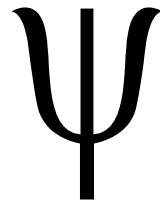


Disgyblaeth Academaidd: Seicoleg a Cwnsela
Academic Discipline: Psychology and Counselling



BSc (Anrh) Seicoleg
BSc (Hons) Psychology
BSc (Anrh) Seicoleg a Cwnsela
BSc (Hons) Psychology and Counselling

Module ECPS4005
Cognition and Emotion

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Module Handbook

2019-2020

Module ECPS4005 Cognition and Emotion

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you refer to this handbook and the associated Moodle site regularly as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Regards,

Dr. Kate Williams

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Introduction to the Module

MODULE CODE: ECPS4005
TITLE: Cognition and Emotion
LEVEL: 4
CREDITS: 20

AIM(S)

To develop an understanding of the scientific study of cognitive processes and some of the biological bases of human behaviour through introducing a range of key theoretical and methodological issues in the area of cognition and emotion.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe some of the main conceptual, historical and methodological approaches in cognitive psychology;
- explain core themes and concepts in the area of cognition and emotion;
- demonstrate understanding of how the integration of multiple perspectives within cognition and emotion can help explain human behaviour;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will introduce students to a number of key topic areas relating to the two BPS GBC areas of Cognitive Psychology and Biological Psychology, in preparation for more in-depth and specialist exploration of relevant topic areas at Level Five and Level Six. Module content will include:

- A focus on the emergence of cognitive psychology as a sub-discipline within psychology, developing an understanding of the key conceptual and historical developments in cognitive psychology.
- The structure and processing of memory systems (including theories of forgetting), theories of attention (focused attention; conscious and automatic processing; divided attention and multitasking) and techniques for exploring these processes.
- An introduction to some of the basic brain structures and functions, including the evolution of the brain.
- Classic and contemporary theories of emotion and techniques for studying emotion.
- How the brain and cognitive processes are involved in the experience of emotion, fear, anxiety and stress.

LEARNING AND TEACHING STRATEGY

Topics will be introduced and developed through a combination of lectures and interactive seminars, the latter involving a range of strategies including practical work, small group exercises, debates and discussions.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	170	85
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

A 2,000 word written essay will allow students to demonstrate their ability to provide basic biological and/or cognitive explanations for a specific human behaviour.

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 Hours	50%

A two-hour exam will allow students to display their understanding of key module topic areas within a traditional essay-exam format.

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
TOTAL	100%

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

READING LIST

Module Code	ECPS4005	
Module Title	Cognition and Emotion	
Classification	Reading List entry	Electronic*
Essential	Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive psychology: A student's handbook</i> (7 th ed.). Hove: Psychology Press.	☒
Essential	Power, M., & Dalgleish, T. (2015). <i>Cognition and emotion: From order to disorder</i> . Hove: Psychology Press.	☒
Essential	De Houwer, J., & Hermans, D. (Eds.). (2010). <i>Cognition and emotion: Reviews of current research and theories</i> . Hove: Psychology Press.	☒
Further	Eich, E. (Ed.). (2000). <i>Cognition and emotion</i> . Oxford: Oxford University Press on Demand.	☐
Further	Robinson, M. D., Watkins, E. R., & Harmon-Jones, E. (Eds.). (2013). <i>Handbook of cognition and emotion</i> . NY: Guilford Press.	☐
Further	Christianson, S. A. (2014). <i>The handbook of emotion and memory: Research and theory</i> . Hove: Psychology Press.	☐
Further	Spielberger, C. D. (Ed.). (2013). <i>Anxiety: Current trends in theory and research</i> . London: Elsevier.	☐
Further	Folkman, S. (2013). Stress: appraisal and coping. In <i>Encyclopedia of behavioral medicine</i> (pp. 1913-1915). NY: Springer New York.	☐
Further	Pinel, J. P. J. (2014). <i>Biopsychology</i> (8 th ed.) Boston, MA: Pearson.	☐
Further	Stein, N. L., Leventhal, B., & Trabasso, T. R. (Eds.). (2013). <i>Psychological and biological approaches to emotion</i> . Hove: Psychology Press.	☐
Further	Lane, R. D., & Nadel, L. (Eds.). (1999). <i>Cognitive neuroscience of emotion</i> . Oxford: Oxford University Press.	☐
Further	<i>Cognition and Emotion</i>	☒
Further	<i>Cognitive Psychology</i>	☒
Further	<i>Cognition</i>	☒
Further	<i>Emotion</i>	☒
Further	<i>Emotion Review</i>	☒

Websites and other sources: At level four, students will be directed to additional appropriate sources of information (e.g. websites, appropriate journal articles, podcasts, education programmes and debates) as they arise through the handbooks and the Virtual Learning Environment (VLE) system.

Module Assessment

The Cognition and Emotion module is assessed through two components, each worth 50% of your overall module mark. The first assessment is a written word essay to be completed during Semester One. The second assessment will be a two-hour examination paper at the end of Semester One. These assessment formats will enable you to display your ability to research specific topics, engage with the course materials, synthesise information, and show your knowledge of the theoretical issues covered in the module.

Whilst it is recognised that you may fall behind at some points in the semester with your reading, and it is not expected that you will necessarily understand or absorb absolutely everything that is covered in lectures and essential readings at the time of coverage, there is an expectation that you will have covered all necessary information by the time of the examination.

In the Module Series Information section of this handbook you will see that you have been allocated a minimum number of hours of individual study to each assessment. This should provide you with ample time to complete your assessment but also emphasises the need to plan ahead and ensure that you spend the required time on your assessed work; you only get one opportunity at each assessment to maximise your marks, there are no second tries (unless you fail completely!) so give each piece of work the due care and attention that it deserves. We set high standards, we have high expectations – follow the guidance provided and put the effort in that is required and you can do well.

Please see the Assessment Proformas on the module Moodle page for specific information regarding assessment questions, requirements, and submission deadlines.

For this module you must complete both pieces of work for assessment, but to pass the module you require a combined mark of 40% or higher.

Please see assessment criteria for Level 4 below:-

Level Four Assessment Criteria

At **Level 4** it is expected that the student will demonstrate the following qualities:

- **Achievement at Level 4 reflects the ability to use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.**
- **Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine.**
- **Analyse, interpret and evaluate relevant information and ideas.**
- **Be aware of the nature and approximate scope of the area of study or work.**
- Have an informed awareness of different perspectives or approaches within the area of study or work.
- **Address problems that are complex and non-routine while normally well-defined.**
- Identify, adapt and use appropriate methods and skills.
- **Initiate and use appropriate investigation to inform actions.**
- Review the effectiveness and appropriateness of methods, actions and results.
- **Take responsibility for courses of action, including where relevant, responsibility for the work of others.**
- **Exercise autonomy and judgement within broad but generally well defined parameters.**

The items highlighted in bold show that, at Level Four engagement with suggested literature and course materials, time management, and the development of a strategy for engaging with the topic are form key elements of assessment. Whilst the topics covered in the module may be complex there are clearly-defined expectations regarding assessment that give scope to a Level Four student. For example, you may be asked to 'discuss' competing theories on a given topic that allows you to provide an argument drawing upon evidence; this is a lower-level form of assessment than the 'critically discuss' and 'critically evaluate' descriptors that you will engage with at Levels Five and Six when you will be expected to interpret and critique the evidence. However, if you wish to apply critical thinking and discussion at Level Four this will be good practice for these later Levels, even though it is not necessary for a pass mark at Level Four.

Taught and Independent Study

Taught Sessions

The sessions will cover some of the major theories, debates and areas of research of relevance to Cognition and Emotion. However, the structure of the taught lectures and seminars in this module may vary from week to week, depending upon the topics being covered, to allow us to explore them in different ways. This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in the readings set out in this handbook.

Please note: Lectures will start promptly on the hour and finish roughly ten to the hour. We will take short breaks throughout (this will be flexible to fit with content delivery) and a time for the restart will be decided upon at that time. Late entry will only be permitted at points where the academic staff feel it is appropriate, as it is unfair on students who have arrived on time when their lecture is disrupted by late-attending students. Please note that no materials will be repeated for those arriving late.

Readings

Readings/preparation for this module follow the chapters of your core textbooks and, as such, should be easy to identify. The core texts are available through the university library system. Therefore, everyone on the course has equal access to the readings.

Lectures can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topics and discussions covered in this module. All readings for this module classed as ‘essential’ may be used as a source of assessment. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topic. It is often best to read the associated reading in the week prior to the taught session and then again afterwards, as this will enable you to have an understanding of what will be covered in the session and then to consolidate that knowledge and clarify your learning afterwards. This module has been structured in such a way that the readings and lectures are highly integrated; someone who has prepared by carrying out the reading, attending the lectures and then reviewed the materials should develop a good understanding of the module. A student who attends the lectures but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advanced levels of their degree. Additional reading suggestions will be posted on Moodle from time to time, which will provide further depth to your knowledge if you choose to read them.

Preparation chapters refer to the core texts:

Book (1): Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Hove: Psychology Press.

Book (2): Power, M., & Dalgleish, T. (2015). *Cognition and emotion: From order to disorder*. Hove: Psychology Press.

Module Structure and Reading		
Lecture Title	Preparation Reading	Time allocated
Introduction and historical overview.	N/A	N/A
Experimental Cognitive Psychology	Book 1 Chapter 1 (p 2-5)	1 hour (+ 4 hours seminar reading)
Cognitive Neuropsychology	Book 1 Chapter 1 (p 5-10)	1 hour (+ 4 hours seminar reading)
Cognitive Neuroscience	Book 1 Chapter 1 (p 10-23)	2 hours (+ 4 hours seminar reading)
Reading Week		
Computational Cognitive Science	Book 1 Chapter 1 (p 23-31)	2 hours (+ 4 hours seminar reading)
Introduction to Emotion	Book 1 Chapter 15 (p 635-648) Book 2 Chapter 2 (p 17-60)	2 hours 4 hours (+ 4 hours seminar reading)
Psychological explanations of emotions	Book 2 Chapter 3 (p 60-106)	4 hours (+ 4 hours seminar reading)
Emotion and Disorders I	Book 1 Chapter 15 (p 667-680)	2 hours (+ 4 hours seminar reading)
Emotions and Disorders II	Book 1 Chapter 15 (p 648-667)	2 hours (+ 4 hours seminar reading)
Module Summary	N/A – Opportunity to catch-up on reading.	N/A
Total Year Contact Hours = 30 Lectures = 20 hours + Seminars = 10 hours		Total Year Reading Hours = 52

*****Seminar Readings will be posted on Moodle *****

Assessment – Independent Study

1 x written word essay (2,000 words) = 50%

1 x two-hour examination = 50%

<i>Suggested plan for Assessment One: Written Word Essay</i>		
Task	What it entails	Time assigned
Research how to write an academic essay.	Finding and reading information in relation to writing an academic essay.	6 hours
Research essay topic	Finding and reading information on the essay question through books and journal articles.	Basic info/journal articles = 12 hours Advanced info/journal articles = 11 hours
Writing first draft	This should be done in Word. Write your basic arguments and main focus.	12 hours
Writing second draft	Checking for coherence of argument and that the structure of the arguments flow throughout the essay.	8 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list.	6 hours
Proofread and check	Proofread for structure and errors, check presentation, and submit to draft Turnitin portal to check for potential plagiarism.	4 hours
<i>Time allocated to assessment = 59 hours</i>		

<i>Suggested plan for Assessment Two: Exam Preparation</i>		
Task	What it entails	Time assigned
General reading of lecture areas (slides, notes, and core texts)	Ensuring you understand the basic concepts, key definitions, theories, and research studies discussed in each lecture. Take notes as you revise.	23 hours
In-depth revision of exam areas	Use information gathered from the revision sessions to make a decision on the areas to focus further revision.	23 hours
Further research on exam areas	Find further reading of information from books and journal articles in relation to the exam areas.	13 hours
<i>Time allocated to assessment = 59 hours</i>		

Note: these are suggested allocated times and should be used as a guide only. Essentially these are the minimum number of hours you should be spending on each task. You may find that you are quicker or slower at certain tasks compared to other tasks. Likewise, you should not stop doing something if the number of suggested allocated hours has come to an end, especially if you still have work or further reading to do.

LECTURE SERIES INFORMATION

Week 1: Introduction and Historical Overview

In Week One you will be introduced to the general structure of the module and you will be provided with a broad overview of the topics that we will cover over the next 10 weeks. The opening lecture will run through the timetable for the module, the handbook, where and how to find information on Moodle, and what is expected of you as a student in regards to your active engagement in your studies. The lecture will also set out the module assessment details.

This opening lecture will also briefly run through the historical background regarding the development of cognitive psychology as a sub-discipline within the field. We will examine how dissatisfaction with behaviourist explanations of the mind and workings of the brain brought about the rise of cognitivism and what became known as “The Cognitive Revolution”; led largely by two names in modern psychology and philosophy, Chomsky and Neisser.

Seminar: There is no accompanying seminar to the lecture this week.

Week 2: Experimental Cognitive Psychology

In this second lecture, we will examine one of the four main methodological approaches used by contemporary researchers in order to examine the variety of aspects related to cognition – that is Experimental Cognitive Psychology. We will focus on how cognitive research work based in the lab started to provide explanations for human behaviour and thought. We will also examine how modern technology has brought new techniques to our exploration of human behaviour in lab settings.

Seminar: The seminar will explore change blindness, the inability to detect changes in the environment. Links are on Moodle to two important empirical papers in this field of study. In preparation for the seminar, you must read the papers and consider how change blindness may influence upon our day-to-day interactions in the real world.

Week 3: Cognitive Neuropsychology

This lecture will examine a second methodological approach to examining cognitive theories – that is Cognitive Neuropsychology. We will discuss whether patients with various types of brain damage can tell us anything about normal cognitive processes. We will also review empirical research and studies that provide evidence for a range of theoretical concepts in cognitive psychology.

Seminar: The seminar will focus on the first assignment, which will involve you producing an academic essay. You will be provided with the essay title and be shown where to find the assignment proforma on Moodle, which provides the specifications of the assignment, and further information/guidance on how to answer the essay question.

Week 4: Cognitive Neuroscience

This week's lecture will focus on the third main methodological approach to studying human cognition – that is Cognitive Neuroscience. This method involves the in-depth study of the brain along with behaviours. The advent of technology has brought about new ways of studying the brain. Therefore, during the lecture we will run through the various techniques used to view the brain and for studying it in action.

Seminar: Following on from last week's lecture, this seminar will combine a focus on cognitive neuropsychological and neuroscientific research. We will begin by looking at a range of case study examples of patients with brain damage and discuss what they can tell us about normal cognitive functioning. We will then move on to see how neuroscience has enabled us to see the brain in ways we have never been able to before. Finally, we will end with a discussion on how bringing together the use of brain imaging techniques, both with brain damaged patients and healthy controls, can provide more robust evidence for our understanding of cognition.

Week 5: Computational Cognitive Science

This lecture will focus on the fourth and final main methodological approach to understanding human cognition – that is Computational Cognitive Science. Through what is known as the computer metaphor and computational modelling, researchers and theorists have attempted to explain the underlying processes and mechanisms involved in cognitive thought. During the lecture, we discuss some of the models proposed, such as Connectionism, and we will discuss whether and how research into artificial intelligence can help answer some of the elusive questions facing contemporary cognitive psychologists.

Seminar: During the seminar, you will take part in a range of interactive tasks to examine consciousness and mental representation.

Week 6: Introduction to Emotion

Emotion is argued to be the attribute that makes us 'human'. The ability to experience and display emotion contains elements of cognitive, physiological, and social processes and is one of the most complex psychological mechanisms that we possess; yet people take it for granted and barely consider the impact of emotion upon themselves and their environment. This lecture will examine understanding of emotion across history, considering the theories that have been proposed and what we understand about emotion at this current time.

Seminar: During the seminar, we will further explore some of the early theories of emotion and discuss issues arising from the set readings.

Week 7: Psychological explanations of emotions

Our understanding of emotion is still surprisingly sparse. This lecture will examine in more depth some of the theories and methodologies that have been used in the exploration of emotion, including cognitive models, connectionist theories, and emotion expression perception.

Seminar: During the seminar, we will further explore whether human displays of emotion are universal and discuss issues arising from the set readings.

Week 8: Emotions and Disorders I

Over the course of the final two lectures on emotion, we will explore how emotions can influence specific aspects of cognition, namely our attention (including perception) and our memory (including decision-making). We will look at the role of cognition and emotion in both normal behaviour and the disorders linked to them. In the first of these lectures, we will explore the impact of emotions on attention (and perception) and the link to disorders such as anxiety, panic, PTSD, depression, etc.

Seminar: During the seminar, we will further explore how emotions can influence our attention and discuss issues arising from the set readings.

Week 9: Emotions and Disorders II

In this lecture, we will continue on from the previous lecture to explore how emotions can influence our memory (including decision-making), and discuss associated disorders, such as Urbach-Wiethe disease.

Seminar: During the seminar, we will further explore how emotions can influence our memory and discuss issues arising from the set readings.

Week 10: Module Summary

During this final lecture, we will wrap-up/conclude on information from the module series. We will summarise specific areas that have been focused on throughout the module in relation to cognition and emotion, and discuss what may be considered key problems and approaches to those problems.

Seminar: Exam preparation and guidance. This seminar will involve providing you with information to prepare you for the exam. We will discuss how to go about answering the exam paper and you will have the opportunity to ask any questions about the module or discuss any elements of uncertainty. We will end with guidance on areas for you to focus revision.