | |
| **Weekly Readings:** | (1) Sumner, Griffith, Mineka, Rekart, Zinbarg, & Craske (2001)  (2) Werner-Seidler & Moulds (2001) (3) Kraha, Talarico, & Boals (2014) (4) Hirst et al. (2015) |
| **Discussion Leaders:** | **(1) Bridget, (2) Edward, (3) Lauren, & (4) Aleah** |
| **Leaders Video/Post Due:** | Wednesday, June 17th by 11:59pm |
| **Class Discussion Posts Due:** | Sunday, June 21st by 11:59pm |
| **Week of: 6/21-6/28** | **MIDTERM EXAM**  **(Take home exam)** | **Available: Sunday, June 21st at 12am.**  **Due: Sunday, June 28th by 11:59pm** |
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| **Week of: 6/29-7/5** | **Lecture: Problem Solving & Reasoning** | |  |
| **Weekly Readings:** | (1) Gilbert (1991) (2) Norenzayan, Smith, Kim, & Nisbett (2002) (3) Risen (2016) (4) Sacchi, Riva, & Aceto (2016) |  |
| **Discussion Leaders:** | **(1) Donielle, (2) Chelsi, (3) Madison, & (4) LaJae** |  |
| **Leaders Video/Post Due:** | Wednesday, July 1st by 11:59pm |  |
| **Class Discussion Posts Due:** | Sunday, July 5th by 11:59pm |  |
| **Week of: 7/5-7/12** | **Lecture: Decision Making** | |  |
| **Weekly Readings:** | (1) Shwarz (2000) (2) Koole (2009) (3) Joorman & D'Avanzato (2010) (4) Starcke & Brand (2016) |  |
| **Discussion Leaders:** | **(1) Jade, (2) Jessica, (3) Bridget, & (4) Edward** |  |
| **Leaders Video/Post Due:** | Wednesday, July 8th by 11:59pm |  |
| **Class Discussion Posts Due:** | Sunday, July 12th by 11:59pm |  |
| **Week of: 7/12-7/19** | **Lecture: Language & Comprehension** | |  |
| **Weekly Readings:** | (1) Lindquist, Barrett, Bliss-Moreau, & Russell (2006) (2) Barrett, Lindquist, & Gendron (2007) (3) Gutierrez, Giner, Sorolla, & Vasiljevic (2012) (4) Lindquist (2017) |  |
| **Discussion Leaders:** | **(1) Lauren, (2) Aleah, (3) Donielle, & (4) Chelsi** |  |
| **Leaders Video/Post Due:** | Wednesday, July 15th by 11:59pm |  |
| **Class Discussion Posts Due:** | Sunday, July 19th by 11:59pm |  |
| **Week of: 7/19-7/26** | **Lecture: Cognitive Aging & Development** | |  |
| **Weekly Readings:** | (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:** | **(1) Madison, (2) LaJae, (3) Jade, & (4) Jessica** |  |
| **Leaders Video/Post Due:** | Wednesday, July 22nd by 11:59pm |  |
| **Class Discussion Posts Due:** | Sunday, July 26th by 11:59pm |  |
| **Week of: 7/27-8/4** | **FINAL EXAM**  **(Take home exam)** | **Available: Sunday, June 26th at 12am**  **Due: Wednesday, August 4th at 11:59pm** |  |
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**\***Discussion leader order was determined via a random order program