

**Psychology 351**  
**Social and Emotional Development**  
**Queen's University Winter 2016**

Wednesdays 10:00 – 11:20 am

Fridays 8:30 – 10:00 am

\*\*\*BioSci 1103\*\*\*

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**Office Hours: by appointment, 235 Humphrey Hall**

**Teaching Assistant: Faizan Imtiaz, MSc**

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**Office Hours: Tuesdays, 2:00-3:00 pm, 324 Humphrey Hall**

**\*Note: TA office hours will not be held in the first week of class.**

**Course Description**

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

The course is divided into four parts. In the first section we will explore answers to the question “What is emotion?” from several perspectives: historical, evolutionary, biological, and psychological. The next section focuses on the first few years of life when forces of nature and nurture join to establish stable patterns of behaviour. The third section covers emotional development in adolescence and the development of the ability to regulate, or manage, emotions. The final section explores the various social contexts in which emotions develop.

**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 social and emotional development

**Textbook and Readings**

**Course Textbook**

Wilson, R. L., & Wilson, R. (2015). *Understanding emotional development: Providing insight into human lives*. New York: Routledge. (available at campus bookstore)

**Other Course Readings**

Several assigned readings are from sources other than the course textbook. These are listed on the Course Schedule (see page 6) and are available on the course Moodle site.

**Moodle**

There is a Moodle 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 primary materials (i.e., assigned readings from sources other than the textbook) and supplementary materials, communicate through the discussion board, and to report grades. **Some parts** of the lecture notes (e.g., tables & figures) will also be distributed on Moodle.

### Course Format

This is a lecture course with assigned readings. **Material on the exams will come from both the readings and lectures (approximately 50% from each).** Lectures will *complement* (not repeat) the readings. Thus, reading the book and not attending class will be just as detrimental to your grade as coming to class without reading the book. I highly recommend that you attend all classes and read all of the readings. Please take responsibility for these tasks.

There will be 3 exams (in class) and a cumulative final. Each exam will consist of multiple choice and write-in (short answer) questions. The final exam will focus on Section IV of the course but 50% of the questions will pertain to the first three sections.

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. 27, Ellis Auditorium):	20%
Exam 2 (Feb. 24, Ellis Auditorium):	20%
Exam 3 (March 16, Ellis Auditorium)	20%
Final (Date and location TBD):	40%

### 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:

<b>Queen's Official Grade Conversion Scale Grade</b>	<b>Numerical Course Average (Range)</b>
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

## 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 Student Wellness Services 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.

### Location and Timing of Final Exam

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.

## 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 documentation<sup>1</sup>. Please use the *Request for an Exam Deferral* form ([http://www.queensu.ca/psychology/sites/webpublish.queensu.ca/psycwww/files/files/Undergraduate/Other/Request\\_for\\_Exam\\_Deferral\\_Form\\_FINAL\\_COPY.pdf](http://www.queensu.ca/psychology/sites/webpublish.queensu.ca/psycwww/files/files/Undergraduate/Other/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\\_0.pdf](http://www.queensu.ca/artsci/sites/default/files/permission_for_an_incomplete_grade_0.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

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<sup>1</sup> Appropriate documentation includes a signed letter from a registered health professional, Queens Student Wellness Services, 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

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**

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (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/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments 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/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/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.

### **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/>

### **Accessibility Statement**

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Your course materials are available in an accessible format or with appropriate communication supports upon request.

Please contact Student Accessibility Services in one of the following ways:

Email: [accessibility.services@queensu.ca](mailto:accessibility.services@queensu.ca)

Phone: 613-533-6467

In person: 146 Stuart Street

**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 are in place 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 Moodle. 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 **fi@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**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading (<i>before class</i>)</b>	<b>Lecture:</b>
<b>1. Emotion</b>				
<b>1</b>	W 1/6	Course Introduction	No readings	1
	F 1/8	Historical Perspectives	Chapter 1	2
<b>2</b>	W 1/13	Evolutionary Perspectives	Buss, 2009; Tooby & Cosmides video interview	3
	F 1/15	What is Emotion? Current Perspectives	Chapter 2	4
<b>3</b>	W 1/20	Biological Mechanisms I	Chapter 3	5
	F 1/22	Biological Mechanisms II	Levenson video interview	6
<b>4</b>	W 1/27	<b>EXAM 1</b>		
	<b>2. Emotional Development in Infancy and Childhood</b>			
	F 1/29	Emotions in Newborns and Infants	Chapter 4	7
<b>5</b>	W 2/3	Emotions in Toddlers	Chapter 5	8
	F 2/5	Positive Emotions and Attachment	Chapter 6	9
<b>6</b>	W 2/10	Emotion Socialization in the Family	Chapter 7	10
	F 2/12	Emotions in Early and Mid-Childhood	Chapter 8	11
	W 2/17	<b>READING WEEK; NO CLASS</b>		
	F 2/19			
<b>7</b>	W 2/24	<b>EXAM 2</b>		
	<b>3. Emotion Regulation and Adolescent Development</b>			
	F 2/26	Anxiety, Fear, & Aggression	Chapter 9	12
<b>8</b>	W 3/2	The Self and Self-Conscious Emotions	Chapter 10	13
	F 3/4	Emotion Regulation I	Gross, 2001	14
<b>9</b>	W 3/9	Emotion Regulation II	Kovacs et al., 2008	15
	F 3/11	Development of Emotion Dysregulation	Gotlib video interview	16
<b>10</b>	W 3/16	<b>EXAM 3</b>		
	<b>4. Social Contexts</b>			
	F 3/18	Social Baseline and Co-Regulation	Coan & Sbarra, 2015	17
<b>11</b>	W 3/23	Family Relationships	Hollenstein & Lewis, 2006	18
	F 3/25	<b>NO CLASS (University closed)</b>		
<b>12</b>	W 3/30	Peer and Other Social Relationships	Waller & Rose, 2013	19
	F 4/1	Wrap up	No readings	20
	TBA	<b>FINAL CUMULATIVE EXAM</b>		