

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

Emotions and Behaviour
PSY 340AB
Winter 2025

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 & 105 [C- minimum grade required in both] and 2nd year standing
Co-requisites: Academic Integrity Training 100
Credit Restrictions: None
Hours : (0 - 0 - 0 - 3): 39 Instruction hours.
Credit value: 3
Delivery: Face-to-Face Delivery



Instructor:

Holli-Anne Passmore, Ph.D.

Office: AW 236

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

Office Hours: MWF: 12:00pm to 2:00pm **Just drop in!**

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

Lecture/seminar/lab times: Room: HA020 on Mondays, Wednesdays, Fridays (11:00am - 11:50am) .

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. **Recommended Textbook:** Shiota, M. N., & Cavanagh, S. R.. *Emotion and Motivation* (4th 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-and-motivation-michelle-lani-shiota-sarah-v9780197604335>

(Note: It's a FANTASTIC textbook! At the same time, if you're struggling a bit for money - LET ME KNOW. You will likely be fine with an older version or even no version and just come to class and take good notes.)

Course learning outcomes:

- Explain dominant and emergent theories in affective science.
- Identify what emotions are, why we have them, and how they affect our lives.
- Summarize the role and value of specific emotions.
- Apply course material to your own experiences.



TENTATIVE Lecture topics & Exam Schedule: (See also next page)

Week	Chapter or Reading	Topic	Day	Date	Lecture #
1	Chapter 1 ... continued	The nature of emotion	Wed	January 8	Lecture 01
		... continued RDfs	Fri	January 10	Lecture 02
2	Chapter 2	The evolution of emotions	Mon	January 13	Lecture 03
	Chapter 3	Culture and emotions	Wed	January 15	Lecture 04
	Chapter 4	Elicitors of emotions RDfs	Fri	January 17	Lecture 05
3	Chapter 5	Emotional expression	Mon	January 20	Lecture 06
	... continued	... continued	Wed	January 22	Lecture 07
	Chapter 6	Emotion and the CNS RDfs	Fri	January 24	Lecture 08
4	Chapter 7	Emotion, the ANS, and hormones	Mon	January 27	Lecture 09
	Review Class	Review for Exam 1	Wed	January 29	Class 10
	Exam 1	everything covered so far	Fri	January 31	Class 11
5	Chapter 8	Emotional development	Mon	February 3	Lecture 12
	Chapter 9	Emotion in relationships & society	Wed	February 5	Lecture 13
	... continued	... continued RDfs	Fri	February 7	Lecture 14
6	Chapter 10	Emotion & cognition	Mon	February 10	Lecture 15
	Chapter 11	The value of "negative" emotions	Wed	February 12	Lecture 16
	... continued	... continued RDfs	Fri	February 14	Lecture 17
READING BREAK WEEK ... BAKE SOME BREAD! PLAY OUTSIDE! GO TO THE ART GALLERY!					
7	Chapter 12	Happiness & "positive" emotions	Mon	February 24	Lecture 18
	... continued	... continued	Wed	February 26	Lecture 19
	Awe	Awe RDfs	Fri	February 28	Lecture 20
8	Review Class	Review for Exam 2	Mon	Mon 3	Class 21
	Exam 2	everything covered after Exam 1	Wed	March 5	Class 22
	Reading TBA	<i>Flex Class - Guest Lecture or Activity</i>	Fri	March 7	Lecture 23
9	Reading TBA	Earth emotions and nature connectedness	Mon	March 10	Lecture 24
	Reading TBA	Emotions & Meaning in Life	Wed	March 12	Lecture 25
	Reading TBA	Emotions & Play RDfs	Fri	March 14	Lecture 26
10	Reading TBA	Boredom EDC before-next class **	Mon	March 17	Lecture 27
	Reading TBA	Emotional intelligence	Wed	March 19	Lecture 28
	Reading TBA	Depression - a different take RDfs	Fri	March 21	Lecture 29
11	Chapter 15	Emotion regulation	Mon	March 24	Lecture 30
	... continued	... continued	Wed	March 26	Lecture 31
	... continued	... continued RDfs	Fri	March 28	Lecture 32
12	Review Class	Review for Exam 3	Mon	March 31	Class 33
	Exam 3	everything covered after Exam 2	Wed	April 2	Class 34
	Reading TBA	<i>Flex Class - Guest Lecture or Activity</i>	Fri	April 4	Lecture 35
13	Reading TBA	Emotion in philosophies YCA	Mon	April 7	Lecture 36
	Reading TBA	Emotions in non-human animals	Wed	April 9	Lecture 37
	Reading TBA	Emotions in drama, music, & literature RDfs	Fri	April 11	Lecture 38
14	Reading TBA	Emotions in the arts and latest research overall	Mon	April 14	Lecture 39
	Review Class	Review for Exam 4 (final) (& wrap up and draw)	Wed	April 16	Class 40

*Material is loosely based on the noted Chapters. I tend to add a LOT of extra material. It is also possible that no reading will be assigned and material will be solely lecture based. **For this reason, it is important that you attend class and take notes.**

RDfs = Reflection Due by 10pm the following Sunday night

EDC = Emotion Dictionary Contributions** BUT earlier is better so we can USE these during the semester

YCA = Your Choice Assignment

Evaluation (Including Assignments and Assignment Schedule):

Opportunity for Course Marks	Focus	% Towards Course Grade
Exam 1: Friday, January 31	Ls 1,2,3,4,5,6,7,8,9	20%
Exam 2: Wednesday, March 5	Ls 12,13,14,15,16,17,18,19,20	20%
Exam 3: Wednesday, April 2	Ls 23,24,25,26,27,28,29,30,31,32	21%
Exam 4: Final: see onlineservices	Ls 35,36,37,38,39 some cumulative	15%
Weekly reflections [Weeks, 1,2,3,5,6,7,9,10,11,13 Sundays at 9:59pm] The average grade of these will be assigned as your mark for this section.	10 weekly reflections on <u>how</u> what you learned that week impacted you, <u>how</u> you can incorporate it into your life, and <u>what other</u> thoughts were sparked for you. See Moodle for full details and criteria.	5%
Class engagement [Mid-semester and end of semester in-class engagement form.] <i>Each question you ask or comment you add to discussion IN CLASS "buys" you a ticket for a draw for one of three books to be given away on the last day of class. The list of books to choose from will be provided on Moodle.</i>	Attending lectures. Contributing to class discussions. Asking questions in class.	2%
Emotion Dictionary Contributions (EDC) [due before beginning of class Wednesday March 19 BUT earlier is better!!]	a) entry of uncommon emotion words AND b) entry of original emotion concepts See Moodle for full details and criteria.	2%
Your choice of assignment: [due beginning of class Monday, April 7] Choose ONE Academic Assignment worth 15%: A) Emotion Illustration Assignment (ac.EIA) B) Emotion Quote Paper (ac.EQP) C) Emotions in a Children's Fiction Book (ac.ECB) D) Emotion Across History and Cultures (ac.EHC) OR Choose THREE Experiential Assignments each worth 5%: A) Choose one from Section A: 1. Sitting with Boredom (ex.SWB) 2. Emotion Regulation (ex.ERG) B) AND Choose two from Section B: 1. Emotions in Art (ex.ART) 2. Emotions in Music (ex.MSC) 3. Emotions in Movies (ex.MOV)	The purpose of the Academic assignments is to broaden and demonstrate your understanding of a(the) concept(s) and information learned in class via either: (Option A) explaining in a nonscientific format for the public; (Option B) demonstrating/illustrating how these are evidenced in other disciplines; (Option C) analyzing how emotions are portrayed in a children's fiction book; or (Option D) examining differences across history and cultures. The purpose of the Experiential assignments is to further enrich your experience of the course content at a deeper level in order to more fully develop your emotional intelligence via one activity and two brief interactive engagements. All options require you to incorporate into your assignment findings from five (5) academic papers in and/or material presented in lecture. See Moodle for full details and criteria for each of the options.	15%

BONUS MARKS: The Undergraduate Research Participant Pool (URPP) allows you to earn up to an additional bonus credits to your final grade by participating in faculty research during this academic semester. See <https://cue.securesearch.ca/urpp/> for complete information and to sign up for studies. Studies run from January 6 to April 12, 2025. **For this class: You can earn up to 1% bonus marks in this way.**

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.

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

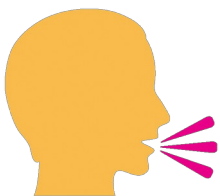
For better learning in college lectures, lay down the laptop and pick up a pen

Susan M. Dynarski · Thursday, August 10, 2017

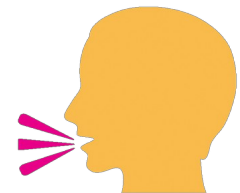
These policies are based on research evidencing that when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related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



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. 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! Come chat with me BEFORE you get overwhelmed.

Cheating is just not worth it. Plus, 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 anyone other than me, your prof, during an exam;**
- **taking photos of exam questions;**
- **audio recording class lectures without permission;**
- **using ChatGPT or similar, or directly copying from other sources, to write your book review assignment (see Plagiarism section below).**

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.

Seriously. Make sure you understand the previous paragraph.

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

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. **If you're not sure - ask me! I'm here to help. SERIOUSLY, ASK ME!!**

I have zero tolerance for either plagiarism or the use of AI text generators (e.g., ChatGPT) for *any* of your writing at *any* stage—including generating ideas, initial notes, and drafts.

READ THE NEXT PAGE CAREFULLY respect to this.

AI Policy:

The assignments are designed to help you build your communication, creative, and critical thinking skills. Using AI DOES THE OPPOSITE! Using AI reduces both your ability and your skill level. Generating ideas, thinking, writing, and learning must be practiced. There are no true shortcuts. I want your ideas, your synthesis, not some robot's ideas and words pieced together from common information it synthesized from the internet. Writing—and these assignments—are not primarily about output. Writing is a process of discovery, including the background work of searching, reading, and sifting through information, and the drafts produced before a finished product. These processes help you gain knowledge, help crystallize your thinking, and help you gain skills. Using AI robs you of all of this. If I want AI's opinion on a topic, I can do that myself. I am interested in your unique perspective, your voice.



Moreover, AI-generated writing is generally just bad. The writing style sounds important and formal while being broad and vague. It is often empty writing that does not demonstrate understanding.

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 or the Study Guide questions which you will be given after each lecture.



- **It's fine to run drafts of your assignments by me.**
- **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 help you.



2. Classroom:

~ **READ THIS SECTION!! THIS WILL REALLY HELP YOU NAVIGATE THIS COURSE.**

Note that this course is highly lecture based. While part of the course covers material based on the textbook (and it is a great textbook), I add a fair amount of material in that is not covered in the textbook. Many of the lectures are not covered by the textbook at all! While suggested readings are noted for each lecture, these are meant as supplemental information to lectures. **Honestly, it's going to be easier for you if you just come to class and take notes.** A handout version of slides will be posted before each class; full slides will be posted after class. However; videos shown in class are not generally posted nor are links to them. Also note that slides are meant to tweak your memory and highlight lecture points. You will not be able to simply study off the slides and gain all the information presented in the lecture. So ...

Plan to attend classes. 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. I understand that sometimes "life" happens. So ...

If you are sick or absolutely need to miss a class, you can give me a heads up and we can work together to ensure you are up to speed with content. *Also check with the other members of your Emo-Buddies Group.* Students in class will be randomly assigned to a Emo-Buddies Group. Part of the purpose of the Emo-Buddies Groups is to ensure that every single student has at least a couple of fellow classmates they can turn to for class notes if they absolutely have to miss a class, and for help when studying.

~ Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the calendar for more details. **Let me know how I can best assist you.**

~ 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.

3. Laboratory etc.

Not applicable for this course. We will have in-class activities and discussions, but these are not separate labs.

4. Exam procedures:

~ Exams will be in class during regularly scheduled class time. More information will be presented in class including how many questions, what type of questions, how many questions from each lecture. **I strongly encourage students to ask questions during exams.** Seriously, put your hand up and ask me if you're stuck!

Students in the past have commented that my exams are fair, but sometimes difficult – **you need to study for exams.** It is in your best interest to complete the Study Guide questions after each lecture. Exams are based on these – and the short answer questions are usually verbatim from the Study Guides. **Come to the review classes!**

- All books, bags, digital devices, etc must be left at the front of the classroom during exams,
- Only items approved by your instructor are to be on the desk.
- **You cannot leave the room and re-enter while an exam is in progress.**
GO TO THE BATHROOM BEFORE CLASS!

5. Missed work and missed exams

~ A late paper assignment (i.e., EIA, QP, ECL) will incur a 5% penalty per calendar day except in *highly unusual circumstances and generally 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 reflections. **These are submitted in person, in class, on paper. I never accept paper assignments via email**. If you cannot make it to class the day the paper is due, email a PDF copy to an Emo-Buddy Group member to have them print it off and hand it in to me.

- **Reflections** are submitted online and will not be accepted more than 2 days past the deadline.

- **Emo Dictionary Contributions** are submitted online and will not be accepted past the deadline. No exceptions.

~ **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 and if I am not notified at least 48 hours ahead of time (e.g., severe illness, Concordia sports team events). Supportive documentation may be 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.

6. 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 marks.

BONUS MARKS!

In addition to the 1% Bonus Marks for URPP



[**BONUS MARKS:** The Undergraduate Research Participant Pool (URPP) allows you to earn up to an additional bonus credits to your final grade by participating in faculty research during this academic semester. See <https://cue.secureresearch.ca/urpp/> for complete information and to sign up for studies. Studies run from January 6 to April 12 2025. **For this class: You can earn up to 1% bonus marks in this way.**]

I sometimes provide additional Bonus Mark opportunities. Watch for these throughout the semester. **Note that these are often only available in-class.**

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: Dr. Holli-Anne Passmore

Office: AW 236

Email: [holli-anne.passmore@concordia.ab.ca](mailto:hल्ली-anne.passmore@concordia.ab.ca)

Telephone: +1 780 479 9359

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, vpcl@concordia.ab.ca, +1 780 479 9289, 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