Cognitive and Affective Psychology
Course 18:820:505:M1
Summer 2022 (Session 1)

Instructor: Bianca P. Acevedo, PhD

Lecture: Wednesdays, 9:00AM-1:00PM in the Science Engineering Resource Center, Busch Campus, Room SEC-220

Contact Info: bianca.acevedo@rutgers.edu

Office/Hours: Fridays, 1:00PM-2:00 PM (via Zoom)

Course Description: We will review selected theory and research in the areas of cognitive and affective psychology. This hybrid class will consist of both on-campus and online instruction. The course format will be a mix of lectures to contextualize weekly readings, paper presentations, and discussions based on the reading.

Course Objectives: Develop familiarity with major historical theories and current research in cognitive and affective psychology. Understand the conduct of science in cognitive and affective psychology. Learn how to read, interpret, and critically evaluate research in cognitive and affective psychology. Develop an appreciation of how findings from basic research in cognitive and affective psychology can influence the practice of clinical psychology.

Readings: All required readings are listed on the schedule below and will be made available through the Canvas site for the course. Supplemental readings on the Canvas site also be provided.

Attendance Policy: Attendance is required.

Special Thanks: To Dr. Robert Eisenhower for developing the original syllabus and structure of this class.

Grading: Grades. The grade you earn in this course will be based on:

- In-class paper presentation 80 (20%)
- Online paper summary 80 (20%)  
- Discussion board posts (5@20pts each) 100 (25%)
- Participation 40 (10%)
- Final paper 100 (25%)

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ASSIGNMENTS

In-class paper presentation (20%)
You will be asked to present one of the papers from the assigned readings in class. You can use PowerPoint to structure your presentation. Please limit it to no more than 6 slides and 30 minutes for the presentation. The goal is an overview of the key points of the paper, study limitations, and implications for clinical practice.

Online paper summary (20%)
You will be asked to select one paper (not the one you selected for the presentation) from the assigned readings to summarize for the online discussion board. The summary should be no more than 1 page (about 400 words). The goal is to provide the class with a concise overview of the key points of the paper, study limitations, and implications for clinical practice. Each online paper summary should include 3 questions for the class to consider. Online paper summaries are due on Wednesdays by 11:59pmET (except for Week 1 which is due by Thursday, 11:59pm) to give the class time to prepare the responses on the discussion board posts. Late assignments will incur a penalty.

Discussion board posts (25%)
During weeks that you are not assigned an online paper summary, you are responsible for writing three discussion board posts (each week) in reply to the online paper summary posts. These do not need to be extensive, but thoughtful 2-3 sentence replies for each post are expected. You may write all three posts on one topic or multiple topics in the discussion board. The choice is yours. Discussion board posts are due on Fridays by 11:59pmET. Please note that 5 weeks of discussion board posts will be counted towards your course grade.

Participation (10%)
For each week, we will assess your participation in the discussion boards and will assign a grade for your participation. Please note that discussion board posts and participation are due on Sundays by 11:59pmET (Weeks 1-6).

Final paper (25%)
You will be asked to write a (7-10 page) paper (due 6/29 by 11:59pmET) based on a topic that piques your interest in cognitive and affective psychology. Topics may include, but are not limited to those covered during weekly meetings. I encourage you to write a paper that will help you for the introduction or discussion of your thesis/dissertation. I am happy to meet with you during office hours or by appointment to discuss your paper topics.

Statement of Disabilities
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. If the documentation supports your request for reasonable accommodations, the campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Statement of Academic Integrity
The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/
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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment/Readings</th>
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<td>5/18</td>
<td>Introduction</td>
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<td>Relationship between Cognition and Emotion</td>
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<td>5/19</td>
<td>Online paper summary due</td>
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<td>Foundational Theories of Emotion</td>
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<td>Friedman (2010)</td>
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<td>James (1884)</td>
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<td>Schachter &amp; Singer (1962)</td>
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<td>Solomon &amp; Corbit (1974)</td>
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<td>5/20</td>
<td>Discussion board posts #1 due</td>
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<td>Experience and Expression</td>
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<td>Fredrickson &amp; Losada (2005)</td>
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<td>Buck (1999)</td>
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<td>Supplemental</td>
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<td>Prinz (2003)</td>
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<td>Ekman (1999)</td>
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<td>Thagard (2005)</td>
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<td>Turing (1950)</td>
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<td>Haugeland (1981)</td>
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<td>Kirsch (1991)</td>
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<td>Discussion board post #2 due</td>
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<td>6/1</td>
<td>Social Cognition and Language</td>
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<td>Baron-Cohen et al. (1985)</td>
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<td>Chomsky (1959)</td>
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<td>Haidt (2001)</td>
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<td>Marsh et al. (2009)</td>
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<td>Online paper summary due</td>
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<td>6/3</td>
<td>Cognitive Flexibility and Executive Function</td>
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<td>Chan et al. (2008)</td>
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<td>Diamond (2013)</td>
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<td>Moore &amp; Malinowski (2009)</td>
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<td>Discussion board posts #3 due</td>
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| Week 4: 6/8 | Decision Making, Impulsivity, and Emotion | **Required**
Damasio (1994)
Mischel & et al. (1972)
**Supplemental**
Dunn et al. (2006)
Wagar & Thagard (2004) | Campus |
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<td>6/8 Online paper summary due</td>
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| 6/10 | Memory and Forgetting | **Required**
Anderson & Schooler (1991)
Atkinson & Shiffrin (1968)
Baddeley (2003)
**Supplemental**
Rhodes & Turvey (2007) | Online |
| 6/10 Discussion board posts #4 due |  |  |  |
| Week 5: 6/15 | Affective Regulation and Emotional Intelligence | **Required**
Chernis (2010)
Sheppes et al. (2015)
Tugade & Fredrickson (2007)
**Supplemental**
Carver & Scheier (2002)
Gross (1998)
Salovey & Mayer (1990) | Campus |
| 6/15 Online paper summary due |  |  |  |
| 6/17 | Cognitive Appraisal and Reappraisal | **Required**
Troy et al. (2012)
Verduyn (2011)
**Supplemental**
Lazarus (1991)
Scherer (2001) | Online |
| 6/17 Discussion board posts #5 due |  |  |  |
| Week 6: 6/22 | Sensory Processing Sensitivity | **Required**
Acevedo et al. (2017)
Aron (2010)
Aron (2020)
Acevedo et al. (2020) | Campus |
| 6/22 Online paper summary due |  |  |  |
| 6/24 Discussion board posts #6 due |  |  |  |
| 6/29 | **FINAL PAPER DUE** |  |  |
Full Bibliography for Required and Supplementary Readings

Relationship between Cognition and Emotion


Foundational Theories of Emotion


Emotion Experience and Expression


*Supplementary Reading*


**Thought and Computation**


*Supplementary Readings*


**Social Cognition and Language**


**Cognitive Flexibility and Executive Function**


Decision Making, Impulsivity, and Emotion


*Supplementary Readings*


Memory and Forgetting


*Supplementary Reading*


Affective Regulation and Emotional Intelligence


*Supplementary Readings*


**Cognitive Appraisal and Reappraisal**


*Supplementary Reading*


**Sensory Processing Sensitivity**


