

Sul Ross State University – Behavioral and Social Science (BASS) Department

PSY 4310 Course Syllabus – Spring 2020

Course Title:	Emotions
Prerequisites:	General Psychology (PSY 1302)
Contact Information:	Alicia M. Trotman, PhD, alicia.trotman@sulross.edu , 432-837-8147
Office (LH306) Hours:	Wednesdays (10:00 – 12:00pm) & Tuesdays & Thursdays (12:45 – 1:45pm) Appointments: https://calendly.com/amtsulross

*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, 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 and bodily 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

Recognizing Course Requirements

1. The recommended text (online, offline or older edition is acceptable).

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

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 Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, (Office: 112 Ferguson Hall) to set up an accommodations meeting, call (432) 837-8203 or mail to P.O. Box C-122 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](#).

Marketable Skills:

1. **Speaking Effectively:** Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.

2. **Describing Feelings:** Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. **Identifying Resources:** Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.

Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

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 20% of the overall assignment for the first day of lateness and 50% 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 ONE or TWO 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).

- ✚ Describe the nature of ONE or TWO of the following emotions (anger, contempt, disgust, fear, guilt, happiness, interest, sadness, shame, surprise).
 - Roots of emotion in evolution or self
 - Investigate the framework of emotions in appraisal and expression and/or examine how emotions function with the central and autonomic nervous system
 - Recognizing the development of emotions with self and others
- ✚ Observing cultural distinctions
 - Examine thought and bodily process of emotion
 - Discover emotional regulation

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 ONE or TWO emotions discussed in class. This project is due on **May 5th, 2020**. 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 your selected emotion demonstrating 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
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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
January 13 th & 15 th (INTRO)	Introductions... (Jan. 16 th – Last day for late registration and schedule changes)
Homework	Playing with project...
January 22 nd (MARS)	The Nature of Emotion
Homework	Reading Exercise on Chapter 1
January 27 th & 29 th (MERCURY)	Chapter 2: The Evolution of Emotion & Chapter 3: The Culture of Emotion (Sept 29 th – Last day to drop classes without creating an academic record)
Homework	Reading Exercises on Chapters 2 & 3
February 3 rd & 5 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
February 10 th & 12 th (VALENTINE)	Chapter 12: Happiness and the Positive Emotions
Homework	Reading Exercises of Chapter 12; Creative Journaling Project
February 17 th & 19 th (URANUS)	Chapter 12: Happiness and the Positive Emotions
Homework	Reading Exercises on Chapter 12; Creative Journaling Project
February 24 th & 26 th (NEPTUNE)	Chapter 11: The Value of Negative Emotions First report of creative journaling project due
Homework	Reading Exercises on Chapter 11; Creative Journaling Project
March 2 nd & 4 th (MOON)	Chapter 11: The Value of Negative Emotions
Homework	Reading Exercises on Chapter 11; Creative Journaling Project
March 16 th & 18 th (JUPITER)	Chapter 4: What elicits emotions?
Homework	Reading Exercises on Chapter 4; Creative Journaling Project

Unit 3: Individual Differences in Emotions & Emotional Regulation

Day	Content
March 23 rd & 25 th (CALLISTO)	Chapter 4: What elicits emotions?
Homework	Reading Exercises on Chapter 4; Creative Journaling Project
March 30 th & April 1 st (SUN)	Chapter 5: Emotional Expression in the Face, Posture & Voice Second report of creative journaling project due (March 30 th : Last day for instructor initiated drop for excessive absences; April 3 rd : Last day to drop a course with a 'W' by 4pm)
Homework	Reading Exercises on Chapter 5; Creative Journaling Project
April 6 th & 8 th (EASTER)	Chapter 9: Emotion in Relationships and Society
Homework	Chapter 9: Emotion in Relationships and Society; Creative Journaling Project
April 13 th & 15 th (SATURN)	Chapter 13: Individual Differences in Emotion
Homework	Reading Exercises on Chapter 13; Creative Journaling Project
April 13 th & 15 th (ERIS)	Chapter 15: Emotion Regulation
Homework	Reading Exercises on Chapter 15; Creative Journaling Project
April 20 th & 22 nd (VENUS)	Review and obtain feedback for creative journaling projects
Homework	Work on final presentation
April 27 th & 29 th (CERES)	Final report of creative journaling project due
Homework	Work on final presentation
May 5th (EARTH)	Final Presentations: 3:00 to 5:00pm