

Syllabus for Honors in Psychology of Emotion I



PSYC 4381-001

Dr. Kirby

University of Texas at Tyler

Fall 2019



Instructional Team Information

	Preferred name	Full name	Office	E-mail address	Office hours
Instructor	Dr. Kirby	Lauren Kirby	HPR 238	LKirby@uttyler.edu	M/W 11-12; T/Th 2-3
GTA	Allison	Allison Barrett	TBA	ABarrett10@patriots. uttyler.edu	TBA

Course and Meeting Information

We will meet for lectures, discussions, quizzes, review activities, and demonstrations in the Hudnall-Pirtle-Roosth Building (HPR) room 251 on Wednesdays from 11:00am-1:45pm. Please see this campus map for help finding the classroom and my office: <https://www.uttyler.edu/maps/campus-map.pdf?r=/maps/campus-map-printable.pdf>. You can always drop by office hours (mine or Allison's), but if you cannot make mine, please let me know and we can schedule a meeting when you are available. Please note that this is a "flipped classroom," which means you study the material outside of class first before it's "uncovered" in class. Then, in class we further discuss and elaborate upon the material. Reading the assigned readings is absolutely essential, as you cannot rely on lectures to be your first contact with the information. Please come prepared.

Course Materials and Resources

Required Textbooks (both available as free eBook through the library)

de Houwer, J., & Hermans, D. (2010). *Cognition and emotion: Reviews of current research and theories*. New York: Psychology Press. (13th ed.). Boston, MA: Cengage. ISBN: 9780203853054

Pyrzczak, F., & Bruce, R. R. (2014). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (8th edition). ISBN: 978-1-936523-36-8

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. You may also use older editions and used textbooks in this course. You may buy any binding format electronic copy that you wish.

Recommended Textbook

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Website

Paiz, J. M., Angeli, E., Wagner, J. Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Keck, R. (2015). APA formatting and style guide. In *Purdue online writing lab*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

Other Required Readings

Articles will be posted to Canvas.

Required Canvas Use

Check the course Canvas page daily: you are responsible for any information I convey through Canvas, UT-Tyler email, or in class, as well as information contained in documents in the “Modules” tab. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and set up your notifications to “subscribe” to such announcements and comments from me so you will not miss anything. I give feedback on some assignments through the comments feature. You will find those in the same place you submitted an online assignment on the right-hand side reading “comments.” I often attach drafts of documents here with tracked changes and comments; make sure you know how to view tracked changes and comments in Word if they are not automatically visible for you.

Technology

You will need to use Microsoft Word for completing writing assignments. Apple’s Pages, Google Drive documents, or any other formats are not allowed for turning in final products. Using Pages or other programs to write and then save in .doc also prevents you from using very specific MS Word functions we need in this course. If you do not have Microsoft Word, please visit the following page for instructions for how to download it for free: <https://www.uttyler.edu/it/office365/365-proplus-students.php>. If you use a Chromebook or other netbook with too little space to download this program, use Word Online or type your documents in another program and then open them in Word on another computer (such as in a computer lab on campus) to finish the formatting.

E-mail

Please check e-mail and Canvas **daily** on weekdays. Before asking a question via e-mail, always check the syllabus and recent Canvas announcements first. E-mail me using your patriot mail, **NOT** Canvas inbox messaging. I check e-mail 8-5 on weekdays and usually avoid it in the evenings or weekends. I will do my best to return emails within one business day and I expect a similar turnaround time from you.

Course Catalog Description

The first course in a two-part honors in psychology sequence, in which students will study and engage with advanced content in a specific sub-area of psychology, and work in groups to design an original research proposal in that same sub-area of psychology to be conducted the following semester. Prerequisites: PSYC 2331 and PSYC 2354, Psychology Honors Designation, and departmental approval.

Student Learning Outcomes

Content

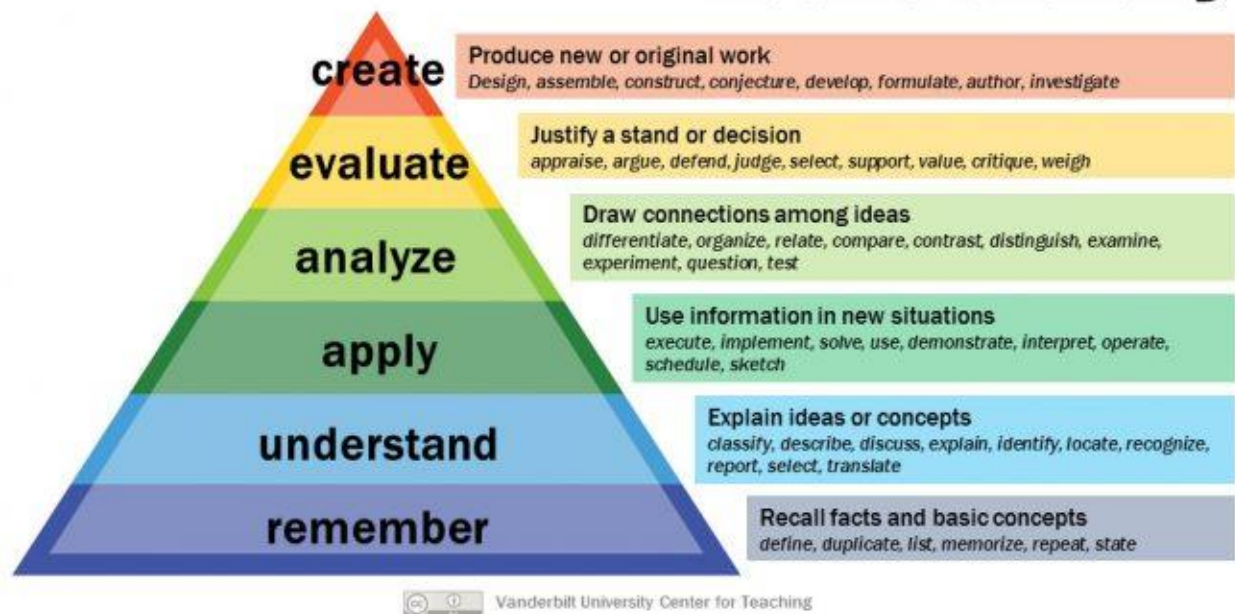
At the end of this course you should be able to master course content (remembering and understanding) in major areas such as

- theories of emotion
- the emotional nervous system
- research methods of affective science
- emotional expression
- the relationship between emotion and various cognitive skills
- emotion regulation
- universal features versus cultural aspects of emotion

Skills

In addition to content, this course is focused on skills. For more details about how the following skills will be assessed, see “Assignments and Activities.” Bloom’s taxonomy below breaks down the different types of skills you can practice in any class. Skills higher on the pyramid are considered more difficult but also the most valuable. Assignments and activities in this course will tap into a variety of levels of this pyramid.

Bloom’s Taxonomy



For the content areas, you will be asked to

- **apply** theories or findings to real-world situations and to your own physiology or behavior;
- **analyze** how emotion is related to cognition and everyday life
- **evaluate** quality of methods and evidence against each other;
- and **create** a research proposal for an original study in affective science

Assignments and Activities

Informal Writing: Learning Logs

For each reading assigned, I will ask you to take notes as you read. I will provide guides for the first few readings, and after that I will remove the scaffolding to allow your note-taking skills to grow. You will then bring those notes into class when we cover the topic. Fill them in

with anything new from lecture and revise any old notes based on your improved understanding as we uncover more about the topic together. Finally, summarize your contribution to any class discussions or activities and what you could now teach someone about the topic that you did not know before. Each of those steps constitutes one “learning log” for a topic and set of readings. These are due online every Thursday so that you have time to type up any handwritten notes. There is the opportunity to complete 12 learning logs throughout the semester, but I will drop the lowest two so that only 10 are counted in your final grade. These are completion grades, but I will provide feedback on them that will be useful in developing your understanding of the topic and research methods. Each learning log is worth 3 pts.

Quizzes

Quizzes have six multiple-choice (worth 0.2 pts each) and four short-answer questions (worth 0.2 points each). Quiz dates are listed in the course calendar. On a quiz day, we will spend around 20 min reviewing for the quiz, have 20 minutes allotted for the quiz, and take the rest of the class period to score and discuss your quiz results. Quizzes are strictly closed-book assignments to assess recall, understanding, and application skills (see Student Learning Outcomes for more about those goals). There are 12 Quizzes administered throughout the semester, but I will drop your lowest two so that only 10 are counted into your grade.

Formal Writing: Research Proposal

In a small group, you will generate a research question in the realm of affective or cognitive science. Throughout the semester we will find articles to develop your hypotheses and methods. The written proposal will be broken up into stages. You will conduct this study next semester and submit an IRB application to me that I can submit over winter break.

Topic and outline. Your topic must be approved by me. This step is to narrow down your topic ideas into testable hypotheses. You will likely start with a broad idea of how you expect the paper to go, and that is fine: after you turn this in, I will help you narrow it down for the next step. This is worth 2 points, but you need to complete it to progress on to the Annotated Bibliography. I will post an example on Canvas.

Annotated bibliography. You must identify at least 10 sources that are relevant to your research question. Reference and cite them in APA style. Summarize and paraphrase the objective, method, results, and implications of the study into your own words in at least one full paragraph. Then end the paragraph by explaining how you think this source will be useful to you (e.g., where it will go in your outline or how it relates to your study idea). I will post an example on Canvas. This is worth 3 points, but must be completed to progress on to the First Submission.

First submission. You will turn in a completed APA-style version of your Introduction (plus literature review) and Method section of your research paper. This is worth 10 points. I will give you extensive feedback on these, that you absolutely need to heed in order to do well on the Revised Submission. This draft is necessary to complete before progressing to the Revised Submission.

Revised submission. This draft is worth 15 points. Rubrics will be available on Canvas. All proposal pieces will be due on the Friday of the week they are listed on the syllabus.

Presentations

Expert presentation. Each of you will be responsible for signing up to present one of the assigned article readings throughout the semester. I will distribute a sign-in sheet in the second or third week of class so you can pick your topic. I will present the studies in the Theories of Emotions Unit so you can see an example of what you will do. Your presentation should include

details about 1) methods, 2) findings, 3) implications (why should we care?), and 4) future directions or follow-up studies in the same field of study. This assignment is worth 5 points.

Research proposal presentation. As a group you will present your research proposal to the entire class during our final exam time. This assignment is worth 15 points.

Course Policies

Contacting Us

Personal meetings. To meet with me, drop into office hours as listed above: you do not need to message or arrange an appointment for these. If none of the office hours work for you, please email, suggesting a meeting time in your first message. I hold office hours HPR 238. Similar contact procedures apply for your TA. Contact the TA first for general questions and study help.

Attendance

Attendance is mandatory in this class. Because you are Honors students, I expect a degree of professionalism from you similar to graduate students. You must notify me ahead of time if you will miss a class and you are responsible for arranging to get any notes that you miss.

Make-up and Late Work

Deadlines and times are firm. Late assignments will not be accepted or awarded any credit. One exception is if you experience an error in electronic submission: when in doubt submit anyway, and I can check whether the assignment was completed on time, even if not properly submitted on time. Instead of any makeups, your two lowest learning logs and two lowest quiz scores will be dropped (not counted in your final grade). Please contact me as soon as you can if you feel ahead of a deadline that you will not meet it. There are no makeups for any parts of the proposal.

Grading

There are 100 points available in this course to make grade calculation very simple. The following table displays the number of points devoted to each type of assignment. Show up and do the work on all completion-based assignments to prepare for the accuracy-graded assignments. Your final percentage grade is just the number of points you get. If you want to know how many more points you need to earn for a particular grade, note that an A needs 90 total points. If you have earned 45 points so far in the semester, you have 45 left to go for that A. Then check whether the remaining assignments allow for you to earn that many points.

Grade breakdown.

Assignment	Points	Number	Category Total	Type of Grade
Learning Logs	3	10/12	30	Completion
Quizzes	2	10/13	20	Accuracy
Proposal	30	1	30	Accuracy
Expert Presentation	5	1	5	Accuracy
Proposal Presentation	15	1	15	
			Total: 100	
Extra Credit	Varies	Varies	2	Varies

I do not round grades. You will have plenty of opportunities to earn points in this course and your final grade is one you earn. The last opportunity to earn points is the final exam day. If you have a concern about a grade at any time, please email me ASAP about your issue and type up the justification (with textbook or other evidence) for why I should count your answer I marked

wrong. **Grade change requests without a full paragraph of written justification with evidence will be ignored.**

Extra credit. You may earn extra credit by participating in research hours on SONA (0.2 pts/hour), writing response papers to research articles (0.2 pts/paper, counseling hours (0.2 pts/session, but they ask for a minimum of four sessions), writing response papers to podcasts (0.2 pts/paper), or for extracurricular work at my discretion. I will provide research articles for test essay questions on Canvas: to write a review of one, type at least two double-spaced pages summarizing the content of each major section of the article (e.g., Method, Discussion) and provide at least one critique of each section. For a podcast review, choose any episode of Invisibilia or Hidden Brain to listen to. Write a 2-page double-spaced paper summarizing the content of the episode and providing critique. These are completion-based papers and are meant to be equivalent effort to showing up to participate in research or counseling (because we cannot require you to do those and need to provide alternatives). Extra credit points are added to your Portfolio grade, but because the grading is based on total points, it does not matter where I add it. I will notify you where and when they get added. You may earn a maximum of 2 points of extra credit and the deadline to earn any points is the final exam day.

Course Calendar

Date	Topic	Reading	In Class	Due
8/28/19	Introduction	Cog/Emo Intro and Ch 1	Quiz 1	Learning Log 1
9/4/19	Theories of Emotion	Schachter & Singer (1962); Barrett (2006b)		Learning Log 2
9/11/19	Theories of Emotion	Writing Chs 1 & 4	Quiz 2	Learning Log 3
9/18/19	The Emotional Nervous System	Lindquist et al., (2012); Kreibig (2010); HtWaL Chs 1-2	Quiz 3	Learning Log 4; Topic and Outline
9/25/19	The Emotional Nervous System	Writing Chs 2, 3, & 6	Quiz 4	Learning Log 5
10/2/19	Research Methods	Cog/Emo Ch 4; Siedlecka & Denson, 2019	Quiz 5	Learning Log 6
10/9/19	Research Methods	Russell & Barrett, 1999; Gross & Levenson, 1995; HtWaL Ch 3	Quiz 6	Annotated Bibliography
10/16/19	Emotional Expression	Niedenthal & Ric (2017) Ch 5; Niedenthal et al. (2010);	Quiz 7	Learning Log 7
10/23/19	Emotional Expression	Niedenthal et al. (2010); Aviezer et al., (2012)	Quiz 8	Learning Log 8
10/30/19	Emotion and Cognition	Cog/Emo Ch 7	Quiz 9	Learning Log 9; Proposal First Submission
11/6/19	Emotion and Cognition	Cog/Emo Ch 6; Writing Chs 9 & 10		Learning Log 10
11/13/19	Emotion Regulation	Cog/Emo Ch 5	Quiz 10	Learning Log 11
11/20/19	Emotion Regulation	HtWaL Ch 5	Quiz 11	Learning Log 12
11/27/19	None			
12/4/19	Universals and Cultural Differences		Quiz 12	Proposal Revision
TBA	Proposal presentations		Final time TBA	

This calendar is subject to change. Changes will be announced and posted to Canvas. Readings are TBA. An updated syllabus populated with readings will be put on Canvas in the first or second week of the semester. The Census date is on 9/9 and the last day to withdraw is 11/4.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- Copying from another students’ test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.