

Psychology 351 Socioemotional Development Winter 2026

Contact info on onQ

Learning Hours: 120 (36 Lecture, 84 Private Study) Requirements: Prerequisite PSYC 251/3.0.

Course Description

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by the 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. & Cavanagh, S.R. (2023). *Emotion and Motivation*. New York: Oxford University Press **4th Edition** (Available at campus bookstore for \$134.99 CAD – **do not use** previous editions, but you can use a used copy of the 4th edition. At least one copy in library)

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.

Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. J., & Zentner, M. (2012). What is temperament now? *Child Development Perspectives*, 6, 436-444.

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., & Houtberg, B. J. (2017). The Impact of Parenting on Emotion Regulation During Childhood and Adolescence. *Child Development Perspectives*.

Hollenstein, T., & Faulkner, K. (2024). Adolescent digital emotion regulation. *Journal of Research on Adolescence*, 34(4), 1341-1351.

onQ: There is an 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. Streamable recordings of the lecture will be available on onQ within a day after the lecture.

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 each of the first three parts (e.g., Exam 2 is only on Part 2; see schedule), but the final exam will be cumulative, focusing a little 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:

Each midterm will be during class time (80 minutes) in class (see Schedule). Each exam is an equal number of points for multiple choice (each question worth 1 point) and short answer questions (each question worth several points). Exam 1 is worth 20% of your final grade, exams 2 and 3, each worth 25% of your final grade, and the final will be worth 30% of your final grade.

There are no make-up exams. Any student who misses Exam 1, 2, or 3 will receive a zero unless they have an official exam deferral, in which case the 2 other midterm exams will be reweighted. I STRONGLY RECOMMEND you take all exams if you can.

Course Requirements:

Exam	APPROX. % textbook	Multiple choice Qs/pts	Short answer points	% of final grade
Exam 1 (Tuesday Jan. 27):	60	20	20	20%
Exam 2 (Thursday Feb. 26):	40	25	25	25%
Exam 3 (Tuesday Mar. 17):	40	25	25	25%
Final (TBD):	30	30	30	30%

EXAM POLICY

Final Exams

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules are posted via SOLUS. **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 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, exact dates and time TBA.*

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.

Students receiving permission to write a deferred final exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period in September with exact time, date, and location TBA. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

QUEEN'S POLICIES

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>

Academic Consideration: For Students in 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.)

which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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 following name and email address to ensure it reaches our team accordingly:

Instructor/Coordinator name: Tara Karasewich

Instructor/Coordinator email address: psyc.accom@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 verified. Any delay in contact may limit the Consideration options available.

Please follow up by emailing the instructor within 2 days of receiving verification of your Consideration request.

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](#).

Academic Integrity

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:

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback

on their work, and valuing their perspectives and their goals” (“[The Fundamental Values of Academic Integrity](#)”, 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“The Fundamental Values of Academic Integrity”, 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

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 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.

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.

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.

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?”

You must wait 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, 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.

Land Acknowledgement

The territory that Queen's University occupies is included in the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community as well as First Peoples from other Nations across Turtle Island present here today.

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

Room Accessibility

Dunning 14 is wheelchair accessible, accessible for students and instructors, and has wide aisles with accessible seating. However, the room has inaccessible areas and no automatic door operator.

Course Schedule

Week	Date	Topic	Reading
Part 1: Emotion			
1	Tu 1/6	Intro	
	Th 1/8	Historical Perspectives	Ch. 1: pp.12-31
2	Tu 1/13	Biological Perspectives I	Ch. 2 & 6
	Th 1/15	Biological Perspectives II	Ch. 7
3	Tu 1/20	What is Emotion? I	Ch. 4; Ch. 5
	Th 1/22	What is Emotion? II	
4	Tu 1/27	EXAM 1	
	Part 2: Foundations of Emotional Development		
	Th 1/29	Theories of Socioemotional Development	Pollak et al. (2019)
5	Tu 2/3	Early Emotional Development	269-290
	Th 2/5	Attachment	301-312
6	Tu 2/10	Genetics and Temperament	Shiner et al. 2012
	Th 2/12	No class	
7	Tu 2/17	READING WEEK	
	Th 2/19	NO CLASS	
8	Tu 2/24	Anxiety & Fear	381-391
	Th 2/26	EXAM 2	
Part 3: Development of the Regulation of Self and Other			
9	Tu 3/3	The Self & Self-Conscious Emotions	408-414
	Th 3/5	Emotion Regulation I	Chapter 15
10	Tu 3/10	Emotion Regulation II	
	Th 3/12	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
11	Tu 3/17	EXAM 3	
	Th 3/19	Emotional Development in Digital Age	Hollenstein & Faulkner (2024)
Part 4: Directing the Course of Emotional Development			
12	Tu 3/24	Positive Emotions	Ch. 12
	Th 3/26	Emotion Socialization: Family & Peers	Morris et al. (2017)
13	Tu 3/31	Emotion Socialization: Culture	Chapter 3
	Th 4/2	<i>Your</i> socioemotional development	
FINAL EXAM on Part 4 and Cumulative (Day TBD)			