

## SYLLABUS

### PSYC 350

Developmental Social Neuroscience  
Fall 2022

**Instructor:** Michele Morningstar, Ph.D.

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(please include PSYC350 in subject line)  
(on Zoom or in Humphrey Hall 358)

**Drop-In Hours:** Tuesdays 4:30-5:30 PM

#### Teaching Assistants:

Daniel Nault

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Megan Wylie

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#### TA Drop-In Hours:

Thursdays 3-4 PM (Humphrey Hall 202)

**Class Times:** Mondays 8:30-10 AM (Chernoff 117)

Wednesdays 2:30-4 PM (Stirling A)

**Accommodations & Academic Considerations Coordinator:** Tara Karasewich ([psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca))

### 1. Land acknowledgment

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

### 2. Course description

How do children and adolescents learn to make sense of the social world around them? This course focuses on research that examines this question, leveraging neuroimaging techniques to better understand how the developing brain parses, processes, and responds to social and emotional information.

### 3. Learning outcomes

In this course, you will learn to:

1. Describe developmental trends in socio-emotional behaviour and interrelated changes in brain structure and function across infancy, childhood, and adolescence
2. Synthesize knowledge about developmental change across several functional domains
3. Critically appraise empirical research findings in developmental social neuroscience
4. Effectively communicate concepts, findings, and implications of empirical research in developmental social neuroscience to a layperson audience

These learning outcomes (LOs) will be assessed through evaluation of:

- Your conceptual understanding of the material, via a midterm and final exam (LO 1, 2, 3)
- Your ability to describe, synthesize, and communicate knowledge, via science report assignments (LO 2, 3, 4)

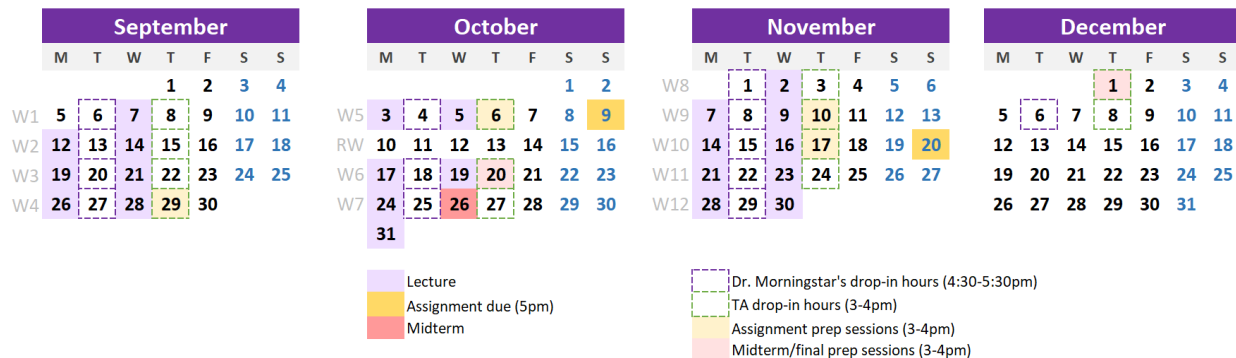
Applying knowledge about developmental neuroscience findings, developing critical thinking skills, and practicing effective science communication are all transferable and marketable skills. For instance, these skills are highly valued in careers in health services, academic, education, journalism, and social policy, amongst others.

#### 4. Course materials and timeline

Week	Topic	Readings	Assessment
<b>WEEK 1</b> SEP 7	Introduction	Syllabus	
<b>WEEK 2</b> SEP 12 & 14	Brain development	Chap. 2 (all) Chap. 11, p. 327-332	
<b>WEEK 3</b> SEP 19 & 21	Measuring behaviour Emotion	Chap. 4 (all) Chap. 11, p. 336-338	
<b>WEEK 4</b> SEP 26 & 28	Face perception	Chap. 5, p. 141-164 Chap. 11, p. 333-336	
<b>WEEK 5</b> OCT 3 & 5	Emotion recognition	ARTICLE A	Science Report 1 (DUE OCT 9, 5 PM)
Fall break			
<b>WEEK 6</b> OCT 17 & 19	Social engagement	Chap. 6, p. 175-194 Chap. 11, p. 338-343 & 347-350	
<b>WEEK 7</b> OCT 24 & 26	Mentalizing	Chap. 11, p. 344-347	Midterm (OCT 26, in class)
<b>WEEK 8</b> OCT 31 & NOV 2	Social bonds	Chap. 8, p. 235-236 & 240-260	
<b>WEEK 9</b> NOV 7 & 9	Reward and regulation	ARTICLE B Chap.11, p. 351-357	
<b>WEEK 10</b> NOV 14 & 16	Social identity	Chap. 9 (all) Chap. 11, p. 343-344 & 350-351	Science Report 2 (DUE NOV 20, 5 PM)
<b>WEEK 11</b> NOV 21 & 23	Pro/antisocial behaviour	Chap. 10, p. 293-320	
<b>WEEK 12</b> NOV 28 & 30	Atypical development	ARTICLE C	
<b>EXAM PERIOD</b>			Final exam (date & time TBD)

#### Course calendar

We will meet twice weekly (Mondays and Wednesdays). It is highly recommended that you come to classes having read the assigned readings for that week.



#### Course announcements

Every Sunday at 5PM, I will post course announcements and a “to-do” for the coming week in OnQ. Make sure to turn on your notifications for the course to ensure you receive the course announcements.

## Reading list

Textbook: **Ward, J. (2016). *The Student's Guide to Social Neuroscience (2nd ed.)*. Psychology Press. ISBN: 9781138908628**

The textbook is required reading. Because there is no textbook devoted to *developmental* social neuroscience (😞!), we will be covering the “developmental part” together in class. This textbook will provide you with the background information you need to fully engage with the class material. The textbook is available at the Queen’s campus bookstore. Additional information including alternative format availability, library availability and competitive pricing from online retailers is available on the campus bookstore website at: <https://www.campusbookstore.com/textbooks/search-engine/results?Course=PSYC25334>

### Empirical articles:

One of the course goals is to increase your capacity to critically engage with primary literature in the field. As such, we will read three empirical articles together over the semester. You do not need to memorize any details in these papers: the goal is for you to read it closely enough to have a good conceptual understanding of the material. **Links to all readings will be provided in OnQ.** You may need to use your Queen’s NetID to access them through the library.

**Article A:** Moore III, W.E., Pfeifer, J.H., Masten, C.L., Mazziotta, J.C., Iacoboni, M., & Dapretto, M. (2012). Facing puberty: associations between pubertal development and neural responses to affective facial displays. *Social Cognitive Affective Neuroscience*, 7, 35-43.

**Article B:** Galván, A., & McGlennen, K.M. (2013). Enhanced striatal sensitivity to aversive reinforcement in adolescents versus adults. *Journal of Cognitive Neuroscience*, 25(2), 284-296.

**Article C:** Pollak, S.D., & Sinha, P. (2002). Effects of early experience on children’s recognition of facial displays of emotion. *Developmental Psychology*, 38(5), 784-791.

## 5. Grading scheme and grading method

Assessments	% of grade	Due date
Science Report 1	15%	OCT 9, 2022 @ 5 PM (upload to OnQ)
Science Report 2	20%	NOV 20, 2022 @ 5 PM (upload to OnQ)
Midterm	30%	OCT 26, 2022 (in class)
Final exam	35%	During exam period (TBD based on exam schedule)

### **Midterm (30%)**

The midterm will be held during class time in Week 7. It will cover material in Weeks 1-7, inclusively. The exam will consist of multiple-choice questions and short-answer questions. Completing the midterm exam is considered an essential component of this course, as it allows for a formative evaluation of your knowledge and critical understanding of key concepts, methodologies and theories (consistent with degree-level expectations).

- ❖ *Academic Considerations or QSAS Accommodations:* Should you face extenuating circumstances surrounding the midterm, please communicate with and forward Academic Consideration requests to [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) (see section 8). If you are registered with QSAS, your accommodations will be managed through Ventus (see section 7). Please see your QSAS advisor for support with Ventus.

### Science Reports (15% and 20%, respectively)

**Science Report 1:** The goal of this assessment is to translate research findings to a layperson audience. Specifically, you will summarize and explain the findings in Article A (above). You have several options to do so: you may create an infographic (with a detailed caption), a blog post, or a brief video presentation (with a detailed caption). The finished product should cover the article's empirical background and research question, the methods, the results, and a discussion of the implications of the findings. [Detailed instructions and an evaluation rubric will be provided in OnQ.](#)

**Science Report 2:** Building upon the skills you practiced in Science Report 1, the goal of this assessment is to translate *two* research articles to a layperson audience and synthesize their findings into a coherent whole. Specifically, you will summarize and explain the findings in Article B (above) *and* find a second relevant empirical article to describe alongside the first. The finished product should synthesize both empirical articles' empirical background and research questions, methods, results, and a discussion of the implications of the findings taken together. [Detailed instructions and an evaluation rubric will be provided in OnQ.](#)

You can use PsycINFO, Google Scholar, or other search engines to find your second empirical article. The article should cover a topic that is similar and relevant to Article B. Your goal is to find two studies that “work together” to explain something about developmental social neuroscience to a broader audience. [You may wish to review your choice of second article with the teaching team during drop-in hours or during assessment prep sessions \(see section 6\).](#)

- ❖ *Grace period:* The deadline for science reports can be automatically extended by 72 hours, without needing to email me or connect with the Academic Considerations office or the Psychology Accommodations coordinator. The hard deadline for discussion posts is therefore Wednesday 5pm after the stated deadline. Reports submitted after the hard deadline will not be considered. If you have accommodations through QSAS or Academic Considerations for >3 days and require more than 72 extra hours to submit your report, you should email [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) to request an alternative deadline.

Completing these two Science Reports is an *essential component* of this course. Using feedback from the first Report, you will build upon your ability to synthesize knowledge from various sources in the second Report. These assignments are designed to evaluate your ability to describe current research, review, present and critically evaluate information about the field, and communicate these in writing to an audience (consistent with degree-level expectations). Recognizing that unexpected barriers may pop up, you are encouraged to [begin reading and planning for these assignments at least 2 weeks prior to the due date](#). See section 6 for ways to get support from the teaching team in working on these assignments.

### Final exam (35%)

[The final will be held in-campus during Queen's exam period \(date and time TBD\). It will cover all class material from Weeks 1-12, inclusively. The exam will consist of multiple-choice questions and short-answer questions.](#) 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. The exam date will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Completing the final exam is deemed an essential component of this course, as it allows for a summative evaluation of your knowledge and critical understanding of key concepts, methodologies and theories (consistent with degree-level expectations).

## Attendance

You may notice that there are no marks for attendance or participation. You are expected to attend class (in person) every week and engage in the discussion and class activities. If you miss class, I assume it is for a good reason. Slides will be made available in OnQ and classes will be recorded. However, please be advised that I cannot guarantee recordings' availability (e.g., in case of technical issues) or quality (e.g., in terms of capturing class discussion). I cannot facilitate hybrid classes. In the event you need to miss class, I recommend identifying a classmate who can share their notes with you.

## Grading policy

You will receive feedback on all submitted work within 2 weeks of the deadline. If you feel the grade you have received does not reflect the work you turned in, you may ask for your assignment to be graded again by submitting a "Regrade Request" form (found under Content in OnQ) within 3 days of receiving your mark. If your assignment is regraded, understand that your grade may be higher or lower than your first mark. The second grade is final.

## Grading method

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

**Arts & Science Letter Grade Input Scheme**

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

**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	53-56
D-	50-52
F	49 and below

## 6. Available supports

The teaching team is committed to providing you with multiple opportunities to ask questions, receive feedback, practice competencies, and build skills. We are eager to support your success in this course.

### Questions

You are always welcome to ask questions about any aspect of the course. Here are a few ways to do so (although this is not an exhaustive list):

- Ask questions before/during/after class: Questions during class are always welcome. The instructor and TAs will be available shortly before and after classes as well, to field more individualized questions.
- OnQ discussion forum: Feel free to create posts on our designated Questions discussion forum in OnQ (under Communications > Discussion). Don't underestimate how helpful it can be to your classmates to post a general question there—everyone can then benefit from seeing the answer! Discussion forum questions are answered within 1 business day (roughly 9-5, Mon-Fri).
- Come to instructor and/or TA drop-in hours: The instructor and TAs will hold weekly drop-in hours during which you can pop their offices to ask questions. This is protected time that we are reserving to engage with you about the course. Dr. Morningstar's drop-in hours are every Tuesday from 4:30-5:30pm, in Humphrey Hall 358. The TAs will be available on a rotating basis every Thursday from 3-4pm, in Humphrey Hall 202. If you wish to meet over Zoom instead, please send us a quick email to indicate this. If you are hoping to meet but are not available at these times, feel free to email us for additional availabilities (including your own availabilities in the email).
- Email: You can email the instructor or TAs with questions (please include PSYC350 in the subject line so that we know which course you are inquiring about). Emails will be answered within 3 business days.

### Midterm and final prep sessions

The teaching team will be hosting midterm and final prep sessions, on October 20<sup>th</sup> and December 1<sup>st</sup>, respectively. The prep sessions will be held during TA drop-in hours (3-4PM). Keep an eye out in OnQ for announcements about the location of prep sessions.

### Assignment prep sessions

The teaching team will also be hosting prep sessions prior to each Science Report assignment, on September 29<sup>th</sup>, October 6<sup>th</sup>, November 10<sup>th</sup>, and November 17<sup>th</sup>. The prep sessions will be held during TA drop-in hours (3-4PM) on a first-come, first-serve basis. This is a good opportunity to ask questions, review outlines and/or chosen second articles (for Science Report 2), or to get general guidance about the assignment before it is due.

## 7. 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 approved at [Senate in November 2016](#). 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/>

**IMPORTANT NOTE:** If you have supporting documentation for accommodations (e.g., letter from QSAS), please ensure you are registered in Ventus. Starting Fall 2022, Tara Karasewich will be the Department of Psychology's Accommodations and Learning Management Systems Assistant. She will be supporting students and instructors in implementing academic adjustments related to accommodations and academic considerations. Tara and Dr. Morningstar will work closely to provide adjustments as needed and as possible in PSYC350. **To centralize all communications, please contact Tara at [psyc.ac-com@queensu.ca](mailto:psyc.ac-com@queensu.ca) about any accommodations you wish to use during the course (e.g., allowable extensions).** This is a new centralized system: we appreciate your patience and collaboration in making

sure we are achieving our mutual goals of facilitating your ability to participate in the course. **If you have accessibility needs that it would be helpful for the teaching team to know about, please let Dr. Morningstar know in advance/as relevant so that we can best support your success in the course.**

### **8. Academic considerations for students in extenuating circumstances**

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](#). 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. 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 coordinator.** Please use the following contact information:

**Coordinator Name:** Tara Karasewich

**Coordinator email address:** [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)

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/student-services/academic-consideration-for-students>).

What's the difference between academic considerations and accommodations? To help you navigate the academic considerations and/or accommodations process in times of distress, please consult the "Academic Considerations & Accommodations Guidance" document in OnQ: it contains a primer on how to connect with the Academic Considerations team/QSAS and links to resources that support students' well-being on campus.

**IMPORTANT NOTE:** Starting Fall 2022, Tara Karasewich will be the Department of Psychology's Accommodations and Learning Management Systems Assistant. She will be supporting students and instructors in implementing academic adjustments related to accommodations and academic considerations. Tara and Dr. Morningstar will work closely to provide adjustments as needed and as possible in PSYC350. **To centralize all communications, please contact Tara at [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) about any academic considerations you wish to obtain during the course (e.g., extensions beyond the 3-day grace period).** This is a new centralized system: we appreciate your patience and collaboration in making sure we are achieving our mutual goals of facilitating your ability to participate in the course.



## 9. 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](http://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.

A departure from academic integrity is any form of academic dishonesty that could result in you, or others, gaining an unearned advantage over other students. It compromises and violates the University's core values of academic integrity. If you aren’t sure whether something is acceptable or not, always ask your instructor. Here are some examples of departures from academic integrity:

<p><b>Plagiarism</b> Presenting another's ideas or phrasings as one's own without proper acknowledgement</p>	<ul style="list-style-type: none"> <li>- Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement</li> <li>- Copying from another student</li> <li>- Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement</li> <li>- Submitting the same piece of work in more than one course without the permission of the instructor(s)</li> </ul>
<p><b>Use of unauthorized materials</b></p>	<ul style="list-style-type: none"> <li>- Possessing or using unauthorized study materials or aids during a test</li> <li>- Copying from another's paper</li> <li>- Unauthorized removal of materials from the library, or deliberate concealment of library materials</li> </ul>
<p><b>Facilitation</b> Enabling another's breach of academic integrity</p>	<ul style="list-style-type: none"> <li>- Making information available to another student</li> <li>- Knowingly allowing one's essay or assignment to be copied by someone else</li> <li>- Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism</li> </ul>
<p><b>Forgery</b> Submitting counterfeit documents or statements</p>	<ul style="list-style-type: none"> <li>- Creating a transcript or other official document</li> </ul>



<p><b>Falsification</b> Misrepresentation of one's self, one's work or one's relation to the University</p>	<ul style="list-style-type: none"> <li>- Altering transcripts or other official documents relating to student records</li> <li>- Impersonating someone in an examination or test</li> <li>- Submitting a take-home examination written, in whole or in part, by someone else</li> <li>- Fabricating or falsifying laboratory or research data</li> </ul>
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Acknowledging sources: Make sure you are citing sources adequately. APA style is preferred (for a helpful primer on APA style, see: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html))

These websites can 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](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Individual work: All work in this class must be completed independently. You are not permitted to work collaboratively on science reports or exams, and are expected to show independent knowledge on all assessments. You must not share/post exam questions or answers with anyone, in or out of the course.

Turnitin: This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to 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 for the purpose of detecting 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 determine the authenticity of work as a part of a larger process. Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs 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](#). 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.

## 10. Discussion etiquette

We will be holding discussions about the material in class. In addition, you may want to engage in course discussions in the OnQ forums. Please remember to use meaningful titles for your discussion board posts (e.g., "question about X" rather than "question"), so that others in the class may navigate the forums easily. Please remember to be courteous in your exchanges with others (in person and online). Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience, please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your comment is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers say/write before you respond. Think through your comments and/or responses carefully before you communicate them with others.
6. It's OK to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

### 11. Notice of recording

Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

### 12. Privacy statement regarding external website

This course makes use of external websites, such as Kahoots.com or lab.js, for the delivery of in-class activities (e.g., to allow you to try out some of the tasks that are commonly used in developmental social neuroscience). Your independent use of these sites, *beyond what is required for the course*, is subject to each website's terms of use and privacy policy. You are encouraged to review these documents before using the sites.

### 13. Copyright of course materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. 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, 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.

Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>