

SYLLABUS
PSYC18: The Psychology of Emotion
Fall 2019

LEC01: Mondays 9am-12pm IC220

LEC02: Mondays 2pm-5pm SW128

[*You must attend the section in which you are registered*]

Instructor: Prof. Brett Ford (Brett.Ford@utoronto.ca)
Office Hours: Thursdays 3-4pm (and by appointment), in SW572

TAs associated with Handbook Project:

- Arasteh Gatchpazian | arasteh.gatchpazian@mail.utoronto.ca | OH: Mondays 1-2pm, SW567B
- Yang Teoh | yang.teoh@mail.utoronto.ca | OH: Thursdays 1-2pm, SW565

In addition to Prof. Ford, questions about the handbook project can be directed towards Arasteh or Yang. Their office hours are only for the handbook project – no reading or lecture inquiries.

TA associated with Readings and Reading Quizzes:

- Angela Smith | amoriah.smith@mail.utoronto.ca | OH: Mondays 12:30-1:30pm, SW567B

In addition to Prof. Ford, questions about the textbook and empirical readings can be directed towards Angela. Her office hours are only for the readings/quizzes – no handbook project or lecture inquiries.

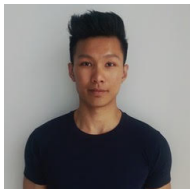
Your course team:



Dr. Ford is an assistant professor and the director of the Affective Science & Health Laboratory. She completed her doctoral training at the University of California, Berkeley. Her research examines the basic science and health implications of how individuals think about and manage their emotions.



Arasteh is a graduate student in Social/Personality psychology and received her undergraduate degree from the University of Toronto. Her primary research interests focus on emotion, the role of emotion beliefs in shaping decisions, and the role of emotion regulation in shaping well-being.



Yang is a graduate student in Social/Personality psychology and received his undergraduate degree from McGill University. His primary research interests focus on social decision-making and the role of emotion and its expression in learning and behaviour.



Angela is a graduate student in Social/Personality psychology and received her undergraduate degree from Stanford University. Her research interests include the ways in which emotion and emotion regulation are influenced by socioeconomic and cultural factors, and how that in turn influences physical and psychological health.

Course Description

What is an emotion? What purpose do emotions serve to human beings? What happens when our emotional responses go awry? Philosophers have debated these questions for centuries. Fortunately, psychological science has equipped us with the tools to test these questions. Building with these tools, this course will provide a comprehensive overview of the scientific study of emotion. Topics will include how emotions are expressed in our minds and bodies, how emotions influence (and are influenced by) our thoughts, relationships, and cultures, and how emotions can both help us thrive and make us sick. A range of perspectives, including social, cultural, developmental, and clinical psychology, will be considered.

Learning Outcomes

After successful completion of this course, you should be able to:

- Explain the prominent theories of emotion and our current scientific understanding of the causes and consequences of emotion;
 - Identify and critically evaluate common scientific methods used to study emotion;
 - Describe the core elements of scientific journal articles that you read;
 - Effectively communicate your understanding of scientific research in both verbal formats (e.g., during class discussions and final presentation) and written formats (e.g., in reading quizzes, your handbook chapters, and short-answer exam questions); and
 - Demonstrate the ability to work effectively and respectfully with peers, including participating in class discussions, team projects, and both providing and responding to constructive feedback
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Course Materials

- **Text book:** You can use earlier editions, but the exam will be based off of the 3rd edition of Shiota & Kalat (2018). *Emotion* (3rd edition, Oxford University Press). Hard copies of the textbook are available in the bookstore, but you are also welcome to rent the eTextbook: <https://www.vitalsource.com/en-ca/products/emotion-michelle-n-shiota-v9780190635541>
 - **Empirical articles:** This course will prioritize strengthening your ability to becoming competent in evaluating primary literature. As such, we will read several original, empirical articles that focus on different topics in emotion research. These articles will also be available on Quercus.
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Course Updates and Webpage

- All course slides, readings, and assignment instructions will be available on this course's Quercus site.
 - All course announcements will be made through Quercus. **You are responsible** for monitoring the course website regularly for important announcements and updates.
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Course Requirements

Your performance in this course will be based on three elements (see below for more details):

- (1) Reading quizzes
- (2) A team-based project
- (3) A cumulative final exam

1. Reading Quizzes (30% of grade)

To enhance your ability to consume primary research and to get the most out of your textbook readings, we will have several 'lower stakes' reading quizzes on the assigned readings. **Think of these quizzes as taking the place of a midterm exam.**

There will be seven quizzes during the semester, beginning in week 3. Your final reading quiz grade will be based on your **best five** quizzes, each worth 6% (in other words, your two lowest quiz scores will be dropped). Because of this policy, **there will be NO make-up quizzes.**

The reading quizzes will be held during class time and will start promptly at the beginning of class. You will have 30 minutes to complete the quiz – no additional time will be given.

Half of the reading quiz (3%) will ask questions about the **assigned textbook reading for that week**. These questions are designed to emulate exam questions and will help you prepare for the final.

The other half of the reading quiz (3%) will ask questions about the **assigned empirical reading for that week**. These questions will be the same for every quiz and are based on gaining a clear understanding of the empirical reading. The questions tap your understanding of the rationale for the research, core features of the methods, and understanding and interpreting the results. They will also tap your ability to critique (and improve upon) the work. You are strongly encouraged to prepare your answers for the empirical quiz questions ahead of time but you may not have any materials open during the quiz. Note that we will spend time discussing the answers to each question after each quiz.

These are the quiz questions for the empirical reading (each question worth 0.5 points):

- a. What was the researchers' specific, testable research question (or questions)? Make sure it is clear what the researchers' hypothesis was.
- b. In 2-3 sentences, what methods did the researchers use to test their hypothesis (or hypotheses)?
- c. In 2-3 sentences, what were the key results of this research? Make sure to frame these in terms of the hypothesis or hypotheses identified in Question 1.
- d. What are the implications of these findings? (i.e., Why are these findings important? What is the big take-home message of this research?)
- e. What is one key limitation of this research? Make sure to specify why this is a limitation.
- f. How can you address the limitation listed in Question 5 in a future study?

2. Handbook Project (36% of grade)

Throughout the course, you will work on a project in teams of four people. You will be randomly assigned to a particular emotion (e.g., anger, joy) and your team will create a handbook for that emotion. The handbook will consist of 8 chapters that relate your emotion to 8 different topics we will discuss during class. Each team member will write two chapters (one in the first half of the semester and one in the second half). At the end of the semester, your team will also give a brief presentation based on their handbook.

In Week 2, you will make your teams and decide which team member will write each chapter, based on a list of different topics we will cover each week. Each week, your group will have time to work on these chapters in class by completing a worksheet that will help you generate useful content for your chapter. **At least one team member will need to bring a computer to class each week** because each week's worksheet will involve completing an online literature search.

Although you complete your handbook work with the support of your team, you are graded individually on all handbook assignments. Your work on Chapter #1 is broken down into several assignments to help you prepare a strong first chapter and to give you a useful framework for writing a strong Chapter #2.

Handbook Chapter #1 (13% of final grade)

- **In-Class Worksheet Notes** (1% of grade)
Deadline: Variable (by 11:59pm on the Tuesday after your in-class worksheet is assigned)
Submission: Image/scan uploaded to Quercus
Details: Each week, a different student is responsible for writing a chapter on the content covered that week. When it is 'your' week, you are responsible for completing the in-class worksheet with the help of your team and submitting an image/scan of this worksheet to Quercus by midnight on the following evening (i.e., by 11:59pm on Tuesday after Monday's class).
- **Near-Final Handbook Chapter Draft** (2% of grade)
Deadline: 5pm on Sunday, Oct. 20th on Quercus
Submission: (1) Document uploaded to Quercus and (2) two hardcopies brought to class on Monday
Details: This draft should be *as close to the final version as possible* and will be graded based on effort/completeness. On the day the drafts are due, you will bring two hardcopies to class and will receive feedback on your draft from two team members. This exchange provides you with a valuable opportunity to receive constructive feedback from your peers to improve your chapter before the final deadline the next week.
- **Peer Feedback on Team Members' Draft** (2% of grade)
Deadline: Tuesday, Oct. 22nd at 11:59pm
Submission: Image/scan uploaded to Quercus
Details: In class on October 21st, you will provide feedback on the chapter draft of two of your team members. A feedback form will be provided to help structure your feedback and you will give your completed feedback form to your team member before class is over. You will be graded based on providing thoughtful, specific, and constructive feedback to your team members. To receive credit for the feedback you provide, upload an image/scan of your feedback form to Quercus by the following evening (i.e., 11:59pm on Tuesday Oct 22nd).
- **Final Handbook Chapter** (8% of grade)
Deadline: 5pm on Sunday, Oct. 27th
Submission: Document uploaded to Quercus
Details: This final handbook chapter should be revised based on the feedback you received from your team members. A grading rubric will be provided several weeks before the deadline.

Handbook Chapter #2 (13% of final grade)

- **In-Class Worksheet Notes** (1% of grade)
Deadline: Variable
Submission: Image/scan uploaded to Quercus
Details: Same procedure as for Handbook Chapter #1.
- **Final Handbook Chapter** (12% of grade)
Deadline: Monday, Dec. 2nd at 11:59pm (note in-class announcement regarding extensions)
Submission: Document uploaded to Quercus
Details: Same procedure as for Handbook Chapter #1.

End-of-Semester Presentation (10% of your grade)

As a group, you will also prepare a brief presentation on your emotion to give to the class during one of the final two classes. Half of our course's groups will present on Nov. 25th and half will present on Dec. 2nd. Presentation days will be randomly chosen. Presentations do not need to follow a particular format – creativity is key. Presentations will be graded as a group, 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. More information about the presentations will be given closer to the due date.

3. Final Exam (34% of grade) – Date/Time/Location TBA

The final exam will be cumulative and will cover material discussed in lecture and in the readings throughout the semester. The exam will consist of multiple-choice and short-answer questions. This exam will be held during exams week. You should not make travel plans until you learn the date of your final exams. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.

Course Schedule:

	Date	Guiding Question	Reading	Assignment
1	Sept 9	Introduction: What is emotion?		
2	Sept 16	Theory & Measurement: How does modern science study emotion?	<ul style="list-style-type: none"> • “Hard feelings” article (see Quercus for all PDFs) • Textbook pg. 24-32 	In-Class worksheets begin (Timing for due dates is variable, depending on which chapter you are writing)
3	Sept 23	Expression: How do we display emotion?	<ul style="list-style-type: none"> • Hertenstein et al. (2006) • Textbook pg. 121-130 	In-class Reading Quiz (covers week 3 readings)
4	Sept 30	Brain & Body: Where do we feel emotion?	<ul style="list-style-type: none"> • Witvliet et al. (2001) • Textbook pg. 193-203 	In-class Reading Quiz (covers week 4 readings)
5	Oct 7	Culture: How are we different and the same?	<ul style="list-style-type: none"> • Barrett & Bliss-Moreau (2009) • Textbook pg. 66-74, 379-386 	In-class Reading Quiz (covers week 5 readings)
6	Oct 14	Reading week		
7	Oct 21	Development: How does emotion develop across the lifespan?	<ul style="list-style-type: none"> • Textbook pg. 227-240 	Near-Final Draft of Handbook Chapter #1 (Due: 5pm Oct 20) [Also submit peer feedback on Oct 22]
8	Oct 28	Cognition: What is the role of emotion in how we think?	<ul style="list-style-type: none"> • Ford et al. (2010) • Textbook pg. 292-299 	Handbook Chapter #1 (Due: 5pm Oct 27) In-class Reading Quiz (covers week 7 & 8 readings)
9	Nov 4	The social world: What role do other people play in our emotions?	<ul style="list-style-type: none"> • Brady et al. (2017) • Textbook pg. 262-275 	In-class Reading Quiz (covers week 9 readings)
10	Nov 11	Meta processes: How do we think about and manage our emotions?	<ul style="list-style-type: none"> • Tamir et al. (2008) • Textbook pg. 445-462 	In-class Reading Quiz (covers week 10 readings)
11	Nov 18	Health: What is the role of emotion in mental and physical health?	<ul style="list-style-type: none"> • Pressman et al. (2013) • Textbook pg. 206-214, 412-423 	In-class Reading Quiz (covers week 11 readings)
12	Nov 25	Happiness: What is it and how can we get it?	No readings	Group Presentations
13	Dec 2	The future: Where do we go from here?	No readings	Handbook Chapter #2 (Due: Dec 2) Group Presentations

Course Policies

Email

- We will do our best to answer your emails within 24 hours during *weekdays*, but expect a longer delay if you email between Friday afternoon and Sunday evening.
- If you have questions that can't be answered briefly via email, it is best to come see one of us during our office hours.
- Please do not email us the night before an assignment is due. If you email us within 24 hours of a class or due date, we may not be able to respond to you in time.

Technology in the Classroom

- No cell phones out on the tables, please.
- Laptops are allowed for note-taking, but I also reserve the right to revise this policy 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.

University Policy: Missed Term Work due to Medical Illness or Other Emergency

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2) **Appropriate documentation** to verify your illness or emergency, as described below. Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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.

- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)
- After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor 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.**
- You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.
- If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation.

Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

- 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.

Missed Accommodations

- If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.
- (E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

- If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

- This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.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@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.uts.utoronto.ca/eld/>

The Writing Centre helps all UTS 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.uts.utoronto.ca/twc/>

Grading 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