Instructor: Anton Shcherbakov, Psy.D., BCBA

Time/Place: Wednesdays, 1:00-5:00 PM, Online

Contact Info: anton.shcherbakov@rutgers.edu

Office/Hours: Wednesdays, 5:00-6:00 PM (Extra times by appointment)

Course Description: We will review selected theory and research in the areas of cognitive and affective psychology. This hybrid class will consist of both synchronous (i.e., live video lectures) and asynchronous (i.e., discussion board post) learning activities. 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 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. Understand the interplay of cognitive and affective processes. Integrate findings from basic research in cognitive and affective psychology to 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 may be provided to facilitate further exploration of a topic.

Attendance Policy: Attendance is required. If you are unable to attend a lecture, you must notify the professor in advance. One excused absence is allowed due to extenuating circumstances but any further absences will require a plan for remediation.

Late Assignments: Late assignments are marked down one letter grade or 10% of the points allotted to the assignment. Extensions may be requested and granted at least 3 days in advance of the assignment due date.

Grading:

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Small group in-class paper presentation</td>
<td>10%</td>
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<tr>
<td>Discussion board paper summary</td>
<td>10%</td>
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<tr>
<td>Discussion board weekly posts</td>
<td>20%</td>
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<tr>
<td>Weekly online quizzes</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>40%</td>
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Small group in-class paper presentation
You will be assigned to a small group (2-3 people) and 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. The goal is an overview of the key points of the paper, study limitations, and implications for clinical practice. A rubric will be provided.

Discussion board paper summary
You will be asked to select one additional paper from the assigned readings in class to summarize for the online discussion board. The summary should be no more than 1 page (about 400 words). The goal is a concise overview of the key points of the paper, study limitations, and implications for clinical practice. Each discussion board post should include 3 questions for the class to consider. Please try to post your online paper summary no less than two days (48 hours) before the due date for discussion board posts (see below).

Discussion board weekly posts
During weeks that you are not assigned an online paper presentation, you are responsible for writing three discussion board posts in reply to paper summary posts. These do not need to be extensive but thoughtful 3-4 sentence replies are expected. You may write all three posts on one topic or multiple topics in the discussion board. The choice is yours.

Weekly online quizzes
To ensure comprehension of the online lecture material, you will be expected to complete a 10 question quiz each week for the online portion of the course.

Final paper
You will be asked to write a 7-10 page paper 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 anytime to discuss your paper topics. A rubric will be provided.

Disability Statement: 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: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your 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 (https://webapps.rutgers.edu/student-ods/forms/registration).

NOTE: This syllabus is subject to change
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Type</th>
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<tr>
<td>5/22</td>
<td>Foundational Theories of Emotion</td>
<td><strong>Required</strong>&lt;br&gt;- Friedman (2010)&lt;br&gt;- Schachter &amp; Singer (1962)&lt;br&gt;- Solomon &amp; Corbit (1974)&lt;br&gt;&lt;br&gt;<strong>Supplemental</strong>&lt;br&gt;- Siemer et al. (2007)&lt;br&gt;- James (1884)</td>
<td>Discussion Board</td>
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<td>Date</td>
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| 6/3  | Social Cognition and Language              | Baron-Cohen et al. (1985)  
Chomsky (1959)  
| 6/5  | Cognitive Flexibility and Executive Function | Chan et al. (2008)  
Diamond (2013)  
Lerner (2015)  
Mischel et al. (1989)  
Wagar & Thagard (2004)         | Live Class                        |
| 6/12 | Memory and Forgetting                      | Baddeley (2003)  
Levine & Pizarro (2004)                                                  |                                   | Discussion Board |
|      | Cognitive Appraisal and Reappraisal        | Troy et al. (2012)  
Scherer (2001)                  |
**6/17**

Affective Regulation and Emotional Intelligence

**Required**
- Cherniss (2010)
- Gross (1998)
- Tugade & Fredrickson (2007)

**Supplemental**
- Carver & Scheier (2002)
- Salovey & Mayer (1990)

Live Class

**6/19**

Discrete, Dimensional, and Cultural Conceptualizations of Emotion

**Required**
- Barrett & Russell (1998)
- Ekman (1999)

**Supplemental**
- Cacioppo et al. (1997)

Discussion Board

**6/24**

Experience and Expression of Emotions

**Required**
- Czikszentmihalyi & Hunter (2003)
- Ekman (1993)
- Fredrickson & Losada (2005)

**Supplemental**
- Buck (1999)
- Lewis (2000)
- Van Orden et al. (2005)

Live Class

**7/1**

FINAL PAPER DUE

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**Full Bibliography for Required and Supplementary Readings**

**May 20th**

**Introduction; Relationship between Cognition and Emotion**


**Supplementary Reading**


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**Foundational Theories of Emotion**


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**Supplementary Readings**


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**Thought and Computation**


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**Supplementary Readings**


May 29th

Embodyment and Embeddedness in Cognition and Emotion


*Supplementary Reading*


June 3rd

Social Cognition and Language


*Supplementary Reading*


June 5th

Cognitive Flexibility and Executive Function


*Supplementary Reading*

**June 10th**

**Decision Making, Impulsivity, and Emotion**


*Supplementary Readings*


**June 12th**

**Memory and Forgetting**


**Cognitive Appraisal and Reappraisal**


*Supplementary Reading*


June 17th

**Affective Regulation and Emotional Intelligence**


*Supplementary Readings*


June 19th

**Discrete, Dimensional, and Cultural Conceptualizations of Emotion**


*Supplementary Reading*


June 24th

**Experience and Expression of Emotions**


*Supplementary Reading*

