**Instructor: Dr. Clarissa J. Arms-Chavez (Dr. AC)**

**E-mail:** [**cjc0019@auburn.edu**](mailto:cjc0019@auburn.edu)*or* [**cchavez@aum.edu**](mailto:cchavez@aum.edu)

**Phone: (334) 244 - 3595**

**Class Meeting Time: Tuesdays 4:00-7:45pm**

**Class Location: 3224 Haley Center**

**Office Hours: By appointment & via Zoom only (I live in Montgomery)**

* **Schedule a Zoom Meeting:** [**https://calendly.com/armschavez/meet-with-dr-ac**](https://calendly.com/armschavez/meet-with-dr-ac)
* **Zoom Room:** [**https://auburn.zoom.us/j/4294092521**](https://auburn.zoom.us/j/4294092521)

**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 every week.

**Supplemental Reading for Exams:**

* Smith, E. E. & Kosslyn, S.M., (2007). *Cognitive Psychology: Mind and Brain*. Upper Saddle River, N.J.: Pearson/Prentice Hall.
  + Note: **You are not required to purchase this textbook**. I did not list it for this reason. There is a copy of the text for use in the library as needed. The chapter readings are not required each week. These are provided as *supplemental* material to use for the midterm and final exam.

**Course Format:** The format of this class is flipped from a traditional class format. Each class will explore a different broad theme in cognitive psychology and the associated emotional components.

* The first half of the class (*estimated time: 4-5:45pm*) will consist of a class discussion. Four to 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 beforeclass. The discussion leaders will not be responsible for catching students up on the material. Overall, 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 20-minute break (*estimated: 5:45-6:05pm*)
* Finally, I will present a lecture on relevant theory and research on the *next* class topic. (*estimated time: 6:05-7:45pm*)

**Course Requirements & Grading Rubrics:**

**Article Reflections & Class Discussion (150 pts – 50 pts/presentation):**I have assigned four to five research articles each week. All articles are posted on Canvas. I have also assigned a discussion leader for each article. Thus, the class discussions will be led by four to 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 should take careful notes when reading their assigned article.
2. Then, each discussion leader is required to **write a short (500-700 words) article reflection** regarding their assigned article. A detailed report of the article is unnecessary. The purpose of the reflection is to force students to think about the application of the topic and the journal article in a deeper manner to better prepare their presentation & discussion. Within this reflection, 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 article reflections:** Each discussion leader is required to submit their article reflection in that week’s discussion board (either copy/paste or attachment) **by 8 am the Monday before class.** Failing to submit the article reflection **on time** will result in a loss of points (See rubric below).
4. *Next, the discussion leaders for that week should coordinate and plan that week’s class discussion* **before class**. Discussion leaders are required to decide on the order of the presentations and should work together to order the article reflection 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 allotted time for class discussions***.* Discussion leaders should 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 Reflections & Class Discussion:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exceptional**  *25 points* | **Admirable**  *20 points* | **Acceptable**  *15 points* | **Attempted**  *10 points* | **Unacceptable**  *0 points* |
| **Article Reflection**  *(25 points)* | *Reflection includes an excellent summary*  *Reflection includes all four of the required information points* | *Reflection includes a good summary*  *Reflection is missing one of the four required information points* | *Reflection includes a basic summary*  *Reflection fails to expand on the summary* | *Little relevant information provided about article*  *Little effort expended on reflection* | *Reflection submitted after the deadline*  *Failed to turn in reflection* |
| **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 (i.e., 5 class discussions), 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 reflection, 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! It’s been my experience that the most interesting thing that gets shared in class is generally the very thought that the student hesitated to say at first. This is all a huge part of exploring ideas and clarifying concepts. This is the biggest learning component to the class! But, you have to be an active participant in it.

**Class Discussion Participation Grading Rubric:** 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:

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

**Exams (350 pts):**There will be two take home examinations. The **midterm exam (worth 150 points & due by 8 am on June 30)** will cover the material from the first half of the course and the **final exam (worth 200 points & due by 8 am on August 4)** will cover all course material. Exams will cover all assigned readings, class lectures, application thought reflections, & class discussions. 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 via Canvas and students will have a little over a week complete the exam. Exams turned in late will incur strict penalties. No make-up exams will be considered for any reason.

**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%

**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 (See grading rubric).
* **Academic Integrity:** Students are expected to maintain academic integrity and honesty in all of their work. 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/AUM 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.

**Summer 2022 Course Schedule**

*(Subject to change with notice)*

|  |  |  |
| --- | --- | --- |
| **Week 1:**  **May 24** | **Class Lecture Topic:** | **Class Introduction & The Science of Cognition** |
| **Textbook Chapters Referenced for Exams:** | **Smith & Kosslyn (2007) – Chapter 1 & Chapter 8** |
| **Week 2:**  **May 31** | Required  Readings: *(before class)* | (1) Lazaraus (1984)  (2) Storbeck & Clore (2007)  (3) Duncan & Barrett (2007)  (4) Oatley, Parrot, Smith, & Watts (2011) |
| Discussion Leaders: | (1) A. Jones, (2) C. McConaha, (3) J. Alvarez, & (4) H. Stenzel |
| **Class Lecture Topic:** | **Perception & Attention** |
| **Textbook Chapters Referenced for Exams:** | **Smith & Kosslyn (2007) – Chapter 2 & Chapter 8** |
| **Week 3:**  **June 7** | Required  Readings: *(before class)* | (1) Robinson (1998) – 32 pages  (2) Jefferies, Smilek, Eich, & Enns (2008) – 7 pages  (3) Moriya & Tanno (2010) – 21 pages  (4) Harms, Martin, & Wallace (2010) – 33 pages |
| Discussion Leaders: | (1) A. Saha, (2) K. Smith, (3) C. Rossi, & (4) L. Washington |
| **Class Lecture Topic:** | **Working Memory & Executive Processes** |
| **Textbook Chapters Referenced for Exams:** | **Smith & Kosslyn (2007) – Chapter 6 & Chapter 8** |
| **Week 4:**  **June 14** | Required  Readings: *(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: | (1) K. Short, (2) S. Wilks, (3) F. Alqadfan, (4), G. Brown, & (5) A. Jones |
| **Class Lecture Topic:** | **Long Term Memory & Malleability of Memory** |
| **Textbook Chapters Referenced for Exams:** | **Smith & Kosslyn (2007) – Chapter 5 & Chapter 8** |
| **Week 5:**  **June 21** | Required  Readings: *(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: | (1) C. McConaha, (2) H. Stenzel, (3) J. Alvarez, & (4) A. Saha |
| **Early Dismissal / No Lecture: Take Home Midterm Exam available after class discussion** | |
| **Thursday**  **June 30th** | **Take Home Midterm Exam Due by 8 am**  **(Submission via Canvas)** | |
| **Week 6:**  **Online Lecture** | **\*\* No In-Person Class Meeting on Tuesday, 6/28 - Continue to work on Midterm Exam \*\*** | |
| **ONLINE Lecture Topic:** | **Problem Solving & Reasoning** *(to be viewed before class on July 5th)* |
| **Textbook Chapters Referenced for Exam:** | **Smith & Kosslyn (2007) – Chapter 10** |
| **Week 7:**  **July 5** | Required  Readings: *(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: | (1) C. Rossi, (2) K. Smith, (3) L. Washington, (4) K. Short, & (5) S. Wilks |
| **Class Lecture topic:** | **Decision Making** |
| **Textbook Chapter Referenced for Exam:** | **Smith & Kosslyn (2007) – Chapter 9** |
| **Week 8:**  **July 12** | Required  Readings: *(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: | (1) G. Brown, (2) F. Alqadfan, (3) A. Jones, (4) C. McConaha, &  (5) H. Stenzel |
| **Class Lecture topic:** | **Language & Comprehension** |
| **Textbook Chapter Referenced for Exam:** | **Smith & Kosslyn (2007) – Chapter 12** |
| **Week 9:**  **July 19th** | Readings: *(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: | (1) J. Alvarez, (2) A. Saha, (3) C. Rossi, (4) K. Smith, & (5) L. Washington |
| **Class Lecture topic:** | **Cognitive Aging & Development** |
| **Textbook Chapter Referenced for Exam:** | **Radvansky & Ashcraft (2018) – Chapter 15**  **(PDF to be provided on Canvas)** |
| **Week 10:**  **July 26th** | Readings: *(before class)* | (1) Ceci, Crotteau-Huffman, Smith, & Loftus (1994) (2) Cornoldi, Barbeiri, Gaiani, & Zocchi (1999) (3) Principe & Schindewolf (2012)  (4) Nyberg, Lovden, Riklund, Lindenberger, & Backman (2012) |
| Discussion Leaders: | (1) K. Short, (2) S. Wilks, (3) G. Brown, & (4) F. Alqadfan |
| **Early Dismissal / No Lecture: Take Home Final Exam available after class discussion** | |
| **Thursday,**  **August 4th** | **Take Home Final Exam Due by 8 am**  ***(No class; Submission via Canvas)*** | |
|
|