**Advanced Topics in Cognitive Science: Emotion and Cognition**

**Spring 2023**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. I will not make adjustments that impose additional burdensome requirements, but may make some to adapt to unanticipated technological issues or to implement innovations that might enhance student engagement. For the latter I am open to and will solicit inputs from students in the class.*

**Instructor Information**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Email**: *Please email the instructor ONLY via the course CANVAS site*. It will make a more direct and organized method of communication between the instructor and the students enrolled in this course, in that such email shows the course title as the subject. **The instructor will only reply to emails that originate from Canvas**. Once logged into this course, click on “Inbox” from the left menu, then find the course, and send to “Teachers” (which will send email to both Instructor and TA) or find my name directly (to send just to me).

**Section: PSYC 4431-001**

**Time & Location:**

*Lecture*: Tues/Thurs 12:30 – 1:50, LS 102 or via Teams

*Lab*: Thurs 2:00 – 3:50, LS 420

**Course Description:** The emphasis of the course will be on the interplay between emotion and cognition in processes such as decision making and memory, including how those processes are represented in the brain.To promote classroom discussion, students who are not presenting will be required to submit one substantial discussion post per article via Canvas one day prior to the presentation.

**Learning Outcomes**: We have several goals to achieve in the class. The first goal we will have is to explore and understand cognitive research ranging from early classics to contemporary work. Our second goal will be to develop an appreciation for methods of research used by cognitive psychologists and to implement this methodology while conducting your own research study. Our final goal is to think more critically about what we read and hear, with the aim of critiquing new research in our own areas of research and application. We will accomplish this through a variety of activities including demonstrations, group discussions, presentations, etc.

The ultimate goal is for you to not only gain a fundamental understanding of the cognitive and emotional processes that shape our everyday interactions with the world, but also to develop skills that will be applicable outside of the classroom environment (e.g., critical thinking, programming, writing, cooperative group work, public speaking).

**Course materials**: The textbook for the class is

D. S. Levine, *Healing the Reason-Emotion Split* (Routledge 2021): available both in paperback and Kindle.

In addition, there will be published journal articles and book chapters provided through Canvas. These will be organized around topics covered in the textbook chapters and range from long-recognized classic articles to innovative contemporary ones.

**Meeting Format:** The course will be a mix of synchronous (in-person) and asynchronous (recorded) learning. Lecture material will be pre-recorded and posted online for students to view prior to the in-person meetings. This information will provide the relevant foundation for the assigned articles. The synchronous meetings will be at the regularly scheduled class time to discuss articles. However, the class will be split in two smaller groups to facilitate these in-class discussions, with one group meeting on Tuesday and the other group meeting on Thursday.

The pre-recorded lecture will be available to students on the day of the asynchronous discussion. Students must watch the pre-recorded lecture and must contribute to the Canvas discussion by 10:00 PM on the day assigned. Contributing to the discussion consists of:

1. posting a discussion comment on meaningful thoughts / comments about the comment
2. Commenting on another student’s comment.

**Grading**

Students are required to give presentations based on assigned readings, post discussion questions online, and to actively participate in class discussion. In addition, as part of the lab students will be asked to present their own research project during class and submit a final APA style manuscript. Students are expected to attend class, complete weekly readings before class, and prepare questions for discussion of relevant topics during class.

*1. Attendance (6%)***:** Students must attend all classes on the day your group is assigned (e.g., Group 1 meets Tuesdays). Your participation for the class is *critical* for your progress in this course. Attendance will be taken randomly on 4 of the 9 live course days and 2 of 3 final project days. Additionally, each day in class there is a graded assignment. This means that if you are not present, you will receive a zero on those assignments. Therefore, attendance is expected. Tardiness will also not be accepted. Arriving late is disruptive and disrespectful. If you are late, you will only receive a maximum of half credit on the daily assignment and for the attendance points. Each attendance check is worth 10 points, totaling 60 points.

*2. Exams (12%)***:** There will be two non-cumulative exams over the course of the semester. Both exams will consist of essay questions that address the main themes discussed both in the textbook and the articles. Each exam must be completed by 11:59PM of the day it is scheduled.. Once the exam is started, you will have 90 minutes to finish. Each exam is worth 60 points, totaling 120 points.

*3. Research Article Presentation* *(10%)***:** One research article will be assigned for each topic and the presentation of individually assigned articles will be evaluated. Should you want to present material other than the articles on the class reading list, you may do so with the instructor’s permission (given at least two weeks advanced notice). One or two students will be paired to give a PowerPoint presentation of the target article and related research, as well as facilitate discussion among other students in the class. The total discussion should last approximately 1 hour in total, of which 10-15 minutes will be the PowerPoint presentation itself, and the remaining 45-50 minutes will be spent answering questions regarding the presentation and facilitating discussion among the students in the classroom. A grading rubric for the presentation is available on Canvas. The specific presentation dates will be posted on the tentative schedule of presentations. Each student will present research articles once during the semester. Each presentation is worth 50 points.

*4. Online Discussion (9%)*: Students are expected to participate in class actively. For each article assigned for class, students [except the presenters of the target article] should prepare 1 discussion response. The discussion posts will be submitted via Canvas and due *by 5 pm CST one day prior to the discussion* of the article in class. Additionally, you must make one “reply” to an existing post *by 12 pm CST the day of* the presentation. For example, if you are in Group 1 that meets on Tuesday, January 26, you should upload discussion post by 5 pm on Monday, January 25, and one “reply” to an existing post by 12 pm Tuesday, January 27. This is to give the presenters sufficient time to look over the questions to help facilitate classroom discussion. The tentative schedule and templates are available and should be used for preparation of the class. There will be 9 weeks for posting discussions. Each week is worth 10 points, totaling 90 points.

*5. Classroom Discussion (10%)*: Students are expected to participate in class actively. This active discussion is to increase critical thinking skills and should promote thoughtful dialogue among students in the classroom. The purpose of the online discussion posts is to facilitate classroom discussion. Participation in discussion will be assessed through your active questioning and the involvement in discussion during presentation of target articles. The presenter may provide some talking points and it is your job to actively participate in those discussions. Moreover, you should be prepared to ask questions without provocation from the presenter. While the presenter is there to facilitate discussion, this is a group discussion so everyone should feel free to ask and answer questions. To get credit you must make *two* substantive comments during the discussion. This can be a question directly to the presenter, replying to another student asking a question, an interesting thought or comment that you had while reading the paper, etc. You must contribute to the discussion during 8 of the 9 days of article presentations and during 2 of the 3 days of group presentations. Each contribution is

worth 10 points, totaling 100 points.

*6. Lab Activities (25%)***:** The lab portion of the task is designed to teach you how to conduct your own cognitive research based on the methodological and theoretical principles learned during the lecture portion of the class. You will learn how to build an experimental program using either EPrime (or a related experiment design software) or QuestionPro (or a related survey software), come up with a research idea, collect and analyze data, and write up the results. This will be turned into the research manuscript (described above). The lab portion of the class will be worth 250 points (a separate syllabus is provided with all assignments for the lab).

*7. Written Manuscript of Research Project (20%)*: As part of the lab, students will work together in groups of 2-3 to develop their own research study. Each group will write a manuscript describing the study that they conducted during the course of this class. The manuscript will conform to APA style and will present a study conducted on a topic in cognition. A grading rubric is available on Canvas. The manuscript will be worth 200 points.

*8. Oral Presentation of Research Project (8%)*: As part of the lab, students will work together in groups of 2-3 to develop their own research study. Each group will give a formal presentation at the end of the semester of the completed research. The presentation should last approximately 12 minutes and should include background information, methods, results, and a discussion. There will also be 3-5 minutes for answering questions. This assignment will be worth 80 points.

Grades are based on a percentage score and not a curve. All coursework must be completed by the last day of class for credit. Students are expected to keep track of their performance throughout the semester, which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

*Percentage Score required to obtain each letter grade*

100%-90% A [1000 - 900 points]

89%-80% B [899 - 800 points]

79%-70% C [799 - 700 points]

69%-60% D [699 - 600 points]

59%-less F [<599 points]

Grades will be rounded to the nearest whole number. For example, if the final grade earned is a 89.49%, this will be rounded to an 89% (this is non-negotiable). Missed work including presentations or discussion will be accorded a grade of zero unless the student submits a valid written excuse recognized by the university's rules. The final grade will be calculated based on the sum scores of points 1 through 8 above.

Extra credit opportunities will be provided from extra presentations, and being a participant in research that is being conducted by researchers in the psychology department.

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog (see [Grading Policies](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uta.edu%2Facademicregulations%2Fgrades%2F%23text&data=05%7C01%7Clevine%40uta.edu%7C7d250492b8c841a2b7ad08daf2593004%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C638088762110136662%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=JOoZSrVNJrUVS%2FmS69KhEIRTl7F1ZsOzlD225YkF67k%3D&reserved=0); [Student Complaints](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uta.edu%2Fstudent-affairs%2Fdos%2Ffile-a-complaint&data=05%7C01%7Clevine%40uta.edu%7C7d250492b8c841a2b7ad08daf2593004%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C638088762110136662%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=7gbYoFHuQj0FcnbQFO7dtFFFqRyO2c1mrC9jiQsm9SU%3D&reserved=0)). Use the following link to submit a grade grievance to the department: [https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uta.edu%2Facademics%2Fschools-colleges%2Fscience%2Fdepartments%2Fpsychology%2Fdegree-programs%2Fgraduate%2Fgraduate-resources%2Fstudent-grievance-form&data=05%7C01%7Clevine%40uta.edu%7C7d250492b8c841a2b7ad08daf2593004%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C638088762110136662%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=67VRQ4RZhfNuTShBp1OpJ6%2F2dwcqfKoKGSidDRdVuYU%3D&reserved=0)

DEREK COMMENTS: Prerecording the introduction to the article discussions sounds like a good idea, although I am not sure that I understand the “**Meeting Format**” paragraph. Maybe you have the same idea as me, but I was thinking:

* Group 1 could come to class on Tuesdays to discuss content A of the week, while on Thursdays they watch the prerecorded lecture B and discuss content B
* Vise versa for group 2: on Tuesday they watch and discuss content B and on Thursdays, they attend class and discuss content A.

This way you only need to record one lesson per week and give the same lesson on Tuesday and Thursday.