

Psychology 351
Socioemotional Development
Queen's University Winter 2017
Wednesdays 4:00 – 5:20
Fridays 2:30 – 3:50
*****Kingston 101*****

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Teaching Assistants:

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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 social and emotional development

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

Plus, a few readings found on onQ

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 (approximately 66% from lecture).** Lectures will *complement* (not repeat) the text. I highly recommend that you attend all classes and read the entire book. 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. 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 (Feb. 1):	20%
Exam 2 (Mar. 1):	20%
Exam 3 (Mar. 22)	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/psycdepartmentalpolicies/Request_for_Exam_Deferral_Form_FINAL_COPY.pdf) or from the UG office and attach your documentation.

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

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

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see 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 on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity> or <http://www.queensu.ca/hcds/ds/>), 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.

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 the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>”

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

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 11kd22@queensu.ca or t.tsui@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	W 1/11	Introduction/Orientation	
	F 1/13	Historical Perspectives	Chapter 1
2	W 1/18	Evolutionary Perspectives	LaFreniere 22-24
	F 1/20	What is Emotion?	Chapter 2
3	W 1/25	Biological Mechanisms I	Chapter 3
	F 1/27	Biological Mechanisms II	LaFreiniere 46-72
4	W 2/1	EXAM 1	
	2. Temperament		
	F 2/3	Theories of Socioemotional Development	LaFreniere 87-95
5	W 2/8	Early Emotional Development	Chapter 4 59-79
	F 2/10	Positive Emotions & Attachment	109-121
6	W 2/15	Genetics and Temperament	121-130
	F 2/17	Anxiety & Fear	183-191
7	W 2/22	READING WEEK NO CLASS	
	F 2/24		
3. Regulation			
8	W 3/1	EXAM 2	
	F 3/3	The Self & Self-Conscious Emotions	Chapter 5 81-108
9	W 3/8	Emotion Regulation I	112-131
	F 3/10	Emotion Regulation II	
10	W 3/15	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
	F 3/17	Development of Emotion Dysregulation	169-183
4. Social Contexts			
11	W 3/22	EXAM 3	
	F 3/24	Family & Peer Relationships	Waller & Rose (2013)
12	W 3/29	Parenting – directing socioemotional development	Chapter 7
	F 3/31	Your socioemotional development	
13	W 4/5	Guest Speaker	
	F 4/7	NO CLASS	
	TBA	FINAL EXAM	