

PSYC18 LEC01: The Psychology of Emotion SYLLABUS (Fall 2024)

*****This is the syllabus for section LEC01, which meets on Mondays*****

Course Instructor: Prof. Brett Ford (Brett.Ford@utoronto.ca)
Live Lecture: LEC01 2:10pm-5pm on Mondays (starting with Sept 9th)
Room: KW 170

For any questions about the course, use this address: Emotion.UTSC@gmail.com

Office Hours: see Quercus “Office Hour Information” for schedule and location information

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:

1. Explain the prominent theories of emotion and our current scientific understanding of the causes and consequences of emotion;
 2. Identify and critically evaluate common scientific methods used to study emotion;
 3. Describe the core elements of scientific journal articles that you read;
 4. Effectively communicate your understanding of scientific research (e.g., in weekly check-ins, your handbook chapters, and short-answer exam questions); and
 5. 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.
-

Course Updates and Webpage

- All course powerpoint 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.
 - **I may make changes** to the details of the course to improve it along the way. I will always discuss such changes with you beforehand. I also welcome your feedback!
-

Course Materials

- **Live Lectures:** I will be holding live lectures in-person only (no recordings). You must attend the section that you are registered for (LEC01 on Mondays, LEC02 on Thursdays).
 - **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). You are also welcome to purchase the ebook: <https://www.uoftbookstore.com/adoption-search-results?ccid=2823951&itemid=56102>
 - **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.
-

Course Requirements

Your performance in this course will be based on three elements:

(1) Reading quizzes	24% total
(2) Multi-component handbook project	42% total
(3) A cumulative final exam	34% total

See below for more details...

(1) Reading Quizzes (24% 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' quizzes. These quizzes are taking the place of a midterm exam.

Note: See p. 7 for course calendar with deadlines for check-in quizzes in **GREEN**.

How do the quizzes work?

- There will be **six quizzes** during the semester, beginning in our third class meeting. Your final quiz grade will be based on your **best four** quizzes, each worth 6% of your final grade (in other words, your two lowest quiz scores, including missed quizzes, will be dropped).
- Because the two lowest/missing quizzes are dropped, **there are 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. (If you get extra time on quizzes due to an official accommodation through the AccessAbility office, make sure that your accommodation is coordinated through the AccessAbility office before our third class meeting).

What is on the quizzes?

- Part of each reading quiz 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 rest of the quiz 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.

Here are the quiz questions for the empirical reading:

- 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 (42% of grade)

Throughout the course, you will work on a project in small teams. During our third class meeting, you will form your teams and each team will have a choice between two randomly-selected emotions (e.g., anger, joy) – your team will choose one emotion which will be the focus of your team's handbook. A 'handbook' is like a textbook that is dedicated to a specific topic. The handbook will consist of a series of chapters that will link your emotion to different topics we will discuss during class. There are **five** possible chapters:

- A chapter that considers how your emotion is *expressed*,
- A chapter that considers how your emotion is represented in the *brain and body*,
- A chapter that considers how your emotion is shaped by *culture*,
- A chapter that considers how emotions influence *how we think*, and
- A chapter that considers how emotions shape and are shaped by *social processes*.

Each team member will write one chapter. Each team member needs to write a different chapter than their other team members. At the end of the semester, your team will also give a creative presentation based on what they learned when writing their handbook chapters.

More details about this project (including rubrics) will be provided later, but here are a few more details for those who are curious:

Chapter Worksheet (worth 2% of final grade):

- See **blue** text in the schedule on p. 5 for deadlines, which vary depending on which chapter you choose.
- For each chapter, you will be provided with a **worksheet** that will help you generate the content that should be covered in your chapter.
- Each week, your team will have time to work on these worksheets **during class time**.
- The **'leader'** of the worksheet discussion is the person who will be writing the chapter based on that week's content. *Only if you are a leader for a given week*, you are asked to **submit your worksheet notes on Quercus** (see schedule on p. 5 for deadlines, which vary by chapter).

Near-Final Handbook Chapter Draft (worth 2% of final grade):

- See **red** text in the schedule on p. 5 for chapter deadlines.
- Later in the semester, you will write a 'near-final' draft of your handbook chapter. This draft should be *as close to the final version as possible*. Your submission is graded for completion and you will receive feedback from your team members in class – a valuable opportunity to improve your chapter before the final version is due. This assignment not only gives you the opportunity to get feedback on your writing, but it also reinforces the importance of the revision process in writing – after all, most of writing is revising!
- Although you complete your handbook work with the support of your team, you are **graded individually** on all handbook writing assignments. The writing for your chapter also needs to be **completely in your own words**. Chapters will be subject to a plagiarism review.

Final Handbook Chapter (worth 18% of grade of final grade)

- The final version of your handbook chapter is due on the last possible day we can accept term work, which is Tuesday December 3rd (due by 10pm).
- Your final handbook chapter should be highly polished and thoroughly revised based on feedback you received and your own careful rereading of your work. A grading rubric will be provided several weeks before the deadline.

Team Presentation (20% of your grade)

- See **purple** text in schedule on p. 5 for team presentation deadlines.
- As a team, you will also prepare a creative presentation on your emotion to share with the class during our final two class meetings. All presentations must be pre-recorded. Presentations do not need to follow a specific format – Creativity is key.
- Later in the term, in-class time is set aside for you to work as a team on your presentation (this will supplement time spent outside of class on the presentation). For these classes, you will receive a worksheet to help structure your time during class and help you plan ahead for your presentation. Worksheets are due to Prof. Ford by the end of class.
- Presentations will be graded as a team, 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) – [Day/Time TBA]

The final exam will be cumulative and will cover material discussed in lecture and in the empirical and textbook readings throughout the semester. This exam will be held during exams week.

Schedule for LEC01, which meets on MONDAYS:

Unit	Guiding Question & Handbook Worksheet	Readings	Assignments & Due Dates	Monday Class
1	Introduction: What is emotion?			Sept 9
2	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 	No reading quiz, but complete Unit 2 readings before class on Sept 16	Sept 16
3	Expression: How do we display emotion?	<ul style="list-style-type: none"> • <i>Hertenstein et al. (2006)</i> • Textbook pg. 121-130 	In-class Reading Quiz #1 (Unit 3 readings) Expression Chapter Worksheet [Leaders only] Due: Friday Sept 27, 10pm	Sept 23 [teams are created during this class!]
4	Brain & Body: Where do we feel emotion?	<ul style="list-style-type: none"> • <i>Witvliet et al. (2001)</i> • Textbook pg. 193-203 	In-class Reading Quiz #2 (Unit 4 readings) Brain & Body Chapter Worksheet [Leaders only] Due: Friday Oct 4, 10pm	Sept 30
5	Culture: How are we different and the same?	<ul style="list-style-type: none"> • <i>Barrett & Bliss-Moreau (2009)</i> • Textbook pg. 66-74, 379-386 	In-class Reading Quiz #3 (Unit 5 readings) Culture Chapter Worksheet [Leaders only] Due: Friday Oct 11, 10pm	Oct 7
	Thanksgiving			Oct 14
6	Cognition: What is the role of emotion in how we think?	<ul style="list-style-type: none"> • <i>Ford et al. (2010)</i> • Textbook pg. 292-299 	In-class Reading Quiz #4 (Unit 6 readings) Cognition Chapter Worksheet [Leaders only] Due: Friday Oct 25, 10pm	Oct 21
	Reading week			Oct 28-Nov 1
7	Social Processes: What role do other people play in our emotions?	<ul style="list-style-type: none"> • <i>Brady et al. (2017)</i> • Textbook pg. 262-275 	In-class Reading Quiz #5 (Unit 7 readings) Social Processes Chapter Worksheet [Leaders only] Due: Friday Nov 8, 10pm	Nov 4
8	Regulation: How do we think about and manage our emotions?	<ul style="list-style-type: none"> • <i>Tamir et al. (2008)</i> • Textbook pg. 445-462 	In-class Reading Quiz #6 (Unit 8 readings) Handbook Chapter: Near-Final Draft Due: Monday Nov 11, 1pm on Quercus [Bring 2 hardcopies to get/give peer feedback in class]	Nov 11
9	Development: How does emotion develop across the lifespan?	<ul style="list-style-type: none"> • Textbook pg. 227-240 	Handbook Group Presentation Worksheet A Due: To Prof Ford by the end of class	Nov 18
10	Health: What is the role of emotion in mental and physical health?	Textbook pg. 206-214, 412-423	Handbook Group Presentation Worksheet B Due: To Prof Ford by the end of class	Nov 25
11	Happiness: What is it and how can we get it?	[No readings]	Handbook Team Presentations Due: Sunday Dec 1, 4pm	Dec 2
12	The future: Where do we go from here?	[No readings]	Handbook Chapter: Final Paper Due: Tuesday Dec 3, 10pm on Quercus [last possible day to submit term work]	Dec 3 (date set by UTSC for Thanksgiving make-up)

Course Policies

Email

- Please use the course email address (Emotion.UTSC@gmail.com) unless you have a specific question for Prof. Ford.
- If you have questions that can't be answered briefly via email, it is best to visit us during office hours.
- We will do our best to answer your emails within 24 hours during *weekdays*; expect a longer delay if you email between Friday afternoon and Sunday evening.
- 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.

Recording of Classroom Material By Students

- Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Course Materials

- Course materials are provided for the exclusive use of enrolled students. I do not want to discover that a student has put any of these materials into the public domain, has sold these materials, or has given these materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Academic Integrity

- The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing offences.
- 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 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 about Academic Integrity for writing assignments: 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.

Use of Generative Artificial Intelligence Tools

- Students may use artificial intelligence tools, including generative AI, in this course as learning aids, to help gather information, or generate ideas for assignments. However, students are ultimately accountable for the work they submit.
- Students must **clearly identify and cite** any use of AI-based tools in their work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. **Students may not, under any circumstance, submit any writing (copied or paraphrased) generated by an AI-based tool as their own for the purpose of completing assignments in this course.** If you include material generated by an AI-based tool, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor), otherwise it will be treated as plagiarism.
- **Students must ensure that their use of AI-based tools does not violate any copyright or intellectual property laws, including the instructor's.** (i.e., course materials are not to be fed into a generative AI model).
- Student must not use AI-based tools to complete quizzes or the final exam. **The use of any AI-based tools for the completion of, or to support the completion of quizzes or the final exam is strictly prohibited and is considered an academic offense.**

Writing-Related Campus Resources:

- **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.utoronto.ca/twc/>
- **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.utoronto.ca/eld/>

Plagiarism Detection Tool Notice:

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

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.

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.

Religious Observance

- The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays.
- According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Psychology Department Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar’s Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Supporting Documentation Requirements and Deadlines:

For any absence that affects any deadline for any handbook-related assignment, complete the PSYC18-specific Request for Missed Term Work Accommodations Form:

https://utorontopsych.az1.qualtrics.com/jfe/form/SV_2otPtcg4TRINT4W

Please note that there are no make-ups for the reading quizzes (because you lowest/missing two quizzes are automatically dropped).

Please follow the instructions in the table below for the deadline and documentation required for each reason for missed work:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	WITHIN 2 BUSINESS DAYS of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	WITHIN 2 BUSINESS DAYS of the missed work

University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting. - If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required (but still fill out the PSYC18-specific Request for Missed Term Work Accommodations Form)		

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date.

Form: <http://uoft.me/UTSC-Verification-Of-Illness-Form>

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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN.

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

LEEC01