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Faculty of Arts
Department of Psychology
<http://psychology.concordia.ab.ca>

Emotions and Behaviour
PSY 340B
Winter 2023

Course description: This course will provide a strong foundation in core concepts related to human emotions such as neurobiological, physiological, and psychological roots of emotion. Other topics to be covered include: evolution of emotions, individual differences, social and cultural factors, appraisal mechanisms, communication and regulation of emotions, emotional disorders, and the role of emotions in a meaningful life.

Prerequisites: PSY 104 [C- minimum grade required] and PSY 105 [C- minimum grade required] and 2nd year standing required.

Co-requisites: None
Credit Restrictions: None
Hours: (3 – 0 – 0 - 0): 39 Instruction hours.
Credit value: 3

Instructor:

Holli-Anne Passmore, Ph.D.

Office: AW 236

Email: Holli-Anne.Passmore@concordia.ab.ca

Office Hours: MWF: 10:00am to 10:45pm; 3:00pm to 3:45pm, 4:00pm – : **Just drop in!**

If those hours don't work for you, talk to me before/after class or send me a email and we will figure something out. **I'm here to help – talk with me!**

Lecture/seminar/lab times: Room: G303 on Mondays, Wednesdays, Fridays (1:00pm – 1:50pm) .

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. **Required Textbook:** Shiota, M., & Kalat, J. *Emotion* (3rd edition). Oxford University Press. Available for purchase in the CUE bookstore or you can rent an e-version at <https://www.vitalsource.com/en-ca/products/emotion-michelle-n-shiota-james-w-v9780190635541>

Course learning outcomes: Become familiar with dominant and emerging theories in affective science. Understand what emotions are, why we have them, and how emotions affect our lives. Learn about the role of and value of specific “positive” and “negative” emotions. Be able to identify how course material plays out in the world around you. Apply learnings and course concepts to your own life to enhance your well-being and the well-being of those around you. Enhance your writing skills, as well as your critical and creative thinking ability through class participation and assignments.



Lecture topics & Exam Schedule: (See also next page for Assignments & Assignment Schedule)

Week	Chapter or Reading	Topic	Day	Date	Lecture #
1	Chapter 1 ... continued	The nature of emotion ... continued RD	Wed	January 11	Lecture 01
			Fri	January 13	Lecture 02
2	Chapter 2 Chapter 3 Chapter 4	The evolution of emotions Culture and emotions Elicitors of emotions RD	Mon	January 16	Lecture 03
			Wed	January 18	Lecture 04
			Fri	January 20	Lecture 05
3	Chapter 5 ... continued Chapter 6	Emotional expression ... continued Emotion and the CNS RD	Mon	January 23	Lecture 06
			Wed	January 25	Lecture 07
			Fri	January 27	Lecture 08
4	Chapter 7 Review Class Exam 1	Emotion, the ANS, and hormones Review for Exam 1 <i>everything covered so far</i>	Mon	January 30	Lecture 09
			Wed	February 1	Class 10
			Fri	February 3	Class 11
5	Chapter 8 Chapter 9 ... continued	Emotional development Emotion in relationships & society ... continued RD	Mon	February 6	Lecture 12
			Wed	February 8	Lecture 13
			Fri	February 10	Lecture 14
6	Chapter 10 ... continued	Emotion & cognition ... continued The value of "negative" emotions RD	Mon	February 13	Lecture 15
			Wed	February 15	Lecture 16
			Fri	February 17	Lecture 17
READING BREAK WEEK ... BAKE SOME BREAD! PLAY OUTSIDE!					
7	Chapter 11 Chapter 12 ... continued	... continued Happiness & "positive" emotions ... continued RD	Mon	February 27	Lecture 18
			Wed	March 1	Lecture 19
			Fri	March 3	Lecture 20
8	Review Class Exam 2 Reading TBA	Review for Exam 2 <i>everything covered after Exam 1</i> Awe	Mon	March 6	Class 21
			Wed	March 8	Class 22
			Fri	March 10	Lecture 23
9	Reading TBA Reading TBA Reading TBA	Hope OR Surprise / possible Guest Lecture Earth emotions and nature connectedness Emotions & Meaning in Life, Gratitude RD	Mon	March 13	Lecture 24
			Wed	March 15	Lecture 25
			Fri	March 17	Lecture 26
10	Reading TBA Reading TBA Reading TBA	Emotional intelligence Boredom Depression in clinical psychology RD	Mon	March 20	Lecture 27
			Wed	March 22	Lecture 28
			Fri	March 24	Lecture 29
11	Chapter 15 ... continued Review Class	Emotion regulation ... continued Review for Exam 3 EIA or QP DUE	Mon	March 27	Lecture 30
			Wed	March 29	Lecture 31
			Fri	March 31	Class 32
12	Exam 3 No Reading EASTER	<i>everything covered after Exam 2</i> Emotions in Therapy: GUEST LECTURE EASTER	Mon	April 3	Class 33
			Wed	April 5	Class 33
			Fri	April 7	NO CLASS
13	EASTER Reading TBA Reading TBA	EASTER Emotions in philosophies Emotions in non-human animals	Mon	April 10	NO CLASS
			Wed	April 12	Lecture 34
			Fri	April 14	Lecture 36
14	Reading TBA Review Class	Emotions in art, music, & literature Review for Exam 4 (final)	Mon	April 17	Lecture 37
			Wed	April 19	Class 38

*See Readings list on Moodle for readings outside of the textbook. This will be updated as the course goes on. It is also possible that no reading will be assigned and material will be lecture based. **For this reason, it is important that you attend class and take notes.**

RD = Reflection Due by 10pm the following Sunday night
EIA = Emotion Illustration Assignment | QP = Quote Paper

Evaluation (Including Assignments and Assignment Schedule):

Opportunity for Course Marks	Focus	% Towards Course Grade
Exam 1: Friday, February 3	Ls 1,2,3,4,5,6,7,8,9	21%
Exam 2: Wednesday, March 8	Ls 12,13,14,15,16,17,18,19,20	21%
Exam 3: Monday, April 3	Ls 23,24,25,26,27,28,29,30,31	21%
Exam 4: Final: see onlineservices	Ls 34,35,36,37, some cumulative	15%
Weekly reflections [Weeks, 1,2,3,5,6,7,9,10 Sundays at 11:59pm] The average grade of these will be assigned as your mark for this section.	8 weekly reflections on <i>how</i> what you learned that week impacted you, and <i>how</i> you can incorporate it into your life and <i>what other</i> thoughts were sparked for you.	5%
Class engagement [Note that mid-semester and end of semester, you will complete a course engagement form in class.	Attending lectures. Contributing to class discussions.	2%
Your choice of assignment: [due beginning of class Friday, March 31] Choose either: Option A: Emotion Illustration Assignment (EIA) OR Option B: Quote Paper (QP)	See Moodle for details and criteria for the options. The purpose of these assignments is to demonstrate understanding of the concepts and information learned in class and either (Option A) explain in a non-scientific format for the public or (Option B) demonstrate/illustrate how these are evidenced in other disciplines. Both options require the you to incorporate findings from 3 recent research papers into your assignment.	15%

See also CUE's Extended Description of Grade Levels
[\(Section 9.3.2 of the calendar\)](#)
 for further information on grading.

Please see Moodle for details of exams and assignments including requirements and grading rubrics.



**And remember:
 I'm here to help you -
 so just ask if you have questions!**

Class policies – please note!

Electronic devices: Cell phones and other electronic devices **are to be turned OFF** during class and during exams (except under exceptional circumstances in which I have granted approval). Laptop use is permitted **ONLY** for taking class notes. Classes **may not** be audio or video recorded, except with permission, which will only be granted for special circumstances.

REPORT

For better learning in college lectures, lay down the laptop and pick up a pen

Susan M. Dynarski · Thursday, August 10, 2017

These policies are based on research evidencing that when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material! It is a distraction—for you and for those around you.

https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm_medium=social&utm_source=facebook&utm_campaign=es

Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 3, 916-914.

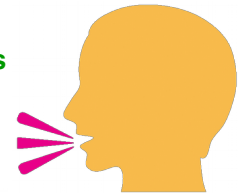
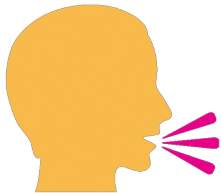
Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15, 46-64.

Kraushaar, J. M., & Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21, 241-251.

Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use relates to classroom learning. *Psychological Science*, 28, 171-180.

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Classroom conduct: Classrooms are meant to be *interactive dialogues* between the professor and students as much as possible. It is expected that all students will at all times demonstrate respect for others' opinions, along with patience and common courtesy when others are speaking. **Please remember that some students (and your professor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.**



Course Policies:

1. Classroom:

~ **Please plan to attend the class. This is important for getting all the information presented, as well as for in-class activities, discussions, and participation marks.** If you miss a class, you are still responsible for the content covered and it is your responsibility to find out what you missed. **Lectures will not be (and are not to be) recorded unless noted in class. NOTE that not all content presented/discussed in lecture is in the textbook and there may not be an assigned reading. This course is very much lecture based. It is to your advantage to come to class and to take notes.**

~ Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the calendar for more details.

~ Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.2 of the Calendar for more details.

~ Please refer to Section 9.2.4 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.

~ At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

2. Exam procedures:

~ Exams will be in class during regularly scheduled class time.

3. Missed work and missed exams

~ **Late assignments will not be accepted except in highly unusual circumstances and only if arranged prior to the deadline.** This policy makes it fair to everyone. Note that being busy, having many assignments due at the same time, work scheduling, laptops dying, etc. are **not** unusual circumstances. These things happen. **Plan ahead.** Do not wait until the last hour to submit your assignments!

~ **Midterm Exams: Students must write exams on the scheduled exam dates.** A grade of "0" will be given if a midterm exam is missed without valid reason (e.g., severe illness, Concordia sports team events) and supportive documentation is required. **Only in exceptional circumstances will a student be allowed to write a missed exam when they have not contacted me ahead of time.**

~ **Deferred Final Exam:** Students who are unable to complete scheduled final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a deferred final examination within 48 hours of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.

4. Academic Honesty

Bottom line – DON'T CHEAT – DO YOUR OWN WORK.

If you're thinking about cheating at some point in the semester, stop a minute and ask yourself, "Is this behaviour I would be proud to tell my parents? My aunts/uncles? My grandparents? Is this behaviour I would want my children/nephews/nieces to be engaged in? How proud will I be of my degree if I haven't actually earned it by my own efforts?"

If you're struggling in the class—come chat with me!

That being said, cheating is just not worth it—and it's a bit lame. You're better than that.

The following are just a few examples of cheating or academic dishonesty:

- **copying a classmate's assignment – or simply paraphrasing it;**
- **letting someone copy your work;**
- **checking with a classmate during an exam;**
- **taking photos of exam questions;**
- **recording class lectures without permission.**

Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.

Appeals: Refer to Section 9.2.5 of the Calendar (Section G).

Plagiarism: No student shall submit the words, ideas, images, or data of another person as his/her own in any academic writing, essay, research project, or assignment. Plagiarism is the misappropriation, purloining, or unacknowledged borrowing or copying, of the words and/or ideas of someone else. To avoid this academic offence, enclose borrowed words in quotation marks and identify their source, and similarly, identify the source of borrowed ideas. By identifying the author and work, or person, from which you have quoted or otherwise borrowed, you are not plagiarizing but making fair use of the writings and knowledge of others to supplement your own knowledge.

What IS ok to do!

- **Chat with me** – ask me as many questions as you want about the class material, or about the short answer questions for exams which you will be given ahead of time. It's also fine to run drafts of your assignments by me informally.
- **Study ahead of time with classmates.** The point is to learn the material and to understand it. It's cool stuff that impacts daily life! Have some good discussions with your friends about this. **Work together with classmates on answers to the Study Guides.**
- **Ask me questions during exams.** Seriously, if you're drawing a blank – or whatever – just put your hand up and I'll come over to you and help.

5. Alternative methods of making up for failed/missed exams or dissatisfactory marks

There will be **no** alternative methods of making up failed/missed exams or dissatisfactory exam marks.

Additional contacts and services:

a. Academic Administration

i. Dean of Faculty of Arts

Name: Dr. Brett Buchanan
Office: HA 224
Email: dean.arts@concordia.ab.ca
Telephone: +1 780 479 9216

ii. Department of Psychology

Department Chair
Name: Wendy Pullin, PhD
Office: AH 202A
Email: wendy.pullin@concordia.ab.ca
Telephone: +1 780 479 9344

iii. Registrar's Office (HA 120, registrar@concordia.ab.ca +1 780 479 9250)

b. Academic Support

i. Vice President of Campus Life

(Dr. Carmen Arth, vpsll@concordia.ab.ca, +1 780 378 8459, HA 227)

ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, Student Success Centre)

iii. Manager, Indigenous Knowledge and Research Centre

(Danielle Powder, danielle.powder@concordia.ab.ca, +1 780 479 9394, AW 124)

c. Writing Centre

i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty.

- Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>)

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to C a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, cr denotes that the student has attained at least the C- level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0