

Sul Ross State University – Behavioral and Social Science (BASS) Department PSY 4310 Course Syllabus – Fall 2018

Course Title:	Emotions
Prerequisites:	General Psychology (PSY 1302)
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Office (LH306) Hours:	Mondays, Wednesdays & Fridays (12:30 – 1:30pm) & Thursdays (12:30 - 2:30pm)

The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart – Helen Keller

Course Description and Goals

Welcome! The aim of this course is open your world to the world of emotions! So often, we have been told to control our emotions. But we cannot control them if we do not know what they are, how they arise and manifest, and more importantly, how they transform. It sounds like emotions can stand apart from your conscious mind. They can, and without logic. They can be felt in the body, or they can emerge with someone else. A conundrum yes? That's why you're taking this class. You are making every attempt to understand your *own* emotions. Your goal will be to identify them, and possibly understand why you have not expressed them.

Student Learning Outcomes (Major)

- i. Describe the nature of emotions (anger, contempt, disgust, fear, guilt, happiness, interest, sadness, shame, surprise).
Method of Assessment: Reading Exercises and Response Posts
- ii. Convey understanding of the roots of emotion in evolution and in self and observing cultural distinctions.
Method of Assessment: Reading Exercises and Response Posts
- iii. Critique the major theories in the field of emotion and investigate the framework of emotions in appraisal and expression.
Method of Assessment: Reading Exercises and Response Posts
- iv. Examine the thought process of emotions and discovering emotional regulation.
Method of Assessment: Reading Exercises and Response Posts

Student Learning Outcomes (Minor)

- v. Explain how emotions function with the central and autonomic nervous systems and recognize the development of emotions with self and with others.
Method of Assessment: Reading Exercises and Response Posts

Text

The required text must be obtained (online, offline or older edition is acceptable).

Required Text: Shiota, M. N., & Kalat, J. W. (2018). *Emotion*. New York, NY: Oxford University Press.

Course Requirements

1. *The text must be obtained and can be a physical or digital publication.*
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy

learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<http://www.sulross.edu/section/2408/counseling-accessibility-services>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

*One ought to hold on to one's heart; for if one lets it go, one soon loses control of the head too." ~
Friedrich Nietzsche*

AMERICANS with DISABILITIES ACT STATEMENT:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. **In order to receive accommodations on exams or assignments, you must first provide proper documentation to the Office of Counseling and Accessibility Services.** Please contact Mary Schwartz, Counselor, Accessibility Services Coordinator (Office: 112 Ferguson Hall) to set up an accommodations meeting, call (432) 837-8203 or mail to P.O. Box C-171 Sul Ross State University, Alpine, Texas 79832. Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

Honoring Academic Integrity

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. You will be held responsible for your actions. Particular attention will be directed to the appropriate use of materials available through the Internet. Whether intentional or not, improper use of materials is a violation of academic honesty and integrity. If you are unsure as to what is permissible, please speak with me. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Scholastic Dishonesty Policy](#).

Observing Class Guidelines

Class Participation

This is a course that requires in class discussion and online experiences. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth 15% of the final grade, and includes *prompt and regular attendance, active listening, writing, participating via an online poll or quiz, engaging in discussions, volunteering or doodling*. Early departure or late arrival for class (more than 15 minutes) on a weekly basis will lower your participation grade. If you repeatedly leave early or are late to class (**more than twice**), this will be counted as one absence and may result in a failing grade for the course. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest

convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 6 missed class sessions) WILL result in a failing grade for the course.**

Late Assignments/Projects

You are expected to meet assignment deadlines. Late response posts or projects will be reduced by 10% of the overall assignment for the first day of lateness and 20% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

Cell Phone and Computer Use

During the entire class period, you should be fully engaged in the day's activity. Laptop computers or tablets are welcomed at every class meeting for the academic purposes of note taking or following along with the instructor's lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. Please be advised that computer or cell phone use not pertaining to the class activity or discussion will be noted and result in being marked "absent" for the day.

Discussing Evaluation

Students are expected to demonstrate knowledge of the subject matter and understanding of class material and discussions in the following ways:

Weekly Response Posts

These are responses to one question that will be asked in each class. You will be asked to answer the questions in class or in Blackboard. Each post will be worth ten (10) points.

Reading Exercises

These are short answer questions you'll be asked to answer individually or in pairs in class. These exercises are based on your understanding of the most pertinent concepts from assigned chapters of the readings assigned for each class. These exercises are worth thirty (30) points. These may be graded in class.

Creative Journaling Project

During the semester, each student will maintain an on-going self-project. These projects are not group projects and must be conducted individually. You must identify activities that correlate with each of the ten emotions. These activities are designed to promote self-understanding and self-improvement that can be monitored on a weekly basis. The purpose of the project is to provide a work-in-progress where you apply theory and findings in the course to concrete, self-relevant situations. You are expected to choose activities that are meaningful and important, and you should select activities that you feel comfortable discussing with others because you will report on your project in three written reports to the professor and in one oral presentation to the entire class. You will report on the progress of this project each week to gain feedback on your activities. Activities that are deemed commonplace, immoral, illegal, or distasteful will not be approved (at the instructor's discretion).

For each time you commit to your weekly activity, you must write, draw or create a journal entry. In addition, they must choose **one** concept learned in class and relate it to each journal entry. The concept must come from theories we learned about Emotions.

Throughout the semester, your three written reports (each will be 3-4 typewritten pages, double-spaced, normal fonts and margins) will present an account of your semester-to-date monitoring and an analysis of each emotion discussed in class. For example, your first report will be based on the emotions Happiness, Contempt and Sadness. In your second report, you will write about Disgust, Interest and Anger. In your final report, you will write about the last four emotions (Surprise, Fear, Shame and Guilt). This project is due on **December 9th, 2018**. The presentations that are based on this project will be completed during finals week. You will present a couple of slides showing ways you

integrated theories and the research findings discussed in class as pertinent to your self-analysis. In other words, you can focus on each emotion demonstrate how you may have applied or comprehended them. A rubric for assessment will be provided to you towards the end of the semester.

Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will post on a weekly basis and complete a self-analysis journaling project.

Grading:	1000 points total	Percentage
Response Posts	100 (10 @ 10 points each)	10%
Attendance/Participation:	200 points total (20 @ 10 points each)	20%
Reading Exercises:	300 (10 @ 30 points each)	30%
Creative Journaling Project:	400 points	40%

The heart is a strange beast and not ruled by logic.” ~ Maria V. Snyder

Unit 1: What is Emotion?

Day	Content
August 28 th & 30 th (INTRO)	Chapter 1: The Nature of Emotion (Aug. 30 th – Last day for late registration and schedule changes)
Homework	Playing with project...
September 4 th & 6 th (MARS)	Chapter 1: The Nature of Emotion
Homework	Reading Exercise on Chapter 1
September 11 th & 13 th (MERCURY)	Chapter 2: The Evolution of Emotion & Chapter 3: The Culture of Emotion (Sept 12 th – Last day to drop classes without creating an academic record)
Homework	Reading Exercises on Chapters 2 & 3
September 18 th & 20 th (VENUS)	Review Chapters 2 and 3
Homework	Reading Exercises on Chapters 2 & 3; Creative Journaling Project

Unit 2: Emotional Elicitation and Expression, and Connections to others

Day	Content
September 25 th & 27 th (URANUS)	Chapter 12: Happiness and the Positive Emotions & Chapter 11: The Value of Negative Emotions
Homework	Reading Exercises on Chapters 12 and 11
October 2 nd & 4 th (CALLISTO)	Review Chapters 12 and 11
Homework	Reading Exercises on Chapters 12 and 11; Creative Journaling Project
October 9 th & 11 th (NEPTUNE)	Chapter 4 – What elicits emotions? & Chapter 5 – Emotional Expression in the Face, Posture & Voice First report of creative journaling project due
Homework	Reading Exercises on Chapters 4 and 5
October 16 th & 18 th (MOON)	Review Chapters 4 and 5
Homework	Reading Exercises on Chapters 4 and 5; Creative Journaling Project
October 23 rd & 25 th (JUPITER)	Chapter 9 – Emotion in Relationships and Society & Chapter 10 – Emotion and Cognition
Homework	Reading Exercises on Chapters 9 & 10;

Unit 3: Individual Differences in Emotions & Emotional Regulation

Day	Content
October 30 th & November 1 st (HALLOWEEN)	Review Chapters 9 and 10
Homework	Reading Exercises on Chapters 9 & 10; Creative Journaling Project
November 6 th & 8 th (SUN)	Chapter 13: Individual Differences in Emotion & Chapter 15: Emotion Regulation Second report of creative journaling project due
Homework	Reading Exercises on Chapters 13 & 15
November 13 th , 15 th & 20 th (THANKS)	Review Chapters 13 & 15 (November 12 th : Last day for instructor initiated drop for excessive absences; November 16 th : Last day to drop a course with a 'W' by 4pm)
Homework	Reading Exercises on Chapters 9 & 10; Creative Journaling Project
November 27 th & 29 th (SATURN)	Overview of biological contributions to Emotions (Chapters 6, 7 & 8); Review and obtain feedback for creative journaling projects
Homework	Work on Creative Journaling Project
December 4 th (EARTH)	Review and obtain feedback for creative journaling projects Final report of creative journaling project due
Homework	Work on final presentation
December 10 th (HOLIDAY)	Final Presentations: 8:00 to 10:00 am