

University of Florida

College of Public Health & Health Professions Syllabus

Department of Clinical & Health Psychology

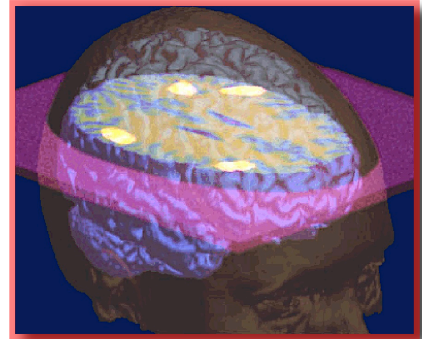
CLP 7934, Section 073D, **Cognitive and Affective**

Bases of Behavior

Fall 2020

Thursdays 12:50-3:50, *Online through Canvas*
(synchronous)

Materials at UF Canvas: <http://elearning.ufl.edu>



Instructor Information

William M. Perlstein, Ph.D.

Office: HPNP Building, Room 3120

Phone: (352) 222-8870 (cell)

Email: wmp@phhp.ufl.edu

Office Hours: By appointment; please e-mail to schedule a meeting.

Preferred Course Communications: Email via Canvas

Note: E-mail is the preferred method of contact for the instructor. You are welcome to e-mail at any time; however, questions about exams or projects sent after 5:00pm on the day before class may not receive a response in time to make the deadline.

Course Overview and Purpose:

The purpose of this course is to familiarize the student with the current body of knowledge in the cognitive and affective bases of behavior. Historical developments and recent trends in cognitive psychology, cognitive neuropsychology, cognitive and affective neuroscience and affective bases of behavior will be reviewed and applications of findings to research in clinical and health psychology will be explored. Coverage of the topical areas described below will emphasize the study of normal cognition and emotion processing, though some review of cognitive and psychological disorders will be undertaken, particularly when relevant findings inform or constrain theories of cognitive and affective processes. The course is designed to expose the student to key literature and concepts relevant to cognitive and affective aspects of behavior, and to provide an opportunity, through a research proposal, for the student to integrate key ideas and methods in formulating a research question that addresses an important question or problem in these domains.

The course will be conducted in the form of a graduate seminar, meaning students are expected to be *active participants*. Class will meet (via zoom) Thursdays from 12:50pm – 3:50pm. The majority of each class will consist of lectures or demonstrations given by the course instructor and/or select guest speakers. Three (3) debates/discussions organized and presented by students will be undertaken throughout the term. Students will also prepare an NRSA-style research proposal. Active student attendance and participation are expected and will collectively comprise 5% of the final course grade. Please actively engage or you'll hear my voice much more than you and/or I would like, which will place a ceiling on learning.

Hono

Course Objectives:

Upon successful completion of the course, students should be able to:

- 1) Apply theory and empirical research to better understand cognitive and emotional phenomena.
- 2) Develop technical and conceptual expertise in evaluating cognitive and affective research methods;

- 3) Apply recent developments in cognitive/affective psychology and neuroscience to their own work; and
- 4) Identify and understand sources of individual differences and diversity in cognitive abilities and processes.
- 5) Students should also be able to understand the relevance of developments in cognitive & affective psychology/neuroscience for basic and applied work in clinical, counseling and school psychology, health and human performance, and other health-professions fields, including rehabilitation science and speech, language and hearing sciences. Students from Marketing/Business programs have also benefited from discussions of broad cognitive concepts involving problem-solving and reasoning.

Instructional Methods:

Lecture, class discussion, and small-group and individual work will comprise the majority of class sessions. The role of the instructor will be to:

- a) present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings; and
- b) facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

Course Materials and Technology:

Required textbook: Smith, E.E. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain* (1st edition). New Jersey: Pearson Education, Inc.

Chapters from other books and primary-source refereed journal papers will be provided as pdf documents and made available in the course “files” tab on Canvas (<http://elearning.ufl.edu>); download by clicking on the link listed under readings for the week of the class. Lecture power-points will be available through Canvas by noon the day of class, if not sooner (also under the “files” tab).

To access assigned *readings and lectures*, once in Canvas for the course, click “files” tab and you will see folders for “Class Readings (pdf)” and “Class Lectures (pptx)” organized by class-session week as listed below. There will also be several optional readings for each week; these may provide alternative views and will be well-worth reading. All required and optional reading material (required and optional) will be available as pdfs for download on the Canvas system. This text is available online as hardcover and softcover. Lecture notes will be available through Canvas by noon the day of class (also under the “files” tab). To access assigned *readings and lectures*, once in Canvas for the course, click “files” tab and you will see folders for “Class Readings (pdf)” and “Class Lectures (pptx)” organized by class-session week as listed below. There will also be several optional readings for each week; these may provide alternative views and will be well-worth reading.

Note: *If you plan to print-out the lecture pptx files, I'd advise you to print them in grayscale, since some of the slide backgrounds are in black and this will eat up your printer ink!*

Canvas: Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at elearning.ufl.edu. There are several tutorials and help links on the Canvas login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

If you have technical questions with your electronic device or the Canvas website, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

We will review the canvas site during the 1st class session and discuss any questions you may have. I know e-learning can be stressful and I don't want the Canvas implementation to be an additional source of stress.

Required Equipment

See [UF Student Computer Requirements](#). Your program may have additional requirements. For this course you will need a computer that can run HonorLock and the Google Chrome browser with high speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

HonorLock Proctoring Services

This course will be using HonorLock, a proctoring service for graded quizzes (Exams 1 & 2 are open book/notes, so Honorlock will *not* be needed for these). HonorLock ensures quiz integrity and enables administration of remote online quizzes.

- No pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas.
 - However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.
- HonorLock will record and audit your entire quiz session.
- All recorded quiz sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have **Google Chrome**, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

HonorLock Set-up

HonorLock is a user-friendly system, but you must follow these guidelines to register and take your quizzes:

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:

- [Honorlock - Student Exam Preparation Information \(PDF\) Taking Quizzes](#)

Again, no pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas. However, as mentioned before, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.

- Please plan on extra time to complete your quiz to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your quiz with your camera recording the entire session.
- Once you finish and submit your quiz, you will log out, and the quiz session will be audited at HonorLock.

Keep the following in mind:

1. You must use Google Chrome browser with HonorLock
2. When it is available open your quiz in Canvas.
3. Click “Get Started” and “Install Extension”.
4. Click “Add extension” and then “Take the Quiz”.
5. Click “Launch Proctoring” and “Allow” (HonorLock to use your camera).
6. Take the required photo by clicking “Take Photo” and click “Accept” if there is a clear image of you on screen. Otherwise “Redo”.
7. Take the required photo of your picture ID.
8. “Begin the Room Scan” by clicking and then scan the room with your camera. Click “I’m done once complete.”
9. Take the quiz as normal.
10. Finish the quiz, and HonorLock will automatically save and close as well.

Quiz Rules

Check your syllabus for other rules related to quizzes and exams. Examples:

- Quizzes will be administered as described in the course schedule.
- Quizzes are closed book, closed notes unless otherwise documented.
- Some faculty allow students to blank sheets of paper as scrap paper or a calculator, but you will be required to use your camera to show both sides of paper or calculator when this is allowed. If it is not specifically stated in the syllabus, don't bring extra materials.
- Quizzes may be taken at a student's home. Students must plan to take their quizzes in an environment where other people are not in the room during the quiz.
 - You are required to pan your camera around the room and your desk and clear it of anything not allowed in the quiz.

HonorLock Support:

Chat on screen or call HonorLock at 855-828-4004 for 24/7 support assistance. Then contact your faculty and TA to let them know you had an issue.

Course Requirements/Evaluation/Grading

Course grading will be determined by two take-home exams (25% each), a topical debate (15%), a brief, 1-page Research Topic Description (5%), an Integrative Research Proposal (20%), and class participation & attendance (10%). The schedule for these events and deadlines for paper submissions can be found in the course plan below.

EXAMINATIONS will consist of objective, short answer, and multiple-choice portions covering topics discussed in class and in readings. Examinations will be completed on Canvas. *The first examination will provide coverage of cognitive aspects of behavior; while the second exam will primarily address affective aspects of behavior.*

RESEARCH TOPIC DESCRIPTION. Students will submit a 1-page single-spaced description of your preliminary ideas for the integrative research proposal. The research topic description should describe

the work to be done in the research proposals (see below). Essentially, what you want to get across in these descriptions is the ***What, Why, and How*** of your research idea. Though brief, please make it comprehensible enough to express your ideas, including primary aims/questions, significance of the questions, and research approach. That is, please include *what* question(s) you will be addressing, *why* this question(s) is important, and *how* you will address the question(s)—i.e., *what, why, and how*. Knowing that we will not have covered all topical areas by the due date of the research topic description, it is understood that your chosen topic might be modified as you encounter new course material. Importantly, the research question should reflect content in both cognitive and affective aspects of behavior and should reflect the student's attempt to integrate concepts from these domains. I will be available after class for students to discuss challenges/questions associated with their research ideas/descriptions before and after its due date (Nov. 12). The timing of this assignment in the schedule is to enable students to incorporate instructor feedback into the final proposals, due Dec. 3. Please let me know if you plan to change your topic substantively following this due date so I can provide any necessary guidance. **Please upload to me via Canvas by 5PM on Nov. 12.**

RESEARCH PROPOSAL. This assignment is an opportunity for the student to perform further research on a topic of their choice and should be in the form of an "NRSA-style" research proposal. Proposals should not exceed 6 pages in length (excluding references), using single-spacing and at least an 11-point font with 1" margins. This should include: 1) *Specific Aims*, 2) *Background and Significance*, 3) *Research Design and Methods*, and 4) *Reference sections*. Students will choose an area of interest, pose a specific integrative research question(s) with hypotheses, and describe in the proposal how they would address this question(s) using one or more of the methods and/or cognitive concepts discussed in class. No budget will be required, but students should be mindful of budgetary limitations to keep their proposed project realistic and feasible. **Please upload to me via Canvas by 5PM by 5pm December 3.** I have included a sample proposal that you may use to guide and format yours (though other formats are acceptable)—content- and format-wise. This can be found in the *files* tab under Grant Proposal Example folder. Please **DO NOT DISTRIBUTE** this proposal beyond your classmates.

DEBATES. Each student will participate in one of 3 debates scheduled throughout the semester. In these debates, students are required to advocate a position and support their arguments with theory and/or data. More specific information on the format of the debates will be given during the first three class meetings. Students are expected to participate actively in class sessions, especially the debates, by expressing ideas, asking questions, and discussing relevant issues, readings, and showing evidence of their attempt to assimilate content from class and apply it to their own academic and applied interests. **Grades** will be assigned to the whole group based on clarity of their arguments, use of literature in support of arguments, thoughtfulness in both initial presentation and various rebuttals and a reliance on substantive arguments rather than ad hominem attacks.

Debate format: Students will form 6 groups of multiple students each (dependent on class size) and sign up or be assigned after providing their preferences after the 2nd week for the affirmative ("pro") or negative ("con") side of the debate (e.g., there is/is no emotion without cognition). You will be encouraged to sign up for the opposite of what you believe (where possible). 60 minutes will be allotted for the entire debate; the affirmative (pro) group will present for 10-15 minutes, the negative (con) will then present for 10-15 minutes. Each side will then have 5 minutes for rebuttal, then the class will join in for a larger discussion for 15-20 minutes (longer if needed). **Each group will be asked to base your arguments on findings in the literature and to provide Dr. Perlstein pdfs of the 2-3 references you use outside of those listed under course readings so he can make them available to the class through Canvas within one week of each debate. Please provide pdfs of these readings via Canvas email to Dr. Perlstein at least 1 week prior to the date of your teams' debate (name the pdfs with the convention <first author last name>-Publication year>.pdf" [e.g., Perlstein-2009]). Also, please include in the email your debate groups' pdfs the citation for each paper in APA format. These readings will be provided in an updated syllabus reference list below as they are received and uploaded to Canvas. All students are expected to read all debate-related articles and play an active role in discussion.** Preparation

for the debates will require group cooperation to compose supporting arguments for your position. *Once received, the debate-related pdfs will be placed in resource-specific folders available through Canvas ("files" tab) and made accessible to all students on an as-received basis.*

The three debates will be:

Debate 1: *"Functional neuroimaging can (Pro)/cannot (Con) completely replace lesion methods for informing theories of cognition."* **Held on October 8.**

Debate 2: *"Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con)."* **Held on November 15.**

Debate 3: *"There is no emotion without cognition (i.e., emotion is dependent upon cognition)."* Pro = Emotion is dependent on cognition (i.e., there is no emotion without cognition); Con = Emotion is independent of cognition (there is emotion without cognition). **Held on December 3.**

ACADEMIC REQUIREMENTS AND GRADING

Attendance:

Attendance will be taken at every class. You will be allowed to miss one class with no penalty with attendance counting for 10% of your final grade. Class attendance is expected, not optional. You will be required to sign into class each week to mark your class attendance. It will not be permitted to sign in for a classmate; anyone caught doing this will lose their and their classmate's attendance point for the day. We will ask you to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with me to discuss content from that class.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Exams:

There will be TWO (2) exams—a midterm and a final; each will be worth 25% of the total grade. Exams will not be cumulative and will cover material from lectures, readings, and in-class presentations or discussions. The format of exams will be multiple choice and short answer. There will be no make-up exams, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. If you miss an exam, you will receive a score of zero on that exam.

Class attendance will be rewarded via the inclusion of in-class information on each exam that is not covered in the textbook. The mid-term and final exams will be open-notes/book home exams administered via Canvas quizzes. I will walk you through the process when we encounter the Syllabus quiz.

Grading:

The American Psychological Association (APA) has implemented new accreditation requirements for Domain Specific Knowledge (DSK) in accredited graduate programs. Consequently, students will be graded separately on 3 required DSK components—cognitive (exam 1), affective (exam 2) & integrative (integrate research topic description and integrative research proposal – combined score). Students must

receive a passing grade on each of these components, as well as the combined total points across requirement assignments in the course listed directly below, in order to pass this course.

| Requirement | Due date | % of final grade (total # of Points) |
|---|---------------------|--------------------------------------|
| Exam #1 (Cognitive Aspects of Behavior) | November 19 | 25% (25) |
| Exam #2 (Affective Aspects of Behavior) | December 17 | 25% (25) |
| 3 Debates | Variable | 15% (15) |
| Integrative Research Topic Description Due | November 12 | 5% (5) |
| Integrative Research Proposals Due | December 3 | 15% (15) |
| Attendance & Participation | --- | 5% (5) |
| Assignment 1: Biographical Statement | September 10 | 3% (3) |
| Syllabus Quiz | September 9 | 5% (5) |
| Assignment 2: Debate team preference | September 17 | 0% (0) |
| Assignment 3: Kognito training certificate | October 1 | 2% (2) |

The grading scale will be as follows: Grades will be weighted according to the number of points available for each component. Decimals will be rounded to the nearest whole number (up or down). Final grades will be calculated as a percentage of the highest score as follows:

| % of points earned in class | 93%-100% | 90%-92% | 87%-89% | 83%-86% | 80%-82% | 77%-79% | 73%-76% | 70%-72% | 67%-69% | 63%-66% | 60%-62% | Below 60% |
|-----------------------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|
| Letter Grade equivalent | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| GPA equivalent | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 |

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Make up Exams or Other Work:

You are expected to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify me immediately to set-up alternative arrangements prior to the exam date. If a student is not able to complete an online exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Requirements for make-up

exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Reporting illnesses and family emergencies:

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify the instructor immediately to set-up alternative arrangements.

The UF Religious Holidays Policy is available at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious>

For University of Florida Students, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance:

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended. You can expect that class slides will, in most cases, be on Canvas, however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule:

Listed below is a *moderately flexible* schedule of classes and accompanying reading assignments. Readings as listed are subject to change within 7 days prior to the class date. Students are expected to complete required readings prior to class so they can maximally benefit from presentations and to facilitate participation in class discussions. *I WILL pop quiz the class if it is detectibly lethargic.* I understand the reading list is heavy; I have provided a list of **OPTIONAL** (i.e., not-required) readings each week for those of you who are inclined to learn more detailed/advanced stuff above-and-beyond the basic required readings. Your choice, but surprise me and your classmates with your advanced knowledge....

| Class # | Date | Topic | Readings | Assignment (s) Due |
|----------------|-------------|--|---|--|
| 1 | Sept. 3 | <p>■ <i>Course Orientation</i> ■ <i>Introduction to Cognitive Psychology & Cognitive Neuroscience</i> ■ <i>Intro to Methods in Cognitive Psychology/Neuroscience & Experimental Neuropsychology (part 1)</i></p> | <ul style="list-style-type: none"> ▪ Smith & Kosslyn (2007)—Ch1 ▪ Perves (2008)—Ch 2 ▪ Feinberg & Farah (2005) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Drew et al. (2013) ▪ Perves (2008)—Ch 3 ▪ Rorden (2004) ▪ Tsay (2013) | Canvas quiz on syllabus due by 5PM Sept. 9. |
| 2 | Sept. 10 | <p>■ <i>Methods in Cognitive Psychology/Neuroscience & Experimental Neuropsychology (part 2)</i></p> | <p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> ▪ Purves (2008)—Ch 3 ▪ Banich (2011)—Ch 3 (pp. 59-88) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 4 ▪ Luck (2005)—Ch 1 ▪ Walsh & Cowey (2000) | <p>Assignment 1</p> <p>(Biographical Statement) DUE 5pm EST via Canvas</p> |
| 3 | Sept. 17 | <p>■ <i>“The lesion method in cognitive neuropsychology”</i></p> <p>Guest Speaker: Dr. Dawn Bowers (Clinical & Health Psychology), <i>“The lesion method in cognitive neuropsychology.</i> (12:50-1:45)</p> | <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 3 (pp. 53-59) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Gazzaniga (2002)—Chs 3 & 5 ▪ Perves (2008)—Chs 4 & 5 ▪ Quiroga et al. (2005) | <p>Assignment 2</p> <p>Debate team choice</p> |
| | Sept. 24 | NO CLASS – PERLSTEIN OUT OF TOWN | ▪ | |
| 4 | Oct. 1 | <p>■ <i>Spatial Cognition & Attention</i></p> <p>Guest Speaker: Dr. Mingzhou Ding (Biomedical Engineering)</p> | <ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 3 ▪ Banich (2011)—Ch 11 ▪ Rorden & Karmath (2004) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Knight & Stuss (2002) ▪ Knudsen (2007) ▪ Liu et al (2016) | <p>Assignment 3</p> <p><i>Kognito training certificate:</i></p> |

| | | | | |
|---|---------|---|---|----------------------------|
| | | <p>“<i>Neuronal mechanisms of attentional control: Recent advances.</i>” (1-2pm)</p> | <ul style="list-style-type: none"> ▪ Liu et al (2017) ▪ Posner (2012) ▪ Posner & Rothbart (2007) ▪ Rajan et al (2018) ▪ Umiltà (2001) ▪ Wang et al. (2016) ▪ Wen et al. (2013) ▪ Wen et al. (2012) ▪ See also for synesthesia: http://www.apa.org/monitor/mar01/synesthesia.aspx | <p>Due 5PM 10/1</p> |
| 5 | Oct. 8 | <p>Debate/Discussion #1: “Functional neuroimaging can (pro)/cannot (con) completely replace lesion methods for informing theories of cognition.” (<i>See description of debate format above.</i>)</p> | <ul style="list-style-type: none"> • Kognito presentation by Nia Close (UF-CWC) 12:50-1:50 <p>Debate Readings:</p> <ul style="list-style-type: none"> • PRO: TBD • CON: TBD <p>Reminder, please send me your groups’ readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone’s participation.</p> | <p>Debate 1</p> |
| 6 | Oct. 15 | <p>■ <i>Spatial Cognition. Attention & Attentional Disorders</i></p> <p>Guest Speaker: Dr. Kenneth Heilman (UF, Department of Neurology), “<i>Visuospatial attention and attentional disorders.</i>” (12:50-?)</p> | <ul style="list-style-type: none"> • Required readings from Oct. 1 • Heilman et al. (2015)-Clin-NP Ed5 Neglect | <p>N/A</p> |
| 7 | Oct. 22 | <p>■ <i>Gross & Functional Anatomy of Cognition & Emotion</i></p> <p>■ <i>Principles of Sensory Processing & Encoding</i></p> <p>■ <i>Basic Processes in Visual Perception/Cognition</i></p> | <ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 1 (pp. 17-25) ▪ Banich (2011)—Ch 1 <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 2, 4, 6 ▪ Gazzaniga (2002)—Chs 5, 6 • Pessig & Tarr (2007) | <p>N/A</p> |
| 8 | Oct. 29 | <p>■ <i>Executive Functions & Working Memory</i></p> | <p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> • Text: Smith & Kosslyn—Ch 6 • Baddeley (2000) pp. 83-88 (section on working memory) • Stuss (2011) • Gratton et al. (2017) <p>Optional readings:</p> <ul style="list-style-type: none"> • Banich (2011)—Ch 12 • Cohen, Perlstein et al. (1997) • Corbetta & Shulman (2002) • Kimberg et al. (2000) • Larson et al. (2006) • Miller & Cohen (2001) | <p>N/A</p> |

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| | | | <ul style="list-style-type: none"> • Miyake et al. (2000) • Perlstein et al. (2003) | |
| 9 | Nov. 5 | <p>■ <i>Memory</i></p> <p><u>Debate/Discussion #2:</u> “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” <i>(See description of debate format above).</i></p> <p><u>Guest Speaker:</u> Dr. Russell Bauer (Clinical & Health Psychology)?</p> | <ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Chs 4 & 5 ▪ Banich (2011)—Ch 10 ▪ Baddeley (2000) pp. 77-83 ▪ Murphy et al. (2019) <p><u>Optional readings:</u></p> <ul style="list-style-type: none"> ▪ Brown & Craik (2000) ▪ Cabeza & St. Jacques (2007) ▪ Dodson & Schacter (2001) ▪ Johnson (2006) ▪ Moscovitch et al. (2006) ▪ Parkin (2001) ▪ Ryan & Cohen (2003) <p><u>Debate Readings:</u></p> <ul style="list-style-type: none"> ▪ Pro: TBD ▪ Con: TBD <p>Reminder, please send me your groups’ readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone’s participation.</p> <p>Also, see the weblink listed under Debate 2 references in reference section below.</p> | Debate 2 |
| 10 | Nov. 12 | <p>■ <i>Basics of Emotion</i></p> <p>■ <i>Emotion & Cognition</i></p> <p>Research Topic Description on due (5PM)</p> | <ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 8 ▪ Lazarus (1982) ▪ Lang (1994) ▪ Ochsner & Gross (2005) <p><u>Optional readings:</u></p> <ul style="list-style-type: none"> ▪ Allen et al. (2011) ▪ Barrett et al. (2019) ▪ Cacioppo & Gardner (1999) ▪ Duncan & Barrett (2007) ▪ Izard (2009) ▪ Perlstein et al. (2002) ▪ Servan-Schreiber et al. (1998) ▪ Pham (2007) ▪ Phelps & LeDoux (2005) ▪ Taylor et al. (2005) ▪ Banich (2011)—Chs. 13 & 14 | Research Topic Description Due |
| 11 | Nov. 19 | <p>■ <i>Emotion (cont.) Measurement, Regulation, Psychopathology</i></p> | <p>Required readings from last week plus:</p> <ul style="list-style-type: none"> ▪ Lang (1994) ▪ Lang (1995) ▪ Lang (2016) ▪ Mauss & Robinson (2009) ▪ Patrick (1994) | Exam 1 |
| | Nov 26 | <p>No Class—UF Holiday; Thanksgiving</p> | N/A | <p>Please send me an email indicating that you have completed the evaluation. Thank you!</p> |

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|----|--------|--|---|---|
| 12 | Dec 3 | Debate/Discussion #3: "There is no emotion without cognition." (Pro= Emotion is dependent on cognition (there <i>is</i> no emotion without cognition;" Con = Emotion is independent of cognition (i.e., there <i>is</i> emotion without cognition). <i>(See description of debate format above.)</i> | Required readings from Nov. 12 <u>Debate Readings:</u> <ul style="list-style-type: none"> TBD – reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone's participation. Also, see the link weblink listed under Debate 3 references in reference section below. TBD | Debate 3 Research Proposal Due (5pm) |
| | Dec 10 | No Class –UF "Reading Days" (12/10-12/11) | | |
| | Dec 17 | No Class –UF "Finals Week" (12/12-12/18) | | Exam 2 (during finals week) |

Kognito Training:

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, and one for helping student veterans. You are only expected to complete the At-Risk for Students module, though I encourage you to explore the other modules as well. As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to support you help distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.

To take this course, follow these instructions:

1. Go to kognitocampus.com
2. Click on "Create a New Account"
3. *DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT*
4. Fill out form using enrollment key: ufl2323
5. Follow the on-screen instructions
6. Download your certificate of completion and upload to the corresponding Assignment in Canvas

Questions or concerns? Email Nia Close, a Kognito Program Ambassador at Kognito-UF@ufl.edu

Assigned and Optional Readings

(Under construction—references will be revised/added as the course progresses). All readings should be completed prior to the assigned class date.

Allen, P.A., Lien, M-C, Ruthruff, E. (2011). Cognition and emotion: Neuroscience and behavioral perspectives. *Journal of Cognitive Psychology*, 23(6), 667-668. I recommend you read the entire volume of all relevant papers in this special issue on cognition and emotion.

- Baddeley, A. (2000). Short-term and working memory. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 77-92. New York: Oxford University Press.
- Banich, M.T., & Compton, R.J. (2011). *Cognitive Neuroscience (3rd Edition)*. Belmont, CA: Wadsworth. (selected chapters)
- Brown, S.C., & Craik, F.M. (2000). Encoding and retrieval of information. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 93-107. New York: Oxford University Press.
- Cabeza, R., & St. Jacques, P. (2007). Functional neuroimaging of autobiographical memory. *Trends in Cognitive Neuroscience*, 11(5), 219-227.
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- Duncan, S., & Barrett, L.F. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, 21(6), 1184-1211.
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- Eysenck, M.W., & Keane, M.T. (2005). Concepts and categories. In M.W. Eysenck & M.T. Keane, *Cognitive Psychology: A Student's Handbook (5th Ed.)*, Chapter 9, pp. 293-313. NY: Psychology Press.
- Eysenck, M.W., & Keane, M.T. (2000). Cognition and emotion. In M.W. Eysenck & M.T. Keane (Eds.), *Cognitive Psychology: A Student's Handbook (4th Ed.)*, Chapter 18, pp. 489-512. Philadelphia, PA: Psychology Press.
- Barrett, L.F., Adolphs, R., Marsella, S., Martinez, A.M., & Pollak, S.D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest*, 20(1), 1-68.

- Feinberg, T.E., & Farah, M.J. (2005). A historical perspective on cognitive neuroscience. In M.J. Farah & T.E. Feinberg (Eds.), *Patient-based approaches to cognitive neuroscience*, 2nd Ed., pp. 3-20. Cambridge MA: MIT Press.
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2002). *Cognitive Neuroscience: The Biology of the Mind* (2nd Edition). NY: W.W. Norton. (selected chapters)
- Goldstone, R.L. & Kersten, A. (2003). Concepts and categorization. In A.F. Healy & R.W. Proctor (Eds.), *Handbook of Psychology, Vol. 4: Experimental Psychology*, pp. 599-621. Hoboken, NJ: John Wiley & Sons.
- Gratton, G., Cooper, P., Fabiani, M., Carter, C.S., & Karayanidis, F. (2017). Dynamics of cognitive control: Theoretical bases, paradigms, and a view for the future. *Psychophysiology*, <https://doi.org/10.1111/psyp.13016>.
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- Lang, P.J. (1995). The emotion probe: Studies of motivation and attention. *American Psychologist*, 50(5), 372-385.

- Lang, P.J. (2016). Closing the divide: Psychological science, basic and applied (pp. 445-449). In R.J. Sternberg, S.T. Fiske, & D.J. Foss (Eds.), *Scientists Making a Difference: One Hundred Eminent Behavioral and Brain Scientists Talk about Their Most Important Contributions*. NY: Cambridge University Press.
- Larson, M.J., Perlstein, W.M., Demery, J.A., & Stigge-Kaufman, D.A. (2006). Cognitive control impairments in traumatic brain injury. *Journal of Clinical and Experimental Neuropsychology*, *28*, 968-986.
- Larson, M.J., Perlstein, W.M., Stigge-Kaufman, D., Kelley, K.G., & Dotson, V.M. (2006). Affective context-induced modulation of the error-related negativity. *Neuroreport*, *17*, 329-333.
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Zajonc, R.B. (1980). Feeling and Thinking: Preferences need no inferences. *American Psychologist*, 35(2), 151-175.

Student-provided DEBATE-RELATED READINGS – to be PROVIDED by students in debate groups WITHIN 1 WEEK PRIOR TO THE RELEVANT DEBATE CLASS

Debate 1 / Oct. 8: "Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition"

Readings: PRO (Team: XXX)

Readings: CON (Team: XXX)

Debate 2 / Nov. 5: "Repressed memories are more likely to represent memory distortions rather than true, unearthed recollections of past experience."

- See weblink: http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html

Readings: PRO (Team: XXX)

Readings: CON (Team: XXX)

Debate 3 / Dec. 3: "There is no emotion without cognition (CON) or, emotion is dependent upon cognition (PRO)."

Readings: PRO (Team: XXX)

Readings: CON (Team: XXX)

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:

- Please refrain from using electronic devices during class lectures except for taking notes and completing in-class assignments, as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their final grade per violation. Please speak to the instructors prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.
- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Health and Wellness:

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- **You Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- **University Police Department**: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment,

please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:
www.multicultural.ufl.edu