

Course Code	HP3502
Course Title	Psychology of Emotion
Pre-requisites	1. HP1000 Introduction to Psychology; and 2) HP1100 Fundamentals of Social Science Research or CS2008 Fundamentals of Research (for PSMA)
No of AUs	3

Course Aims

Emotion science is a key area of research that spans many subdisciplines in psychology. This course will introduce core theoretical perspectives, methodological approaches, and empirical findings on the scientific study of emotions. Topics will include what emotions are, what they are for, how they develop across the life span, and their roles in other psychological processes, such as cognition, personality, and psychopathology. This course aims to develop an appreciation of the intricacies of emotional experiences, and its applicability across different areas of psychology.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Explain prominent theories and findings on the causes, functions, and consequences of emotion;
2. Identify and critically evaluate the empirical evidence and methods employed in studying emotion;
3. Coherently and cogently communicate your understanding and critique of the research on emotional phenomena;

Course Content

Topics include theoretical and methodological approaches to understanding emotional experience and regulation; cultural and developmental perspectives on emotion; the role of emotion in cognition, personality, psychopathology, and well-being.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual
1. Continuous Assessment 1 (CA1): Class Participation and Reflection Notes	1, 2, 3	Cognitive Agility, Character, and Competence	20%	Individual
2. Continuous Assessment 2 (CA2): Group Presentation	1, 2, 3	Cognitive Agility, Character, and Competence	30% Team (25%); Individual (5%)	Team
3. Continuous Assessment 3 (CA3): Quiz 1	1, 2	Cognitive Agility and Competence	25%	Individual

4. Continuous Assessment 4 (CA4): Quiz 2	1, 2	Cognitive Agility and Competence	25%	Individual
Total			100%	

CA1: Class Participation and Reflection Notes (20%): You are expected to read the assigned papers prior to attending seminars and to participate actively by providing relevant input during the instructor-led seminars and student-led presentations. At the end of each seminar (except for Weeks 1, 7, and 13), you will need to submit a reflection note that comprises the following elements: (a) detail your in-class participation, (b) discuss the most important/interesting thing you learnt during the seminar, and (c) relate what you learnt during the seminar to your everyday experiences.

CA2: Group Presentation (30%): As a group, you will be tasked to present an article in *one* of the weeks assigned for group presentations (see Planned Weekly Schedule). For your presentation, you will have to summarize (e.g., background, hypotheses, methods, results, conclusions, etc.) and critically evaluate (e.g., identifying the strengths and weaknesses of the studies, etc.) the findings from the paper.

Research summary: Summarize the research article. Describe information such as background, hypotheses, key experiment(s), methods, results and conclusions.

Critical evaluation: Critically evaluate the research article. E.g. Are the conclusions that are drawn warranted given the information in the journal articles? Did the articles misrepresent any information? Do the articles adequately note the limitations of the study? How would you improve the articles? What additional information would you include?

The group presentation is assessed at both the team and individual levels. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group presentation (e.g., doing a fair share of the work; preparing and delivering the presentation; leading the discussion; supporting other members in the process, etc.). Specifically, your peer review mark is used to determine individual contribution and is computed by averaging the scores given by your team members (see Appendix 3).

CA3: Quiz 1 (25%): In this closed-book quiz, you will be assessed on your mastery of all the content covered for the *first* half of this course.

CA4: Quiz 2 (25%): In this closed-book quiz, you will be assessed on your mastery of all the content covered for the *second* half of this course.

Formative feedback

Feedback is central to this course. You will receive written feedback for your presentations and verbal feedback for your in-class discussion. You will receive summative group feedback on the reflection notes and quizzes at end of the module.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
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Seminar	The course will be conducted in a manner that combines elements of both a lecture and seminar. This approach supports you in achieving the learning outcomes by encouraging individual learning as well as interactive, team-based learning involving discussions. Both the course material and discussions aim to encourage you to think critically about emotions from a multi-disciplinary perspective and to scrutinize both the contributions and limitations of the existing research.
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Reading and References

Primary text:

Keltner, D., Oatley, K., & Jenkins, J. M. (2018). *Understanding emotions (4th edition)*. Hoboken, New Jersey: Wiley.

Supplementary text:

Shiota, M. N., & Kalat, J. W. (2017). *Emotion (3rd edition)*. Oxford, United Kingdom: Oxford University Press.

Additional readings for student presentations will be posted on the course website. These readings may change slightly during the course based on student interests and learning requirements.

Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

As psychology students, the guidelines of the American Psychological Association on referencing and citation are expected to be followed (see APA Publication Manual, 7th edition for the detail).

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should

go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction	1	No Reading
2	Approaches to understanding emotion	1,2,3	KOJ: Chapter 1
3	Theories and measurement of emotion	1,2,3	SK: Chapter 1
4	Appraisal and emotional experience	1,2,3	KOJ: Chapter 6
5 *	Cognition and emotion	1,2,3	KOJ: Chapter 10
6 *	Personality and emotion	1,2,3	KOJ: Chapter 11
7	Quiz 1	1,2	No Reading
8 *	Culture and emotion	1,2,3	KOJ: Chapter 3
9 *	Emotional development	1,2,3	SK: Chapter 8
10 *	Emotional disorders	1,2,3	KOJ: Chapter 13
11 *	Well-being	1,2,3	KOJ: Chapter 14
12 *	Emotion regulation	1,2,3	SK: Chapter 15
13	Quiz 2	1,2	No Reading

Note. KOJ = Keltner, Oatley, & Jenkins (2018); SK = Shiota & Kalat (2017).

For weeks with asterisks (*), the first half of the seminar will be led by the instructor and the second half of the seminar will be allocated for student presentations.