

Module Specification

Module Title Module Code
Credit Value Level Mode of Delivery Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
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1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module will allow students to learn about the different conceptualisations of emotion both in terms of historical developments as well as contemporary theoretical models of emotions. The module will also consider the biological basis of emotions in the brain and the body, how emotions are expressed and perceived in faces, bodies, voice and music. The relationship between emotions and cognitions will be considered, including emotion regulation and individual differences in emotions. Finally, cultural differences and disorders of emotion will be discussed.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. To explain the different ways in which emotion has been conceptualised historically and in the contemporary emotion theory.
2. To outline how emotions can be studied in facial and bodily expressions, voice and music.
3. To explain how emotions and cognition interact.
4. To critically evaluate research evidence and methods used to study emotions.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:

A1	Knowledge of the different conceptualisation of emotion, including contemporary theoretical models of emotion.
A2	Understanding the methods used to study emotion at the neural, physiological, behavioural, cognitive and subjective level.
A3	Ability to critically evaluate the different accounts of emotion and the methods used, including the consideration of individual differences.

Disciplinary skills - able to:	
B1	Ability to communicate core ideas in emotion research.
B2	Ability to research and summarise research evidence.
B3	Ability to critically evaluate different perspectives to the study of emotion.

Attributes:	
C1	Engage critically with knowledge.
C2	Have a global perspective.
C3	Clarity of communication.

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Essential:

Oatley, K., Keltner, D., & Jenkins, J.M. (2006). *Understanding Emotions* (2nd ed.). John Wiley & Sons.

Recommended:

Lewis, M., Haviland-Jones, J.M., & Barrett, L.F. (2010). *Handbook of Emotions*. Guilford Press.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	22
Demonstration	Scheduled	2
Total		24

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	24	16
Placement		
Independent Study	126	84
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Presentation (incl. peer assessment)	Oral assessment & presentation	Practical	5-10 minutes	12.5	No	N/A
In-terms tests	Written assignment inc. Essay	Coursework	2 hours (MCQs)	12.5	No	N/A
Exam (MCQs and 1 essay)	Written Exam	Written	1.5 hours	75	Yes	N/A

Final element of assessment: The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
 Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam (50MCQs and 1 essay)	Written Exam	1.5 hours