

**PSYC 6310-061: Cognition and Emotion | Spring 2025**

<p><b>Instructor</b> Dr. Lauren Kirby</p> <p><b>Phone</b> (334) 703-5635</p> <p><b>Email</b> lkirby@uttyler.edu</p> <p><b>Virtual Office Hours</b> TBA</p> <p><b>Check These Daily:</b></p> <ul style="list-style-type: none"> <li>• Patriot email</li> <li>• Canvas announcements</li> <li>• Canvas modules</li> <li>• Canvas calendar</li> </ul> <p><b>Assignments and Grading at a Glance</b></p> <ul style="list-style-type: none"> <li>• Discussion Participation (10%)</li> <li>• Leading a Discussion (5%)</li> <li>• Paper pre-writing (35%)</li> <li>• Paper final draft (20%)</li> <li>• Presentation Prep (5%)</li> <li>• SciComm Presentation (20%)</li> <li>• Reflection (5%)</li> </ul> <p><b>I do not round grades.</b></p> <p><b>Skills Required:</b></p> <ul style="list-style-type: none"> <li>• <b>apply</b> theories in discussion and writing</li> <li>• <b>analyze</b> connections to other domains</li> <li>• <b>evaluate</b> classmates' writing</li> </ul>	<p><b>Course Overview</b></p> <p>An examination of the cognitive and affective processes involved in human mentation. Includes the study of attention, perceptual processes, memory, knowledge representation, language, decision making, problem solving, mood, emotions, emotion regulation, affective neuroscience, emotional expression, and cultural aspects of emotion. Students will read classic and cutting-edge articles in the two fields and write a literature review paper integrating both cognitive and affective theoretical perspectives applied to a topic of their choice.</p> <p><b>Course Format and Expectations</b></p> <ul style="list-style-type: none"> <li>• Meets over Zoom Weds 11:15am-1:45pm</li> <li>• Modules open and close weekly</li> <li>• Flipped classroom: do prep work outside of class, discuss in class</li> <li>• Quizzes due Weds night, bigger assignments on Sun at midnight</li> <li>• Participate in and lead discussions over classic articles</li> <li>• Write a paper integrating theory from cognitive and affective science</li> <li>• Post a science communication presentation to YouTube</li> </ul> <p><b>Required Resources</b></p> <p>De Houwer, J., &amp; Hermans, D. (2010). <i>Cognition and emotion: Reviews of current research and theories</i>. Psychology Press.</p> <ul style="list-style-type: none"> <li>• Microsoft Office Products</li> <li>• Zoom</li> <li>• Earphones and microphone</li> <li>• A Gmail account with a professional-appearing name</li> </ul> <p><b>Content Learning Outcomes</b></p> <p>At the end of this course you should be able to master course content (remembering and understanding) in major areas such as</p> <ul style="list-style-type: none"> <li>• the historical development of cognitive psychology;</li> <li>• methods of cognitive research;</li> <li>• the information processing perspective;</li> <li>• attention;</li> <li>• pattern recognition;</li> <li>• short-term, working, and long-term memory;</li> <li>• language; and</li> <li>• reasoning and decision-making.</li> <li>• theories of emotion</li> <li>• the emotional nervous system</li> <li>• research methods of affective science</li> <li>• emotional expression</li> <li>• the relationship between emotion and various cognitive skills</li> <li>• emotion regulation</li> <li>• and universal features versus cultural aspects of emotion.</li> </ul> <p>However, you will also have the opportunity to learn transferable skills. The general course outcomes I expect you to learn are broken down below with more specific, measurable learning objectives that will be assessed with different assignments. In the "Assignments and Activities" section, you can read which learning objectives each assignment is designed to assess.</p>
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**Course Calendar**

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
1	Introduction to Cognition	Marr (1982)	
2	Measurement Methods	Sacchet and Humphreys (1992); Petersen et al. (1988)	Paper Brainstorm
3	Attention	Cherry (1953); Posner and Snyder (1975); Jenkins (2019)	
4	Icy Week: Class Canceled		
5	Short-Term and Working Memory	Craik and Tulving (1975); Baddeley (1992)	
6	Long-Term Memory	Jacoby et al. (1989); Tulving (1985); Irish et al. (2019)	
7	Language Acquisition	Saffran et al. (1996); Bogaerts et al. (2021)	Paper Annotated Bibliography
8	Introduction to Emotion	Moors (2010)	
9	Measurement Methods	Mauss & Robinson (2010)	Sci Comm Brainstorm
10	Spring Break	No Class	
11	Affective Neuroscience	Kreibig (2010); Lindquist et al. (2012)	Sci Comm Video
12	Science Communication; Emotion Regulation	Koole (2010); Blanke et al. (2021)	
13	Universal and Cultural Aspects of Emotion	Imada and Ellsworth (2011); Matsumoto et al. (2012)	Paper Outline
14	Emotion and Cognition Integration	Bar-Haim et al. (2007); Forgas (2013)	Paper Draft
15	Emotion and Cognition Integration	Blanchette & Richards (2010); Petrucci & Palombo (2021)	Peer Review
16+	Finals Week		Final Draft and Reflection

### Course Outcomes and Learning Objectives

PSYC 6310 course outcomes	Learning objectives
<p><b>Break down the background, objective, method, results, and limitations of a cognitive psychology research article for a lay audience.</b></p>	<ul style="list-style-type: none"> <li>• Reproduce appropriate APA-style citation and referencing.</li> <li>• Interpret complex texts (scientific research articles).</li> <li>• Summarize sections of research articles</li> <li>• Discuss the major takeaways from the paper for a target audience.</li> <li>• Evaluate strengths and weaknesses of the article.</li> <li>• Extrapolate future applications and research questions related to the article.</li> </ul>
<p><b>Lead class discussion about an article of their choice from a range of provided cognitive and affective options.</b></p>	<ul style="list-style-type: none"> <li>• Judge their own strengths and weaknesses in choosing an article to lead discussion about.</li> <li>• Interpret formal research articles in cognitive psychology and affective science.</li> <li>• Summarize major takeaways from research articles in the fields.</li> <li>• Evaluate pros and cons of an article.</li> <li>• Pose appropriate types and levels of questions to their classmates.</li> <li>• Field questions from classmates and the instructor about an article.</li> <li>• Manage time effectively in discussion</li> <li>• Adapt discussion strategies to real-time behavior and needs of the class.</li> </ul>
<p><b>Debate the major theories in cognitive psychology and affective science</b></p>	<ul style="list-style-type: none"> <li>• Explain the theories.</li> <li>• Evaluate the theories' pros and cons.</li> <li>• Defend a position on a theory.</li> </ul>
<p><b>Integrate one cognitive and one affective theory together.</b></p>	<ul style="list-style-type: none"> <li>• Explain the theories</li> <li>• Reproduce appropriate APA-style citation and referencing.</li> <li>• Incorporate instructor and peer feedback into their writing.</li> <li>• Constructively criticize a peer's writing.</li> <li>• Locate appropriate sources.</li> <li>• Summarize those sources</li> <li>• Evaluating the sources.</li> <li>• Synthesize concepts across the sources.</li> <li>• Generalize from the sources to formulate an evidence-based hypothesis.</li> <li>• Describe the value added by using both theories together instead of each alone.</li> <li>• Compose a literature review.</li> <li>• Optional: propose an empirical study complete with Method and Data Analysis Plan.</li> </ul>
<p><b>Apply cognitive and affective methods to investigate a clinical psychology topic of their choice.</b></p>	<ul style="list-style-type: none"> <li>• Employ a cognitive psychology research method in their proposed study design.</li> <li>• Employ an affective science research</li> </ul>

	<p>method in their proposed study design.</p> <ul style="list-style-type: none"> <li>• Examine clinical psychology concepts from cognitive and affective perspectives.</li> <li>• Apply cognitive and psychological theories to clinical psychology cases.</li> </ul>
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## Course Policies

### Late or Missing Work

Deadline dates and times are firm. If you experience significant barriers to submitting on time, please contact me as soon as possible about it. If it is close to or after the due time and you cannot reach me, feel free to submit it anyway and I can evaluate whether and how to award credit. I do NOT ask for documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot. There are no make-ups for discussion grades, but there are 12 opportunities and I only grade 10 (I drop the lowest 2). Please contact me as soon as possible to arrange a revised submission plan in the event of any barriers to timely submission of any components of the paper or Sci Comm Presentation. Because of the turnaround time needed for feedback, project components cannot have very long extensions after the due date.

### Contacting Me

- Email at any time (I respond during business days). I answer most messages 6:30-7 am, around lunch, or during afternoon office hours. I do not check email on the weekend, holidays, or evenings.
- Zoom office hours (no notice needed; just drop in)
- Zoom meetings by request if you're not available during office hours
- Telephone:
  - Calls work best during office hours (when I have the ringer on); you can text to ask for a call at a different time
  - You can text at any time. You will not disturb me if you message late, but you may have to wait until the morning if it's after 8:30pm as I go to bed and wake up very early.

Note: I typically work 7am-4pmish and respond best during those times if I am not in another meeting.

### Diversity Statement

Embrace the diversity among course-takers. In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Artificial Intelligence (AI) Usage Policy

### **UT Tyler's AI Policy**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes

shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

### ***Dr. Kirby's AI Policy***

Generative artificial intelligence (GenAI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. The learning opportunities in this course are useful only when you complete original work rather than using generative AI tools for any portions of any assignments. I encourage you to take advantage of the learning opportunities and submit only your own work, unless otherwise indicated. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Further, LLMs (e.g., ChatGPT) do not know, remember, or reason; they are “fancy autocorrect.” They predict which words tend to be near other words. GenAI is also circular: its training data are being corrupted by AI products themselves. Further, GenAI usage has a large environmental impact (stressing the power grids and using a lot of water), it involves hidden human costs (including exploiting low-wage labor), and GenAI image generation software has been trained on disturbing criminal material, including child sex abuse material. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. I invite you to take responsibility—instead of leaving it up to the tool—to assure the quality, integrity, and accuracy of work you submit in any college course. I am committing to the same expectations, as I am also refraining from using available AI tools in designing this course and evaluating your work. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. This policy was drafted using the UT Tyler Artificial Language for Syllabi document and Chris Heard's Generative AI Syllabus Statement Tool (which itself not an AI tool). You may find UT Tyler's general AI syllabus policy here: <https://www.uttyler.edu/offices/academic-affairs/files/artificial-intelligence-language-for-syllabi.pdf>.

## **Assignment and Grading Details**

### **Discussions**

Each week, we will have synchronous discussion over Zoom. In order to be prepared for them, please to come to the discussion with notes from the readings. You may turn in your notes for “participation” points. I will drop the lowest two grades from this category so you can miss two discussions with no questions asked. Each discussion participation is worth 10 points for a category total of 10% of your grade. Early in the semester, you will also choose a time to lead a discussion over a particular reading: this is worth 50 pts (5% of your grade). Post your notes for credit for leading the discussion. I will evaluate these quantitatively on a participation basis, but will also provide qualitative feedback geared toward improvement.

### **Paper**

The structure of the paper can take the form of a literature review or a proposal for a research project you might actually conduct in future semesters (aimed at an ultimately publishable manuscript after this class). If you have a draft of a thesis or dissertation proposal, you can integrate cognitive and affective psychological theories into it and submit it for this assignment. Whichever format you choose, I strongly encourage you to relate the paper to your thesis or dissertation topics in some way so that this assignment will be useful for you professionally. Integrate cognitive and emotional theories into your

topics of study. Regardless of the format, the paper should focus on a specific topic or behavior. Begin by defining key concepts and then reviewing main findings in the area. Examine the topic through a cognitive (e.g., propositional vs. analog representation, early vs. late attentional filter) and then affective theory (e.g., basic emotions, constructed theory) separately. Conclude by integrating the theories together and proposing research questions that could be answered from this integrated perspective. If you choose a literature review, you will spend more space developing theory. If you choose to propose a study design (such as your thesis, dissertation, or another project), you still need to develop theory in the same way, but may spend fewer pages doing so in order to devote space to proposed methods and analyses. The paper's final submission is worth 200 pts (20% of your grade). There are various other pieces of the paper due throughout the semester, including a topic brainstorming sessions (50 pts), an annotated bibliography (50 pts), an outline of the whole paper (50 pts), a first draft (50 pts), giving peer review to other students' papers (50 pts), and incorporating peer and instructor feedback from your first draft into the final one (50 pts). A rubric for the final paper will be posted to Canvas.

### **Sci Comm Presentation**

At your developmental and educational stage, you are capable of high-level writing and research presentations. A greater challenge may be simplifying for general audiences (e.g., undergraduate students, family members, coworkers, non-student community members). Think of popular edutainment YouTube videos (e.g., Hank Green's Sci Show, PBS Crash Course, Kurzgesagt, Vsauce, NativLang) for your inspiration. You will present on any article reading from the semester, explaining the purpose, methods, results, and implications in around 10-15 minutes. Include some kind of creative elements (e.g., overlays, backgrounds, animations, titles) using free video editing software (iMovie on Mac or for Windows use Davinci Resolve) and/or use well designed PowerPoint slides. You could do basic transitions, titles, and edits like in [this video](#) (notice the intro and color overlays during topic transitions) and find free music to use [here](#). Caption your video by uploading to YouTube and editing the autogenerated captions (may take 24 hours to generate) so upload early.

### **Reflection**

Your final assignment is a reflection on what you have learned in the course, including about yourself. You will be asked to write 500-1000 words in response to a reflection prompt provided during the final exam week. A completed reflection is worth 50 points, 5% your final course grade.

### **Extra Credit**

You may earn extra credit writing response papers to research articles (2 pts/paper), writing response papers to podcasts (2 pts/paper), or for extracurricular work at my discretion. I will provide details for each of these options on Canvas. You can perform any combination of any of these methods. You may earn a maximum of 10 points of extra credit and the deadline to earn any points is the final exam day.

### **Grading Policy**

You get the grade you earn. I grade transparently by posting answer keys for objective assignments. I use detailed rubrics (available to students ahead of submission) for the more "subjective" grading of writing and presentations. Students with excellent performance in my classes are those who read and watch the lectures earlier in the week, who visit office hours or ask me questions often, who work early to correct assignments based on my feedback, and I do not round up grades for any reason. You will end the semester with a percentage based on your total earned points divided by 1000, even if that leaves you right on a threshold between letter grades. At any time if you feel something has been graded in error, contact me. The grading scale for this course is as follows:

A = Excellent,  $\geq 900+$  points

B = Good,  $\geq 800, < 900$  points (the lowest possible passing grade in your graduate program)

C = Fair,  $\geq 700, < 800$  points

D = Poor,  $\geq 600, < 700$  points

F = Fail,  $< 600$  points

## References

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## **CEP Mission and Vision Statements**

### **CEP Mission**

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

### **CEP Vision**

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.