

**SYLLABUS**  
**The Psychology of Emotion Regulation**  
(PSYD13H3F)  
Fall 2018  
Mondays 3-5pm, Room SW316

**Instructor**

Dr. Brett Ford  
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Office Hours: Mondays 9-10am

\*\* Please note: Course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your 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 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. Most 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: **14%**
2. Weekly Reading Quizzes: **16%**
3. Article Presentation: **20%**
4. Research Proposal Paper: **50%**
  - a. Abstract & Bibliography *15%*
  - b. Outline *15%*
  - c. Final Paper *20%*

### **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 and come prepared to discuss it. All readings are available in the “Modules” tab on Quercus, where each reading will appear embedded within that week’s module. Please remember that reading a journal article carefully takes time (you should expect to spend 1-2 hours 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.

A portion of your participation grade will consist of giving your peers constructive feedback on their presentations during weeks 4-12. After class, you will have 24 hours to submit your feedback on the presentation that was given during class. This survey will be administered via Quercus (available in the “Modules” tab, embedded within that week’s module). You are expected to give feedback each week (*including* the week that you are presenting). You will be graded for these surveys on the basis of completing all survey items (pass/fail).

### **2. Weekly Reading Quiz**

We will read one journal article each week during the semester. Beginning in Week 2 of the semester, you will also be asked to complete a reading quiz prior to class. This quiz is designed to help you identify and remember central information from each article we read.

You are welcome to consult the article when generating your quiz responses. You can also consult with peers but you must each submit your own reading quiz, **IN YOUR OWN WORDS**. This means two things: (1) You must NOT copy any material from the paper itself and (2) you must NOT copy any material from your peers. Aside from being plagiarism, copying material will not help YOUR understanding of the article – which is the whole purpose of the quiz.

Quizzes are due by 12pm on each Monday. To submit your response, go to the course’s Quercus site, go to “Modules” and select the reading quiz for that week (e.g., “Week 3 Reading Quiz”).

*\*If I get the sense that this quiz is not being approached with earnestness and integrity, I reserve the right to change the format of this weekly assignment.\**

### 3. Article Presentation

During weeks 4-12 of the semester, a second journal article will be presented to the class by a team of three students. These teams will be graded as a group, and so please prepare accordingly: Meet with your group *early* to discuss your plan for the presentation, *divide the work* load fairly and evenly, and hold each other *accountable* for the final product.

*\*I strongly encourage you to attend office hours to discuss any questions you have about the paper and what to present at least one week before your presentation is scheduled.\**

Please prepare a PowerPoint for your presentation and bring your PowerPoint to class on the day of your presentation via a thumbdrive. This presentation should be 10-12 minutes long and should follow this formatting, with 1-2 slides for each point (or more, if the journal article describes more than one study):

- Introduction and Background (i.e., *What was the researcher's overarching, big-picture research question? Why is this important research to do?*)
- Specific Research Question and Hypotheses (i.e., *What was the researcher's specific, testable research question (or questions)? What were their hypotheses?*)
- Methods (i.e., *how did they test their hypotheses?*)
- Results (i.e., *what are their most important findings?*)
  - [If presenting on two or more studies, you would then include another set of slides for the Methods and Results for the other studies]
- Implications and Conclusions (i.e., *Why are these findings important? What is the big take home message?*)
- Limitations and Future Directions (i.e., *What is a key limitation of this research and how could you address this limitation in a future study?*)

This presentation is worth 20% of your final grade. You will be graded on the clarity and quality of the information depicted on your slides and verbally conveyed. Your grade will be determined by how well you present the information listed in the above bullet points.

Week	Date	Papers: (find these on Quercus, in the “Articles for Presentations” module)
4	Oct 1	Tamir et al. (2008). <i>Hedonic and Instrumental Motives in Anger Regulation.</i>
6	Oct 15	Miyamoto et al. (2014). <i>Cultural Differences in Hedonic Emotion Regulation After a Negative Event.</i>
7	Oct 22	Ford et al. (2018). <i>Using Reappraisal to Regulate Negative Emotion After the 2016 U.S. Presidential Election: Does Emotion Regulation Trump Political Action?</i>
8	Oct 29	Holmes et al. (2009). <i>Can Playing the Computer Game “Tetris” Reduce the Build-Up of Flashbacks for Trauma? A Proposal from Cognitive Science.</i>
9	Nov 5	Leserman et al. (2000). <i>Impact of Stressful Life Events, Depression, Social Support, Coping, and Cortisol on Progression to AIDS.</i>
10	Nov 12	Coan et al. (2006). <i>Lending a Hand: Social Regulation of the Neural Response to Threat.</i>
11	Nov 19	Isaacowitz et al. (2008). <i>Looking while Unhappy: Mood-Congruent Gaze in Young Adults, Positive Gaze in Older Adults.</i>
12	Nov 26	Weidman & Dunn (2016). <i>The Unsung Benefits of Material Things: Material Purchases Provide More Frequent Momentary Happiness Than Experiential Purchases.</i>

#### 4. Research Proposal Paper

The major assignment for this course is a research proposal paper. You will be asked to formulate a research study based on a critical review of the literature and describe that study – you do not need to conduct the study. The paper should describe empirical research (e.g., not a theoretical review, or a case study) and it should relate to emotion regulation. The paper should be approximately 10-12 double-spaced pages, excluding the title page and reference list.

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 provided during the course:

- 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 you will use this reference when writing your paper. This assignment is due on **Oct 29<sup>th</sup> by 12pm** and should be submitted on Quercus (go to “Assignments” and select the “Abstract & Bibliography” option). Dr. Ford will provide feedback via Quercus within several days of the due date.
- B. *Near-Final Paper Draft*:** You will be asked to submit a ‘near-final’ draft of your paper on **Nov 19<sup>th</sup> by 12pm**. This draft will be graded and should be *as close to the final paper as possible*. This draft provides an opportunity to receive constructive feedback and improve the final paper. The draft should include the following sections: Abstract (revised from assignment “A” above), Introduction (e.g., theoretical background, research question, hypotheses), Proposed Methods, Hypothesized Results, and a Discussion section (e.g., practical and theoretical implications of this research, limitations and future directions). This assignment should be submitted on Quercus (go to “Assignments” and select the “Near-Final Draft” option). Dr. Ford will provide feedback via Quercus within several days of the due date.
- C. *Final Paper*:** Students are expected to *thoroughly* address any concerns raised within the feedback on their near-final drafts when drafting their final papers. Final papers will be due on **Dec 3<sup>rd</sup> by 12pm**. The final paper will be submitted as a TurnItIn.com assignment, submitted through Quercus (go to “Assignments” and select the “Final Paper” option).

*Statement regarding Turnitin.com: “Normally, students will be 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 Near-Final and Final Paper:***

- Papers must follow the American Psychological Association (APA) formatting and citation style guidelines (6th edition).
- Papers must be double-spaced and font should be 12-point 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).
- Avoid quotes.
- Omit needless words. Good writing is concise.
- Grades will be based on content, organization, and conventions (spelling, grammar).

## Course Schedule

Week	Date	Topic	Reading & Reading Quiz	Additional Assignments
1	Sept 10	Introductions		
2	Sept 17	What are Emotions and How are They Regulated? (Part 1)	Reading: Gross (2008) Reading Quiz due Sept 17 by 12pm	
3	Sept 24	What are Emotions and How are They Regulated? (Part 2)	Readings: “ <i>How to Read a Journal Article</i> ” AND Gross (1998) Reading Quiz due Sept 24 by 12pm	
4	Oct 1	Why Do People Regulate their Emotions?	Reading: Tamir et al. (2007) Reading Quiz due Oct 1 by 12pm	Peer Presentation Feedback due Oct 2 by 5pm
5	Oct 8	<i>Reading Week</i>	<i>(No Class)</i>	
6	Oct 15	Emotion Regulation & Culture	Reading: Taylor et al. (2004) Reading Quiz due Oct 15 by 12pm	Peer Presentation Feedback due Oct 16 by 5pm
7	Oct 22	Emotion Regulation in Conflict	Reading: Halperin et al. (2013) Reading Quiz due Oct 22 by 12pm	Peer Presentation Feedback due Oct 23 by 5pm
8	Oct 29	Emotion Regulation & Mental Health	Reading: Klonsky (2009) Reading Quiz due Oct 29 by 12pm	Peer Presentation Feedback due Oct 30 by 5pm <b>Abstract &amp; Annotated Bibliography Due Oct 29 by 12pm</b>
9	Nov 5	Emotion Regulation & Physical Health	Reading: Miyamoto et al. (2013) Reading Quiz due Nov 5 by 12pm	Peer Presentation Feedback due Nov 6 by 5pm
10	Nov 12	Emotion Regulation in Relationships	Reading: Doré et al. (2017) Reading Quiz due Nov 12 by 12pm	Peer Presentation Feedback due Nov 13 by 5pm
11	Nov 19	Emotion Regulation Across the Lifespan	Reading: Chang et al (2003) Reading Quiz due Nov 19 by 12pm	Peer Presentation Feedback due Nov 20 by 5pm <b>Near-Final Paper Draft Due Nov 19 by 12pm</b>
12	Nov 26	Regulating Happiness	Reading: Mauss et al. (2011) Reading Quiz due Nov 26 by 12pm	Peer Presentation Feedback due Nov 27 by 5pm
13	Dec 3	Using Emotion Regulation Flexibly	Reading: Bonanno et al. (2004) Reading Quiz due Dec 3 by 12pm	<b>Final Paper Due Dec 3 by 12pm</b>

## 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.
- 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 Quercus 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>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

### *Appropriate Documentation:*

- For missed **TERM TESTS** due to ILLNESS: Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. 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.
- For missed **ASSIGNMENTS** due to ILLNESS: Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).
- For missed term tests or assignments in OTHER CIRCUMSTANCES:

- 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 from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), 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, personal travel, weddings, or personal/work commitments.

***Procedure:***

- Submit your (1) [request form](#) and (2) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.
- **Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto: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 Quercus course announcements daily, as accommodations may be time-critical.
- Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**
- Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar’s Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

## **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](mailto: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