

Psychology 351
Socioemotional Development
Queen's University Fall 2021
Jeffery Hall 127

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Office hours TBA near exams, and by appointment

Course Description

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by this reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development.

The course is divided into four parts. In the first section, we will explore answers to the question “What is emotion?” from several perspectives: historical, evolutionary, biological, cultural, and psychological. The next section focuses on temperament in the first 3 years of life when forces of nature and nurture join to establish stable patterns of behaviour. The third section explores the changes that begin in early childhood as the child becomes better at self-regulation. Finally, the fourth section explores how socioemotional development can be influenced and directed by others and oneself.

Intended Student Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. identify and describe trajectories of social and emotional development from infancy through adolescence
2. evaluate, compare, and contrast theoretical perspectives of emotion and of social and emotional development

Text: Shiota, M. & Kalat, J. (2018). *Emotion*. New York: Oxford University Press **3rd Edition**
(Available at campus bookstore – **do not use** previous editions)

Other Readings:

Pollak, S. D., Camras, L. A., & Cole, P. M. (2019). Progress in understanding the emergence of human emotion. *Developmental psychology*, 55(9), 1801- 1811.

DeFrance, K. & Hollenstein, T. (2017). Assessing emotion regulation repertoires: The Regulation of Emotion Systems Survey. *Personality and Individual Differences*, 119, 204 - 215.

Coan, J. A., & Sbarra, D. A. (2015). Social baseline theory: The social regulation of risk and effort. *Current opinion in psychology*, 1, 87-91.

Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The Impact of Parenting on Emotion Regulation During Childhood and Adolescence. *Child Development Perspectives*.

onQ: There is a onQ site for this course. **All students must log in the first week of class to verify that they have been added.** This site will be used to distribute lecture notes, supplementary materials, communicate through the discussion board, and to report grades.

Course Format

This is an in-person lecture course with a text. For various reasons related to the return to campus during an ongoing pandemic, Part 1 of the course (all of September, see schedule below) will be structured so that there will be live in-person lectures as well as lecture slides with audio. These streamable PowerPoint slides with audio will be available on onQ within a day after the lecture (note, however, that these will not be a direct recording of that day's lecture). Parts 2, 3, and 4 will proceed like a typical in-person lecture course unless otherwise directed by the university.

Material on the exams will come from both the text and lectures, but the proportion will vary slightly across the 4 exams. Exam 1 will be the heaviest in terms of readings, so approximately 60% of exam will come from text. Exams 2 and 3 will have proportionately more emphasis on lectures (approximately 60%). The first 3 exams will cover the first three parts (see schedule), but the final exam will be cumulative, focusing a bit more on material from part 4 of the course while including the larger points from Parts 1, 2, and 3 as well. If you have read and understood this, then please send the instructor an email with the subject line PSYC351 and the name of your favourite developmental age period in the body of the email.

Midterm Exams: Given that there is a chance we could have to switch into an online course at some point, we will have TWO plans for how the midterms will go. Plan A is business as usual and what we will do as long as everything goes smoothly with no outbreaks, lockdowns, etc. Plan B is what we will do if we need to. Below is a description of each so you are aware of what we are doing. ***To be clear, we are going with Plan A from the start.***

Plan A: In class midterms. Each midterm will be on a Wednesday during class time 2:30-3:50 (80 minutes) in Jeffery Hall 127 (see Schedule). Each exam is an equal number of points for multiple choice and short answer questions (each question worth several points). Exam 1, worth 20% of your final grade, will be 20 multiple choice and 20 points in short answers. Exams 2 and 3, each worth 25% of your final grade, will be 25 multiple choice and 25 points in short answers. The final, worth 30% of your final grade, will be 30 multiple choice and 30 points short answer questions.

There are no make-up exams. Any student who misses exam 1, 2, or 3 will receive a zero unless they have official exam deferral, in which case other midterm exams will be reweighted.

Plan B: Online midterms: Each midterm exam will be online overlapping class meeting times. We have a time range for each midterm so you can choose any 3 hours between 12pm and 6pm EST to take the midterm- which means you must start the midterm anytime between 12pm and 3pm EST to have the full 3 hours to complete it. We will NOT accept midterms handed in after 6pm EST (without accommodations) and this will result in a zero. You are in charge of keeping track of your time so we recommend using a timer. We will be able to tell if it is late.

Each online midterm exam will consist of 5-10 multipart short-answer questions. The midterm questions will be posted under the Quiz section under Assessments on onQ. You will not be able to access these and start the exam without first agreeing to the rules of the midterm. You will then answer all the midterm questions in your own Word document (please put your student number on the Word document). You can remain online the entire time viewing the

quiz questions in your browser or you may copy the questions, exit the quiz, and complete your answers offline. Once you are happy with your answers or your time is up, you will drop your Word document into the Assignment submission folder labeled “Midterm 1” (or Midterm 2 or Midterm 3). We are doing it this way so we can run your midterm answers through Turnitin (see Plagiarism section).

Each midterm is a universal design. We expect this midterm to take 80 minutes, but we recognize that this arrangement requires some flexibility. You have 3 hours to do the midterm to accommodate whatever extra time you need.

Online (Plan B) Midterm Rules:

- You can use any class resources, but you are not to Google the answer or talk to your peers (they could be wrong, but the textbook is always right!).
- Do not copy directly from the textbook or from the transcript of Dr. Hollenstein’s lectures- put everything in your own words.
- I recommend full sentences to fully explain yourself instead of point form notes.

There are no make-up exams. Any student who misses exam 1, 2, or 3 will receive a zero unless they have official exam deferral, in which case other midterm exams will be reweighted.

Course Requirements:

Exam 1 (September 29):	20%
Exam 2 (October 27):	25%
Exam 3 (November 17)	25%
Final (TBD):	30%

EXAM POLICY

Special Accommodations: If you require special accommodations while writing exams, you must notify the instructor as early as possible in the term. You will need to provide a note from Disability Services stating the exact accommodations that are required. At the latest, notification for special accommodation needs to be provided at least one week prior to the midterm, to ensure the accommodation can be provided.

Final Exams

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

Missed Final Exam

Students who cannot write an exam during the December exam period due to a serious, extenuating circumstance (illness, death in the family) must follow the steps below to be eligible, and be available to write a deferred exam during the PSYC department’s *Make up Exam period* in December.

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1. Obtain permission from their instructor to write a deferred exam. This requires notifying your instructor in advance or, under extraordinary circumstances, within 72 hours after, the exam, with appropriate documentation.
2. Complete and return the instructor-signed *Permission for an Incomplete Grade* form available on the Arts and Science website and return it to the UG office.
http://www.queensu.ca/artsci/sites/default/files/Permission_for_an_incomplete_grade%2021jan2011.pdf
3. Be available to write the makeup exam during the first available PSYC *Make up Exam period* in April.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Extenuating Circumstances

This course is structured using the principles of universal design in order to minimize any needs for specific accommodations. Nonetheless, there may be circumstances for which a student requires accommodation. Please follow these Queen's and Faculty of Arts and Science guidelines:

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<https://www.queensu.ca/secretariat/policies/senate/academic-consideration-students-extenuating-circumstances-policy>).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted (<http://www.queensu.ca/artsci/accommodations>). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor Name: Dr. Tom Hollenstein

Instructor email address: Tom.Hollenstein@Queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see our website (<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>).

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism: Because Plan B requires the submission of original written answers on exams, each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

We will use Turnitin scores of Plan B online exam submissions as a way of flagging *potential* issues of plagiarism. While these scores (% shared with another submission) can be inflated by the inclusion of the exam questions as well as the answers, they do highlight phrases, sentences, and paragraphs that are *identical* to another submission or internet source. Use of verbatim whole sentences from other sources will be considered plagiarism and initiate a formal investigation.

COPYRIGHT OF COURSE MATERIALS: Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in PSYC351. The material on the website may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course.

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Turnitin Statement

This course uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service (http://turnitin.com/en_us/about-us/privacy), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy (http://turnitin.com/en_us/about-us/privacy).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Internet Speed

Some of the material for the course will be posted as streamable video. While wired internet connection is encouraged, we recognize that students may be relying on a wire-less connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

GRADING METHOD All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-55
D-	50-52
F	49 and below

Policy for Communicating with Teaching Assistant, Course Instructor, and E-mails:

The instructor and teaching assistant for this course would like to be available to you as much as possible. However, because of the large volume of emails that are often produced in courses with this many students, we simply cannot. Therefore, the following policies will be enforced in order to make the most efficient use of your time and our time.

Follow these guidelines for ALL communications with the TA and instructor:

If, after looking through all of the course materials, you find that you need to ask a question outside of class, your first course of action should be electronic. There are two options and you should ask yourself “Is this a general question about the course material or is it only relevant to me personally?”

48 hours until you can email the TA about grade

1. If what you need to communicate is course related, use the discussion board on onQ. There are several topics listed (i.e., Exam 1, course readings). Before writing an email, first check to see if your question has already been asked or answered. In fact, check the discussion board often. These discussion boards are not private, so please use proper etiquette when posting or replying. The discussion board will be checked regularly and questions will be answered within 24 hours during the weekdays.
2. If you need to communicate something that applies only to you, you may email the TA:
 - a. To email, use vem4@queensu.ca and the subject heading must begin (exactly) with “PSYC351” (no spaces). You must also use your Queen’s email address or include your Queen’s address in the body of the email. Any email that does not comply with these guidelines will not be responded to.
 - b. Please reserve “face-to-face” meetings for complex questions or personal issues. Most course content questions should be posted on the discussion board. If you are unable to attend the Teaching Assistant’s office hours, individual meetings may be arranged, but you must email the TA at least 3 days prior to the requested day of the meeting. Extra meetings should be arranged only in exceptional cases.

Course Schedule

Week	Date	Topic	Reading
Part 1: Emotion			
1	W 9/08	Intro	
2	M 9/13	Historical Perspectives	Ch. 1
	W 9/15	Evolutionary Perspectives	Ch. 2
3	M 9/20	Body	Ch. 7
	W 9/22	Brain	Ch. 6
4	M 9/27	What is Emotion?	Ch. 4; Ch. 5
	W 9/29	EXAM 1 on Part 1 only	
Part 2: Foundations of Emotional Development			
5	M 10/04	Theories of Socioemotional Development	Pollak et al. (2019)
	W 10/06	Early Emotional Development	218-234
6	M 10/11	THANKSGIVING: NO CLASS	
	W 10/13	FALL BREAK: NO CLASS	
7	M 10/18	Attachment	243-251
	W 10/20	Genetics and Temperament	No readings
8	M 10/25	Anxiety & Fear	313-322
	W 10/27	EXAM 2 on Part 2 only	
Part 3: Development of the Regulation of Self and Other			
9	M 11/01	The Self & Self-Conscious Emotions	337-342
	W 11/03	Emotion Regulation I	Chapter 15
10	M 11/08	Emotion Regulation II	DeFrance & Hollenstein (2017)
	W 11/10	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
11	M 11/15	Development of Emotion Dysregulation	322-329; 334-337
	W 11/17	EXAM 3 on Part 3 only	
Part 4: Directing the Course of Emotional Development			
12	M 11/22	Positive Emotions	Ch. 12
	W 11/24	Family & Peer Relationships	234-241
13	M 11/29	Parenting	Morris et al. (2017)
	W 12/01	Your socioemotional development	
FINAL EXAM on Part 4 and Cumulative (Day TBD)			