

SYLLABUS
The Psychology of Emotion Regulation
(PSYD13H3S)
Winter 2018
Mondays 3-5pm, Room SW316

Instructor

Dr. Brett Ford
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Office Hours: Mondays 2-3pm

** Please note: Course announcements will be made through Blackboard. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Blackboard; please make sure your listed email address is correct. **

Course Description

This seminar offers a selective review of the recent scientific literature on how humans manage or control their emotions (*emotion regulation*). We will explore why people regulate emotions, how they do so, and what are the consequences and implications of emotion regulation.

Course Objectives

After successful completion of this course, you should have:

- Gained knowledge about the basic theories of emotion regulation and the current status of the empirical literature on emotion regulation;
- Learned about the methods of emotion regulation research and applied those methods to novel questions of your own (e.g., in the final paper);
- Gained experience consuming and understanding primary scientific sources;
- Practiced developing your scientific voice and reasoning, including both verbal expression (e.g., during class discussions and presentations) and written expression (e.g., in the weekly reading responses and final paper);
- Collaborated with colleagues, both during specific assignments (e.g., when co-presenting on a journal article) as well as each day as a contributor within class discussions.

Course Structure

This course is designed to introduce you to the field of emotion regulation, as well as to provide training in being a sophisticated consumer of science. Many of our weekly readings are primary sources that describe original empirical research, rather than a text book that has already digested the science for us. During weekly class meetings, much of the time will be dedicated to group discussion aimed at fostering a meaningful understanding of the material. Thus, the success of this seminar depends on everyone's preparation, and everyone's preparation will depend on carefully completing all of the weekly readings, as well as the other assignments, described below.

Grading and Course Requirements

Overview:

1. In-Class Participation: **12%**
2. Weekly Reading Responses: **18%**
3. Article Presentation: **10%**
4. Research Proposal Paper: **60%**
 - a. Abstract & Bibliography *15%*
 - b. Outline *15%*
 - c. Final Paper *30%*

1. In-Class Participation

Because the class is discussion-based, it requires full attendance and active participation – your contribution is vital. You will be asked to read the assigned reading prior to class (available on Blackboard, under “Course Materials”) and come prepared to discuss it. Please remember that all readings are mandatory and that reading a journal article carefully takes time (you should expect to spend an hour or more per article).

During the discussion, please be cordial and respectful of others, even if you do not share the same opinions. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, showing respect to others’ contributions, facilitating discussion, paying careful attention to classmates’ presentations, and offering constructive feedback, questions, and comments.

I recognize, however, that in-class participation may be more challenging for certain students. Students who find it challenging to speak in class are invited to speak with me within the first three weeks of the semester, to discuss alternative strategies for participation.

2. Weekly Reading Responses

We will read one paper each week during the semester. Beginning in Week 2 of the semester, you will also be asked to submit a reading response via Blackboard prior to class. Responses must be submitted by 12pm on the Sunday that precedes class. To submit your response, go to the course’s blackboard site, go to “discussion board”, click on the board for this week’s reading, click “create thread”, type in your response, and click “submit”.

Each reading response should be 200-300 words and should have two elements:

- A.** Most of your response should be spent summarizing your thoughtful reaction to the paper. For example, *What did you learn from reading this article? Why is this research important or meaningful? How does this research connect with what you’ve been learning in your other courses? What are the limitations of this research and how would you extend this research?* (Please do NOT simply restate the limitations that the authors listed). To get full credit, it is important that you demonstrate original and critical thought in your response.
- B.** You should also pose a question about the article and its implications for us to consider during class discussion.

You are asked to submit 10 reading responses this semester. There are 11 readings, which means that you get one ‘freebie’: you have one opportunity during the semester to *not* submit reading responses for a given week, no questions asked. I will randomly select 3 reading responses that

will be used to calculate everyone's final reading response grade. Each of these three responses will count towards a third of your reading response grade. If you did not submit one of those 3 randomly-selected responses, I will select another random response to grade for you. In other words, everyone will have 3 responses graded. However, for every response you miss beyond the one freebie, you will be docked 1 percentage point from your overall grade (e.g., if you submit only 7 out of 10 reading responses, 3 percentage points will be docked from your overall grade).

3. Article Presentation & Discussion Leader

Each week, the reading will be presented by 2 or 3 students. Presentations will start in Week 4 of the semester. Please prepare a PowerPoint for your presentation. For a 2-person team, your presentation should last about 8 minutes and should cover ONE study from the article. For a 3-person team, your presentation should last about 12 minutes and should cover TWO studies from the article.

Please follow this formatting for your presentations:

- 1-2 slides for introduction and background (i.e., *why is this important research to do?*)
- 1 slide for hypotheses (i.e., *what were the researchers testing?*)
- 1-2 slides for the study's methods (i.e., *how did they test their hypotheses?*)
- 1-2 slides for the study's results (i.e., *what are their most important findings?*)
- [If presenting on two studies, you would include another set of slides for methods and results for the second study]
- 1-2 slides for conclusions (i.e., *what's the big take home message?*)
- 1 slide that summarizes 3-5 core questions that you and your classmates had about the reading (as discussed within their reading responses on Blackboard).

You will be graded as an individual, and so please ensure that each of you are contributing independently within the article presentation.

4. Research Proposal Paper

The major assignment for this course is a final research proposal paper. The only requirements for the topic of the paper are that it should describe empirical research (e.g., not a theoretical review, or a case study) and it should relate to emotion regulation. This paper should be approximately 10-12 double-spaced pages (between 2700 and 3300 words) in length, excluding the title page and reference list. Students will be asked to formulate a proposed research study based on a critical review of the literature to date on their chosen topic.

Several course assignments are designed to help support and structure your work towards this final paper over the course of the semester. More specific details for each of these assignments will be discussed in class and posted on Blackboard:

- A. Paper Abstract & Annotated Bibliography:** You will be asked to complete a 200-250 word abstract describing the paper you are planning to write. You will also be asked to include an annotated bibliography that provides the APA citations for 10-15 references that are appropriate for your paper topic; for each reference, you should write 2-3 sentences describing how this reference relates to your paper topic (e.g., how you will use this reference within your paper). This assignment is due on **Feb 26th by 3pm**. To submit this assignment, please e-mail a word document of your abstract and annotated bibliography to Dr. Ford and she will provide feedback via e-mail. Please name your document according to the following template:
“Abstract&Bibliography_LastName_FirstName.doc”.

- B. Paper Outline:** You will also be asked to submit a structured 500-800 word outline of your paper on **March 12th by 3pm**. This outline provides an opportunity to receive substantive feedback on the overarching structure and content of your paper before you write a full draft of the paper. You should plan to outline each of the main segments of the paper: the introduction (e.g., theoretical background, research hypotheses), proposed methods, hypothesized results, and a discussion of the practical and theoretical implications of this research. To submit this assignment, please e-mail a word document of your abstract and annotated bibliography to Dr. Ford and she will provide feedback via e-mail. Please name your document according to the following template: "Outline_LastName_FirstName.doc".
- C. Final Paper:** Students are expected to *thoroughly* address any concerns raised within the feedback on their outlines when drafting their final papers. Final papers will be due on **April 2nd by 3pm**. The proposal should include an abstract (revised from assignment "A" above), introduction (e.g., theoretical background, research hypotheses), proposed methods, hypothesized results, and a discussion of the practical and theoretical implications of this research. The final paper will be submitted as a TurnItIn.com assignment, submitted through Blackboard (see "Final research Proposal Paper" within the "Course Materials" tab on Blackboard).

Statement regarding Turnitin.com: "Normally, students will required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site."

Additional Guidelines for Paper:

- Papers must follow the American Psychological Association (APA) formatting and citation style guidelines (6th edition).
- Papers must be double-spaced and use a highly readable 12- point font such as Times New Roman.
- All works that are referred to – directly or indirectly – must be cited in the text, and in a reference page at the end of your work (also see section on Academic Integrity, below).
- Omit needless words. Good writing is concise.
- Avoid quotes, especially lengthy ones.
- In addition to content and organization – spelling, grammar, and sentence structure are important and will figure into the grading.

Course Schedule

Week	Date	Topic	Reading	Assignment
1	Jan 8	Introductions		
2	Jan 15	What are Emotions and How are They Regulated? (Part 1)	Gross (2008)	Reading Response #1 Due Jan 14 by 12pm
3	Jan 22	What are Emotions and How are They Regulated? (Part 2)	Gross (1998)	Reading Response #2 Due Jan 21 by 12pm
4	Jan 29	Why Do People Regulate their Emotions?	Tamir et al. (2008)	Reading Response #3 Due Jan 28 by 12pm
5	Feb 5	Emotion Regulation & Culture	Miyamoto et al. (2014)	Reading Response #4 Due Feb 4 by 12pm
6	Feb 12	Emotion Regulation & Mental Health	Klonsky (2009)	Reading Response #5 Due Feb 11 by 12pm
7	Feb 19	<i>No Class Meeting</i>		
8	Feb 26	Emotion Regulation & Physical Health	Appleton et al. (2013)	Reading Response #6 Due Feb 25 by 12pm Abstract & Annotated Bibliography Due Feb 26 by 3pm
9	Mar 5	Emotion Regulation in Relationships	Coan et al. (2006)	Reading Response #7 Due Mar 4 by 12pm
10	Mar 12	Emotion Regulation Across the Lifespan	Isaacowitz et al. (2006)	Reading Response #8 Due Mar 11 by 12pm Paper Outline Due Mar 12 by 3pm
11	Mar 19	Regulating Happiness	Mauss et al. (2011)	Reading Response #9 Due Mar 18 by 12pm
12	Mar 26	Emotion Regulation in Conflict	Halperin et al. (2013)	Reading Response #10 Due Mar 25 by 12pm
13	April 2	Using Emotion Regulation Flexibly	Bonanno et al. (2004)	Reading Response #11 Due April 1 by 12pm Final Paper Due April 2 by 3pm

Course & University Policies

Email

- I will do my best to answer your emails within 48 hours during *weekdays*, but expect a longer delay if you email me between Friday afternoon and Sunday evening.
- If you have questions that can't be answered briefly via email, it is best to come see me during my office hours (Mondays, 2-3pm, SW572).
- Please do not email me the night before an assignment is due. If you email me within 48 hours of a class or due date, I may not be able to respond to you in time. If you email me at least 48 hours ahead of time, I will be able to respond to you!

Technology in the Classroom

- No cell phones out on the tables, please.
- Laptops are allowed for note-taking and looking at the articles as we discuss them, but I also reserve the right to ban laptops if it becomes clear that some people are not paying attention in class.

Late Assignments

Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

Missed Presentation

Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must follow the departmental policy outlined below.

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C within three (3) business days of the assignment due date. You must bring the following:

1. A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
2. Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

- In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.
- In the case of a **death of a family member**, a copy of a death certificate should be provided.

- In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.
- For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent well in advance of the missed work.
- Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure:

- Submit your (1) [request form](#) and (2) [medical](#)/other documents in person **within 3 business** days of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM – 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three-business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.
- Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Rights and Responsibilities

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

AccessAbility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters (August 1995), which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism;
- To include false, misleading or concocted citations in their work;
- To obtain unauthorized assistance on any assignment;
- To provide unauthorized assistance to another student;
- To submit their own work for credit in more than one course without the permission of the instructor;
- To falsify or alter any documentation required by the University (e.g., doctor's notes).

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values that they protect.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

Writing-related campus resources:

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>

Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0