

SYLLABUS

PSYC 358

Developmental Social Neuroscience

Fall 2025

The teaching team's contact information, as well as information about class locations, can be found in OnQ (on the course home page).

Pre-requisites: PSYC203 & PSYC251

Units: 3.00

Learning Hours: 120

Class Times:

(on campus)

Tuesdays, 1-2:30PM

Thursdays, 11:30AM-1PM

(see location in OnQ)

Prof. Office Hours: Thursdays 5-6PM, or email for alternative

(see location in OnQ)

TA Office Hours: [See time on homepage in OnQ]

(see location in OnQ)

Accommodations & Academic Considerations Coordinator: Tara Karasewich (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.

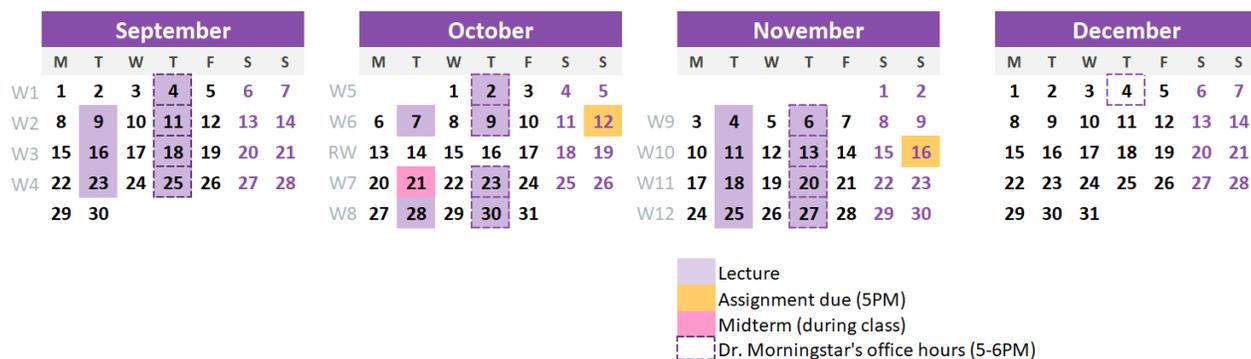
4. Course materials and timeline

Week	Topic	Readings	Assessment
WEEK 1 SEP 4	Introduction	Syllabus	
WEEK 2 SEP 9 & 11	Brain development	Chap. 2 (all) Chap. 11, p. 373-379	
WEEK 3 SEP 16 & 18	Measuring behaviour Emotion	Chap. 4 (all) Chap. 11, p. 383-385	
WEEK 4 SEP 23 & 25	Face perception	Chap. 5, p. 161-187 Chap. 11, p. 379-383	
WEEK 5 OCT 2	Emotion recognition	ARTICLE A	
WEEK 6 OCT 7 & 9	Social engagement	Chap. 6, p. 203-225 Chap. 11, p. 385-390 & 395-398	Science Report 1 (DUE OCT 12, 5 PM)
Reading week			
WEEK 7 OCT 21 & 23	Mentalizing	Chap. 11, p. 391-395	Midterm (OCT 21, in class)
WEEK 8 OCT 28 & 30	Social bonds	Chap. 8, p. 271-272 & 279-300	
WEEK 9 NOV 4 & 6	Reward and regulation	ARTICLE B Chap. 11, p. 400-407	
WEEK 10 NOV 11 & 13	Social identity	Chap. 9 (all) Chap. 11, p. 390-391 & 398-399	Science Report 2 (DUE NOV 16, 5 PM)
WEEK 11 NOV 18 & 20	Pro/antisocial behaviour	Chap. 10 (all)	
WEEK 12 NOV 25 & 27	Atypical neurodevelopment	ARTICLE C	
EXAM PERIOD			Final exam (date & time TBD)

Additional details about the readings can be found in each week's content in OnQ.

Course calendar

We will meet twice weekly (Tuesdays and Thursdays). 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. \(2023\). The Student's Guide to Social Neuroscience \(3rd ed.\). Psychology Press. ISBN: 9780367523916](#)

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 (approximate cost of \$99.50-\$100.50). Additional information including alternative format availability, library availability, and competitive pricing from online retailers is available on the campus bookstore website. The textbook is also on reserve at the Library.

Please note that the 3rd edition is the required text for this class. In the event of exceptional circumstances, the 2nd edition may be used as an alternative (though this is not recommended). If you choose to use the 2nd edition text, the page numbers listed above will not match the page numbers of your textbook version; [please see OnQ for a page equivalence document](#). Students should not purchase the 1st edition.

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	10%	OCT 12, 2025 @ 5 PM (upload to OnQ)
Science Report 2	20%	NOV 16, 2025 @ 5 PM (upload to OnQ)
Midterm	30%	OCT 21, 2025 (in class)
Final exam	40%	During exam period (TBD based on exam schedule)

Written assignments

Science Report 1 (10%): 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). To do so, you may

create an infographic OR a brief video presentation. 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 are provided in OnQ.](#)

Science Report 2 (20%): 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* a second relevant empirical article (from a choice of 3 provided articles) to describe alongside the first. To do so, you may create an infographic OR a brief video presentation. 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 are provided in OnQ.](#)

- ❖ **Grace period:** The deadline for science reports can be automatically extended by 72 hours, without needing to email the teaching team or connect with the Academic Considerations. **The hard deadline for discussion posts is therefore Wednesday 5pm after the stated deadline. Reports submitted after the hard deadline will NOT be considered (i.e., receive a grade of 0). No assignment can be accepted by email.** If you have accommodations through QSAS or Academic Considerations for >3 days and require more than 72 extra hours to submit your assignments, you should email Tara at psyc.accom@queensu.ca *before the hard deadline* to request a longer extension.

Note: Completing these written assignments is considered an *essential component* of this course. They 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). Students must complete a minimum of 1 science report to meet essential requirements for the course. 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 when working on these assignments.

Exams

Midterm (30%): The midterm will be held during class time in Week 7. It will cover material in Weeks 1-6, inclusively. The exam will consist of multiple-choice questions and short-answer questions.

Final exam (40%): The final will be held on 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.

- ❖ **Academic Considerations or QSAS Accommodations:** Should you face extenuating circumstances surrounding the midterm or final exam, please communicate with and forward Academic Consideration requests to 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.

Note: Completing these exams is deemed an *essential component* of this course, as they allow for a formative and summative evaluation of your knowledge and critical understanding of key concepts,

methodologies, and theories (consistent with degree-level expectations). Students must complete both the midterm (or make-up midterm) and final exam to meet essential requirements of the course.

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 human error) or quality (e.g., in terms of capturing class discussion). I cannot facilitate hybrid classes. If 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 *quality* of the work you turned in (in relation to the *rubric*, rather than to the degree of perceived effort you put towards this assignment), you may ask for your assignment to be regraded by the professor **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 accordance with the [Psychology Grading Policy](#), 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 below.

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

A full list of Departmental Policies can be found at:

<https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

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:

- **Ask questions before/during/after class:** Questions during class are always welcome. The professor (and/or 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 professor and/or TA drop-in hours:** The professor and TAs will hold weekly office hours (drop-in) during which you can pop into their offices to ask questions. This is protected time that we are reserving to engage with you about the course. The professor's drop-in hours are *every Thursday from 5-6pm* (see location on home page in OnQ). The TAs will be available on a rotating basis for their office hours as well (see times and location on home page in OnQ). 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 SOLUS class schedule in the email).
- **Email:** You can email the professor or TAs with questions (please include PSYC358 in the subject line so that we know which course you are inquiring about). Emails will be answered *within 3 business days*.
 - o **If your question is about logistics (e.g., course design, requirements, due dates),** you should **email a TA** (see contact information in OnQ). Please check that the answer to your question is not already included in the syllabus or course announcements!
 - o **If your question is about the implementation of your accommodations in the course OR you are requesting an extension on assignments (beyond the grace period),** you should **email Tara Karasewich** (Accommodations & Academic Considerations Coordinator) at psyc.accom@queensu.ca.
 - o **If your question is about the content of the course (e.g., you don't understand a certain concept),** you should **email the professor** (see contact information in OnQ).

7. Accommodations for disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#). VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations. To learn more, go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>.

If you have any questions regarding the implementation of your accommodations in this course, please contact Tara Karasewich (Accommodations Assistant) at the following e-mail: psyc.accom@queensu.ca.

If you have supporting documentation for accommodations (e.g., letter from QSAS), please ensure you are registered in Ventus as soon as possible. If you have accessibility needs that it would be helpful for us to know about, please let Tara and the professor 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 illness or injury (e.g., stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- traumatic/confidential event (e.g., bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- requirements by law or public health authorities (e.g., court dates, jury duty, requirements to isolate, etc.)
- significant event (e.g., varsity athletic event, distinguished event, serving in the Reserve Forces, 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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). 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:

Course Coordinator Name: Tara Karasewich

Course Coordinator email address: psyc.accom@queensu.ca

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. Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

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 or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Here are some examples of departures from academic integrity:

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

Queen's [Student Academic Success Services](#) (SASS) offers a **self-directed, online academic integrity module** which we encourage all students to take. The module focuses on:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

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)

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

Individual work: All work in this class must be completed independently. You are not permitted to work collaboratively on assignments 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.

Generative Artificial Intelligence (AI) tools: Using generative AI writing tools like ChatGPT in your submitted work is **not permitted** in this class. Although these tools can be useful, the learning outcomes of this class involve honing your critical thinking, creativity, and science communication skills. These goals are at odds with the use of generative AI. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this 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 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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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 Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), 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](#).

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. (*Portions of this section have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".*)

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>.