

Psychology 351
Socioemotional Development
Queen's University Winter 2018
Monday 2:30 – 3:50
Thursdays 4:00 – 5:20
*****Biosci 1102*****

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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 three 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 covers the relationships and emotions within those relationships from middle childhood through adolescence.

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:

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of personality and social psychology*, 85, 348.

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 a lecture course with a text. Material on the exams will come from both the text and lectures, but the proportion will vary 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%). Final exam will be comprehensive, covering all material from the entire course, with a bit more emphasis on lectures/readings after exam 3 but overall 50/50 readings/lecture. I highly recommend that you attend all classes and read all readings. Please take responsibility for these tasks.

There will be 3 exams (in class) and a partially cumulative final. For each exam, there will be approximately 50% multiple choice and 50% write-in (short answer) questions.

There are no make-up exams. Any student who misses an exam will receive a zero unless they provide written documentation (i.e., note from a doctor) of the reason. I will do my utmost to accommodate those who have documented an unfortunate circumstance (i.e., reweighting the remaining exams to adjust for the one that was missed).

Course Requirements:

Exam 1 (Jan. 29):	20%
Exam 2 (Mar. 1):	20%
Exam 3 (Mar. 19)	20%
Final:	40%

EXAM POLICY

If you are unable to write an exam (e.g., if you are sick, personal issues, etc.), you must let the instructor know BEFORE the exam time. If you cannot write the exam for some reason, do not sit down to write the exam. In the interest of fairness, you will be graded if you come into the exam room and see the exam. If the final exam is missed, the departmental policies in Psychology will be followed (see below).

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.

PSYC Departmental Policies

Missed Exams (Finals)

Students who cannot write an exam during the December or April 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 January, April, or September.

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 documentation¹. Please use the *Request for an Exam Deferral* form (http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalolicies/Request_for_Exam_Deferral_Form_FINAL_COPY.pdf) or from the UG office and attach your 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 January, April, or September.

NOTE: Students who do not write the makeup exam are advised to drop the course. If a student cannot write the makeup exam due to a serious extenuating circumstance for which they can provide new documentation, they will either be granted a second deferral by their instructor or be supported in their appeal to drop the course after the deadline though this decision rests with the Associate Dean (Studies).

Accommodation after the fact

Once a student has written an exam or submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write the exam or assignment or have it count for less than originally specified in the course syllabus (reweighted). Students who cannot perform to the best of their abilities due a serious, extenuating circumstance must inform their instructor before attempting an exam or completing a course to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the department in exceptional circumstances.

Travel during exams

According to university regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods as well as during any scheduled class times. Requests to write a make-up exam because of conflicting travel plans (e.g. flight bookings) or requests to miss an in class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities 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.

¹ Appropriate documentation includes a signed letter from a registered health professional, Queens HC&DS, or documentation of a death such as a bulletin from a memorial service, obituary (newspaper or online) or funeral home letter. Official documents will be copied and originals returned to the student. Note that the PSYC department randomly checks document authenticity and that fraudulent documents will be grounds for a finding of a major departure from academic integrity

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Disability Accommodations Statement

Queen's University is committed to achieving full accessibility for persons 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. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>

Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclw/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

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:

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

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

Final Exams

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

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

The instructor and teaching assistants 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?”

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 cla@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 (<i>before class</i>)
1. Emotion			
1	M 1/08	Introduction/Orientation	
	Th 1/11	Historical Perspectives	Ch. 1
2	M 1/15	Evolutionary Perspectives	Ch. 2
	Th 1/18	What is Emotion?	Ch. 4; Ch. 5
3	M 1/22	Biological Mechanisms I	Ch. 6
	Th 1/25	Biological Mechanisms II	Ch. 7
4	M 1/29	EXAM 1	
	2. The Early Years		
	Th 2/1	Theories of Socioemotional Development	
5	M 2/5	Early Emotional Development	218-234
	Th 2/8	Attachment	243-251
6	M 2/12	Genetics and Temperament	
	Th 2/15	Anxiety & Fear	313-322
7	M 2/19	READING WEEK NO CLASS	
	Th 2/22		
3. Development of the Regulation of Self and Other			
8	M 2/26	The Self & Self-Conscious Emotions	337-342
	Th 3/1	EXAM 2	
9	M 3/5	Emotion Regulation I	Chapter 15
	Th 3/8	Emotion Regulation II	Gross & John (2003)
10	M 3/12	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
	Th 3/15	Development of Emotion Dysregulation	322-329; 334-337
4. Relationships in Context			
11	M 3/19	EXAM 3	
	Th 3/22	Positive Emotions	Ch. 12
12	M 3/26	Family & Peer Relationships	234-241
	Th 3/29	Parenting	Morris et al. (2017)
13	M 4/2	Your socioemotional development	
	Th 4/5	Review and Wrap up	