



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7040

Course Title: Cognitive and Affective Processes

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00a.m.-12:00p.m.

Class Location: Kiefer rm. 6

Instructor Name: Marita Padilla, Psy.D., ABPP

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Office Location: Brogan Hall rm. 115

Office Hours: Tuesdays 10:00a.m.-12:00p.m.; Thursdays 10:00a.m.-12:00p.m.; additional times may be available by appointment

University Course Catalog Description and Overview

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957)
Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will analyze and contrast basic concepts of perception, attention, executive functioning, motor functioning, language, affect, decision making, methods of behavioral research, learning, memory, communication, the relation of cultural and gender differences to cognition and emotion, and consciousness as measured passing scores on weekly quizzes and final written exam. (Competency 4, 5)

2. Students will critically review the scientific investigation and validation of cognition, emotion, and brain-behavior relationships as measured by successful completion of their special interest report, individual presentation of the topic from their special interest report, as well as obtaining a passing score on the final written exams for both the cognitive and affective curriculums. (Competency 5, 6)
3. Students will demonstrate awareness of the integration of the cognition and emotion in psychological functioning as measured by successful completion of their special interest report, individual presentation of the topic from their special interest report, as well as obtaining a passing score on the final written exams for both the cognitive and affective curriculums. (Competency 5)
4. Students will generate and apply awareness of the relation of ethical, cultural, and situational factors to cognition and emotions as measured by successful completion of their special interest report, as well as obtaining a passing score on the final written exams for both cognitive and affective curriculums. (Competency 1, 4, 5)

Required Learning Materials

Required Textbooks

- Barret, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). (2016). *Handbook of emotions (4th ed.)*. New York, NY: Guilford Press. (BLH) ISBN: 978-1462536368
- Robinson-Riegler, B., & Robinson-Reigler, G. (2017). *Cognitive psychology: Applying the science of the mind (4th ed.)*. Boston, MA: Pearson. ISBN: 9780134003405

Required Readings

- Allen, K., Tan, P., & Prinz, R. (2022). Introduction to the special issue: Interplay of family factors and cognitive-affective processes in youth. *Clinical Child and Family Psychology Review*, 25, 1-4. doi: 10.1007/s10567-022-00394-4
- Allen, K., Tan, P., Sullivan, J., Baumgardner, M., Hunter, H., & Glover, S. (2023). An integrative model of youth anxiety: Cognitive-affective processes and parenting development context. *Clinical Child and Family Psychology Review*, 26(4), 1025-1051. doi: 10.1007/s10567-023-00458-z
- Barron, A. B., & Klein, C. (2016). What insects can tell us about the origins of consciousness. *Proceedings of the National Academy of Sciences of the United States of America*, 113(18), 4900-4908. doi: 10.1073/pnas.1520084113
- Chelazzi, L., Bisley, J. W., & Bartolomeo, P. (2018). The unconscious guidance of attention. *Cortex*, 102, 1-5. doi: 10.1016/j.cortex.2018.02.002
- Dryden, R., Campbell, A., Perry, R., Hamm, J., Chipperfield, J., Parker, P., & Leboe-McGowan, L. (2023). Assisting students in debt to overcome academic setbacks with a cognitive-reframing motivation intervention. *Journal of Educational Psychology*, 115(1), 55-72. doi: 10.1037/edu0000770
- Dupin, L., Hayward, V., & Wexler, M. (2017). Generalized movement representation in haptic perception. *Journal of Experimental Psychology: Human Perception and Performance*, 43(3), 581-595. doi: 10.1037/xhp0000327
- Gallant, S. (2016). Mindfulness meditation practice and executive functioning: Breaking down the benefit. *Consciousness and Cognition*, 40, 116-130. doi: <http://dx.doi.org/10.1016/j.concog.2016.01.005>
- Liu, J., Zhang, W., Zhan, Y., Song, L., Guan, P., Kang, D., . . . Li, M. (2019). The effect of negative feedback on positive beliefs in self-deception. *Cognitive Science*, 10(702), 1-12. doi: 10.3389/fpsyg.2019.00702
- Norris, D. (2017). Short-term memory and long-term memory are still different. *Psychological Bulletin*, 143(9), 992-1009. doi: 10.1037/bul0000108
- Oberauer, K., Farrell, S., Jarrold, C., & Lewandowsky, S. (2016). What limits working memory capacity? *Psychological Bulletin*, 142(7), 758-799. doi: 10.1037/bul0000046

Course Requirements

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students

enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are estimated to be 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Class Attendance and Quizzes: 50 points. Class time will be spent in lectures, presentations, practical applications, experiential labs, and participation. Preparation for all in class activities is required. Attendance and participation will be measured by weekly quizzes (12 total). Each quiz will have five to 10 questions totaling 5 points. The quiz will take place during the first 15 minutes of class, allowing for a short grace period. If you come after the 15-minute grace period, you will not be marked absent, but you will not get quiz points for that day. At the end of the term the two lowest quiz scores will be thrown out. Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Final Written Exams: 100 points each (200 points total). The material for this course will be presented in two distinct sections- cognitive focused curriculum and affective focused curriculum. There will be two final exams, one to demonstrate mastery on cognitive curriculum and one to demonstrate mastery on affective curriculum. The format of the exam will include any of the following T/F, Multiple Choice-Best Answer, Short Answer/Essay, and Case Conceptualization. This will be an in-class, open book, written exam, using critical thinking, on the theoretical and content information of the lectures/discussions and reading materials on the respective curriculum in cognitive or affective bases. A minimum score of 80% correct must be achieved on **EACH** final exam to pass the course. If a student receives a score of less than 80% correct on either or both exams, they will receive an incomplete grade and will need to remediate and pass the test within the expected time period. ****YOU CANNOT PASS THIS COURSE WITHOUT OBTAINING AN 80% OR BETTER FOR EACH FINAL EXAM****

Individual Special Interest Paper: 100 points. The individual special interest paper topic should reflect the student's interest directly related to cognitive and affective processes. Your paper must include at least 7 scientific journal article references from respected journals in the area of cognitive science or related fields. Papers should be no more than 10 pages in length of content, APA professional paper format including cover page, abstract, appropriate citations, and references. Your paper must be typed, 12pt font, Times New Roman, and submitted on time. Papers are due at the beginning of class on the day they are due. ***To support your growth and development in this area, late reports will receive 0 points.*** The instructor will review exceptions via emergent issues on a case-by-case basis.

Student Affective Lecture: 200 points. Each student will select a week to present to the class a lecture on affective processes. This lecture may be a stand-alone lecture or presented in conjunction with a corresponding cognitive lecture presented by the instructor. Students will use the required texts and readings to create the basis of their lecture. Students are encouraged to be creative with their instructional materials, finding ways to incorporate experiential learning or practical applications of the lecture content. Each student is expected to create a PowerPoint that will be made accessible to your fellow students on the Google Share drive within 24 hours prior to class. Presentations will be at least 30 minutes and no longer than 1 hour. Additionally, students will provide the instructor with 5 content related questions (multiple choice or T/F) that may be used for the following week's quiz.

Grading

Project/Assignment	Point Value
Attendance, Participation, and Quizzes	50
Final Exams	200
Special Interest Paper	100
Student Affective Lecture	200

Total	550
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- **A minimum score of at least 80% correct must be obtained on the cognition-focused final exam to pass the course.**
- **A minimum score of at least 80% correct must be obtained on the emotion part of the final exam to pass the course.**

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\leq 69); Failed - No credit given

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a minimum total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and

HSP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	1/10	Review Syllabus/Assignments; Cognition as the Study of Information Processing	<u>Lecture Readings</u> Cog. Psychology chap. 1 <u>Independent Readings</u> N/A	A good attitude and eagerness to learn.
2	1/17	Quiz 1 Instructor Lecture: Perception and Consciousness Student Lecture (2):	<u>Lecture Readings</u> Cog. Psychology chap.2 Handbook of Emotions chap. 1, 2, 9, 12, 31	Student Lectures Begin

		Philosophy of Emotions; History of Emotions; Emotion and the Autonomic Nervous System; Interoception and Emotions; A New Light on the Affect-Cognition Connection	<u>Independent Readings</u> Barron & Klein (2016); Gallant (2016)	
3	1/24	Quiz 2 Instructor Lecture: Mechanisms of Attention Student Lecture (1): Emotion and Attention; Emotion Regulation; Fear and Anxiety; Anger	<u>Lecture Readings</u> Cog. Psychology chap. 3 Handbook of Emotions chap. 26, 35, 43, 44 <u>Independent Readings</u> Allen et al. (2022); Chelazzi, Bisley, & Bartolomeo (2018)	
4	1/31	Quiz 3 Instructor Lecture: Immediate Memory Student Lecture (2): Sadness and Depression; The Development of Children's Concept of Emotion; Emotion and Aging	<u>Lecture Readings</u> Cog. Psychology chap. 4 Handbook of Emotions chap. 17, 18, 49 <u>Independent Readings</u> Norris (2017)	
5	2/7	Quiz 4 Instructor Lecture: Concepts and Categories of Object Recognition Student Lecture (2): Development of Facial Expressions; Expression of Emotion; Form and Function in Facial Expressive Behavior	<u>Lecture Readings</u> Cog. Psychology chap. 5 Handbook of Emotions chap. 14, 27, 29 <u>Independent Readings</u> Liu et al. (2019)	
6	2/14	Quiz 5 Instructor Lecture: Basic Processes in Long-Term Memory Student Lecture (2): Memory and Emotion; Clinical Application of Emotion; Health Behaviors Effects on Emotion; Stress and Emotion	<u>Lecture Readings</u> Cog Psychology chap. 6 Handbook of Emotions chap. 33, 39, 40, 41 <u>Independent Readings</u> Oberauer et al. (2016)	
7	2/21	Quiz 6	<u>Lecture Readings</u> Cog Psychology chap. 7	

		<p>Instructor Lecture: The Reconstructive Nature of Memory</p> <p>Student Lecture (2): Explicit and Implicit Emotional Processing; Computational Models of Emotion; Cultural Psychology of Emotion; Intergroup Emotions</p>	<p>Handbook of Emotions chap. 6, 11, 22, 23</p> <p><u>Independent Readings</u> N/A</p>	
8	2/28	<p>Quiz 7</p> <p>Instructor Lecture: Autobiographical Memory</p> <p>Student Lecture (2): Emotional Development in Adolescence; Self-Conscious Emotions; Disgust; Gender and Emotion; Social Pain and Social Pleasure</p>	<p><u>Lecture Readings</u> Cog Psychology chap. 8</p> <p>Handbook of Emotions chap. 20, 21, 25, 45, 46</p> <p><u>Independent Readings</u> Allen et al. (2023)</p>	
9	3/6	<p>Quiz 8</p> <p>Instructor Lecture: Language</p> <p>Student Lecture (1): Emotions in Music, Literature, and Film; Understanding Emotion; Emotional Intelligence; Language and Emotion</p>	<p><u>Lecture Readings</u> Cog Psychology chap. 9</p> <p>Handbook of Emotions chap. 4, 16, 30, 34</p> <p><u>Independent Readings</u> Dupin, Hayward, & Wexler (2017)</p>	
10	3/13	<p>Quiz 9</p> <p>Instructor Lecture: Judgment and Decisions</p> <p>Student Lecture (1): Affect in Economic Decision Making; Genetic Contributions to Affect and Emotion; Love</p>	<p><u>Lecture Readings</u> Cog Psychology chap. 11</p> <p>Handbook of Emotions chap. 5, 10, 48</p> <p><u>Independent Readings</u> N/A</p>	
11	3/20	<i>NO CLASS- Independent Work Day</i>	<p><u>Lecture Readings</u> N/A</p> <p><u>Independent Readings</u> N/A</p>	
12	3/27	<p>Quiz 10</p> <p>Instructor Lecture: Problem Solving</p>	<p><u>Lecture Readings</u> Cog Psychology chap. 12</p> <p>Handbook of Emotions chap.</p>	<i>Special Interest Paper Due</i>

		Student Lecture (1): Interplay of Motivation and Emotion; Social Functions of Emotion; Empathy	19, 24, 50 <u>Independent Readings</u> Dryden et al. (2023)	
13	4/3	Quiz 11 Class viewing of <i>Inside Out</i>	<u>Lecture Readings</u> N/A <u>Independent Readings</u> N/A	Student Lectures End
14	4/10	Quiz 12- On <i>Inside Out</i> Study Session for Finals	<u>Lecture Readings</u> N/A <u>Independent Readings</u> N/A	
15	4/17	Final Exam Part 1: Cognitive	<u>Lecture Readings</u> N/A <u>Independent Readings</u> N/A	
16	4/24	Final Exam Part 2: Affect	<u>Lecture Readings</u> N/A <u>Independent Readings</u> N/A	Have a great week break!