

**CALIFORNIA LUTHERAN UNIVERSITY**  
**COLLEGE OF ARTS & SCIENCES**  
**DEPARTMENT OF GRADUATE PSYCHOLOGY**

**PSYC-718 Cognitive-Affective Bases of Behavior (3 Units)**  
**SPRING 2012**

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**Adjunct Professor of Psychology**  
Department of Graduate Psychology

**Course Description**

This course examines current theory and research in human cognitive and affective bases of behavior. The impact of cognitive and affective processes on the individual are studied and applied to clinical material.

**Textbooks/Required Readings**

Anderson, J. R. (2010). *Cognitive psychology and its implications* (7<sup>th</sup> ed.). New York, NY: Worth Publishers.

Power, M. J., & Dalgleish, T. (2008). *Cognition and emotion: From order to disorder* (2<sup>nd</sup> ed.). New York, NY: Psychology Press.

**Expected Student Learning Outcomes**

CLU: Information Literacy  
Creative and Critical Thinking  
Cross-cultural Competency

Psy.D. Program: Research and Evaluation (Critical Evaluation of Research)  
Diversity (Knowledge of Individual and Cultural Differences)  
Relationship Competency (Cultural Adaptability)

**Attendance and Participation**

You are expected to arrive promptly to class, having completed all reading assignments and prepared to discuss assigned readings. Active participation in class discussions and activities will help you to benefit the most from this class. Tardiness and absences must be discussed with the professor and make-up work may be negotiated. Notify the instructor if you cannot attend class for any reason prior to class and be aware that you will be held responsible for material that was presented in the class you missed. Get the name, phone number and/or e-mail address of two or three classmates to call in the event that you miss a class. Two of the characteristics of a professional are promptness and dependability. Also, please demonstrate courtesy toward your fellow classmates and the learning environment by not using personal computers in class for purposes other than taking notes and not engaging in disruptive conversations during class time.

## Course Assignments/Requirements

You may expect frequent class assignments based on assigned readings, class lectures, and class discussions. The form of the assignments will vary. In order to successfully complete these assignments, you must come to each class prepared to discuss the assigned reading and be willing to engage in class material at a deep processing level which includes application and evaluation of information covered. You may expect that some of these assignments will be graded, some will be given credit/no credit, and some will be assigned simply for the benefits derived from completing the assignment. Attendance is extremely important.

1. **Participation** (15% of grade): While much of the material will be presented in lecture format, engagement in this course is critical. Cognition is an emerging field that requires critical thinking and discussion. Without such discussion and debate, we will not be appropriately engaging in nor learning the material. All students are expected to regularly (meaning most class sessions) contribute thoughts and reactions verbally in class as well as within their discussion group.
2. **Facilitation of Group Discussion** (20% of grade): Students will form small discussion groups, and they will meet with this same group toward the beginning of almost every class session. Students will rotate the responsibility of facilitating discussion within their group from week to week. Each week's discussion will be based on the assigned readings due that week. The facilitator for the week will very *briefly* review the reading and then use three discussion questions they have typed beforehand in order to facilitate the group members' interaction and engagement with the material. These three questions are to be turned in (typed, hard copy) immediately after the discussion. Discussion should take approximately 20-30 minutes. Please see the end of the syllabus for more details regarding questions as well as some examples.
3. **Mid-term Exam** (30% of grade): The mid-term exam is inclusive of course material from weeks 1 through 7 (first half of the semester). The exam will include short answer, multiple choice, matching, and short essay questions ( $\frac{1}{4}$  to  $\frac{1}{2}$  page). Students will take the exam in class and will be allotted the entire class period to complete this exam. A student may reschedule their mid-term exam only when extenuating circumstances apply.
4. **Final Exam** (35% of grade): The final exam is inclusive of course material from weeks 9 through 15 (all content after mid-term exam). The exam will include short answer, multiple choice, and essay questions. The exam will be administered on a take-home basis, since it is expected that students reflect on relevant course material and demonstrate critical thinking in response to essay questions. Students will have at least one week to work on the take-home exam. Late exams will have 10 points deducted per calendar day late.

Assignments may be submitted by hard copy only. If you will not be able to turn in an assignment on the day it is due (e.g., due to illness), you may e-mail your assignment to the instructor to verify that it has been completed, then turn in a hard copy as soon as possible.

## Point Total

Class and Group Participation	15
Group Discussion: Questions/Facilitation	20
Mid-term Exam (in-class)	30
Final Exam (take-home)	35
Total	100

## Grading

Grading will be on a straight scale (not curved) based on the following percentages:

93 – 100 = A
90 – 92 = A-
87 – 89 = B+
83 – 86 = B
80 – 82 = B-
77 – 79 = C+
73 – 76 = C

## Course Evaluation Statement

All course evaluations are now conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:  
<http://courseval.callutheran.edu>

## Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in Pearson Library, and can be contacted by calling 805.493.3878 or emailing [wperkins@callutheran.edu](mailto:wperkins@callutheran.edu).

## Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge

### Pearson Library

At Cal Lutheran we won't tell you what to think — we'll teach you how to think. You'll learn how to gather information, analyze and synthesize. Don't worry about the "gathering" ... that's the easy part. We have technicians, information specialists, and trainers to help you find the information you need.

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/iss/research/>. Librarians are available to assist you at the Thousand Oaks campus or via Meebo chat on the Library's home page or emailing [CLULibrary@callutheran.edu](mailto:CLULibrary@callutheran.edu). You may contact the library at (805) 493-3250. If you attend classes at one of CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

### CLU Writing Center

Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. They work with whole classes as well as with individual students on the style guidelines required for papers in the various disciplines.

All enrolled CLU students are invited to make use of our services. For additional information, please visit [http://www.callutheran.edu/writing\\_center/](http://www.callutheran.edu/writing_center/), call 805-493-3257, book online at GenBook, or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule an appointment.

### Course Schedule

The course will meet on 16 Thursdays, 9:00AM – 12:00PM, beginning January 19<sup>th</sup> and ending on May 10<sup>th</sup>. Please note that there will be **no class meetings** on 4/5 (due to spring break) and 5/10 (due to take-home final exam).

Note: Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Week #	Date	Topic	Reading and Assignments Due
1	1/19	Introduction to the Science of Cognition	No Reading / No Discussion Group
2	1/26	Perception	Anderson, Chapter 2 Week 2 Discussion Group

3	2/2	Attention and Performance	Anderson, Chapter 3 Power & Dalglish, Chapter 2 Week 3 Discussion Group
4	2/9	Mental Imagery	Anderson, Chapter 4 Week 4 Discussion Group
5	2/16	Representation of Knowledge	Anderson, Chapter 5 Power & Dalglish, Chapter 3 Week 5 Discussion Group
6	2/23	Human Memory: Encoding and Storage	Anderson, Chapter 6 Week 6 Discussion Group
7	3/1	Human Memory: Retention and Retrieval	Anderson, Chapter 7 Power & Dalglish, Chapter 5 Week 7 Discussion Group
8	3/8	<b>Mid-term Exam (In-class)</b>	No Reading / No Discussion Group
9	3/15	Problem Solving	Anderson, Chapter 8 Power & Dalglish, Chapter 6 Week 9 Discussion Group
10	3/22	Expertise	Anderson, Chapter 9 Week 10 Discussion Group
11	3/29	Reasoning	Anderson, Chapter 10 Power & Dalglish, Chapter 7 Week 11 Discussion Group
-	4/5	<b>SPRING BREAK – NO CLASS</b>	No Reading / No Discussion Group
12	4/12	Judgment and Decision Making	Anderson, Chapter 11 Power & Dalglish, Chapter 8 Week 12 Discussion Group
13	4/19	Language Structure	Anderson, Chapter 12 Week 13 Discussion Group
14	4/26	Language Comprehension	Anderson, Chapter 13 Power & Dalglish, Chapter 9 Week 14 Discussion Group
15	5/3	Individual Differences in Cognition	Anderson, Chapter 14 Week 15 Discussion Group
16	5/10	<b>Final Exam (Take-home) – NO CLASS</b>	No Reading / No Discussion Group

## Group Facilitation and Discussion Questions

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The syllabus states:

**Facilitation of Group Discussion** (20% of grade): Students will form small discussion groups, and they will meet with this same group toward the beginning of almost every class session. Students will rotate the responsibility of facilitating discussion within their group from week to week. Each week's discussion will be based on the assigned readings due that week. The facilitator for the week will very *briefly* review the reading and then use three discussion questions they have typed beforehand in order to facilitate the group members' interaction and engagement with the material. These three questions are to be turned in (typed, hard copy) immediately after the discussion. Discussion should take approximately 20-30 minutes. Please see the end of the syllabus for more details regarding questions as well as some examples.

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Role of the facilitator:

As the group facilitator, your aim is not to “give answers” or a presentation regarding the assigned reading due that day (though you are certainly welcome to offer your own thoughts/suggestions/information), but your main role is to spark your classmates' critical thinking and encourage them to engage with the reading material and with each other as learners.

After your group has addressed your three questions, if you feel that you need to encourage more discussion you might also try comparing/contrasting student comments, asking other questions or for more clarification, or asking for applied case examples (keeping all client identities confidential, of course).

Thinking of questions:

Ideally, the facilitator's questions will require critical thinking (instead of yes/no responses, factual information, or definitions of terms). Three questions should be prepared. **At least one of the three questions should involve applying a concept from the reading to the professional practice of therapy and/or assessment. Also, although it may prove more difficult to apply the reading material to culture and/or diversity, challenge yourself to try writing a question that addresses cultural and/or diversity issues if possible.** Thus, three questions should be prepared; ideally, at least two of the three will be “application questions” (relating to therapy/assessment or culture/diversity). It is acceptable to have only one of the three be an “application question,” however, if no cultural/diversity question can be derived from that week's reading material.

Here are some examples of acceptable and unacceptable discussion questions:

- Acceptable (clinical application question): “In Chapter 5, we read about 'event concepts,' including event scripts. How might this concept apply to psychotherapy and/or therapy interventions?”  
[you might prompt the group to consider couples therapy, parent/child therapy, family therapy, individual therapy, group therapy, etc. if needed]
- Acceptable (diversity application question): “How might the concept of 'schemas' relate to prejudicial attitudes about racial/ethnic identity? How might it relate to cultural identity formation and self-awareness?”  
[you are connecting a concept from the text with an issue related to culture or diversity]
- Acceptable (non-application question): “Compare and contrast the multi-modal hypothesis and the amodal hypothesis.”  
[you are prompting the group to identify both commonalities as well as differences between these hypotheses]
- Acceptable (non-application question): “Which theory of cognition from the chapter resonates most with you and why?”  
[you are asking group members to reflect upon what they think about concepts in the reading material and why]
- Unacceptable: “What is a schema?”  
[no critical thinking required! This is just a definition question]