

Psychology 351
Socioemotional Development
Queen's University Winter 2021

Instructor: Dr. Tom Hollenstein (Tom.hollenstein@queensu.ca)

Teaching Assistants: Caitlin Atkinson (cla@queensu.ca)
Office hours TBA near exams, and by appointment

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, 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. & Kalat, J. (2018). *Emotion*. New York: Oxford University Press **3rd Edition**
(Available at campus bookstore – **do not use** previous editions)

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.

DeFrance, K. & Hollenstein, T. (2017). Assessing emotion regulation repertoires: The Regulation of Emotion Systems Survey. *Personality and Individual Differences*, 119, 204 - 215.

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 an online lecture course with a text. Video lectures will be released each Monday for the week on onQ. In addition, the instructor will hold an open live zoom session once a week on Wednesdays (time TBD) for anyone who wishes to drop in, ask questions, just listen, or whatever. Attendance is *not* required.

Material on the exams will come from both the text and lectures. The first 3 exams will cover the first three sections (see schedule) but the final exam will cover material from part 4 of the course as well as be cumulative, covering all material from the entire course. 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.

Each midterm exam will be distributed on a Monday at 9am Eastern Time Zone and you will have 3 hours to complete and submit your answers. The format will be open book with write-in answers less than a page in length. This is a universal design – the exam should only take you 80 minutes to complete. Time and date of the final exam will be announced later in the term.

There are no make-up exams. Any student who misses exam 1, 2, or 3 will receive a zero unless they have official exam deferral, in which case other exams will be reweighted.

Course Requirements:

Exam 1 (February 1):	20%
Exam 2 (March 1):	25%
Exam 3 (March 22)	25%
Final (TBD):	30%

EXAM POLICY

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.

Final Exams

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **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* in April.

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.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people 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. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:
<http://www.queensu.ca/studentwellness/accessibility-services/>

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:

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at:
<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations> . 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:

Instructor/Coordinator Name: Tom Hollenstein

Instructor/Coordinator email address: Tom.Hollenstein@Queensu.ca

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 (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/senate/report-principles-and-priorities>).

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 in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), 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.

Plagiarism: Because this course requires the submission of original written answers on exams, each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to 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

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.

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.

Internet Speed

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>
For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

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:

PSYC351 Syllabus Winter 2021

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 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?”

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, 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
Part 1: Emotion			
1	Jan. 11-15	Intro	
		Historical Perspectives	Ch. 1
2	Jan. 18-22	Evolutionary Perspectives	Ch. 2
		Body	Ch. 7
3	Jan. 25-29	Brain	Ch. 6
		What is Emotion?	Ch. 4; Ch. 5
Monday FEBRUARY 1: EXAM 1 on Part 1 only			
Part 2: Foundations of Emotional Development			
4	Feb 1-5		
		Theories of Socioemotional Development	Pollak et al. (2019)
5	Feb. 8-12	Early Emotional Development	218-234
		Attachment	243-251
6	Feb. 15-19	READING WEEK	
7	Feb. 22-26	Genetics and Temperament	
		Anxiety & Fear	313-322
Monday March 1: EXAM 2 on Part 2 only			
Part 3: Development of the Regulation of Self and Other			
8	Mar 1-5		
		The Self & Self-Conscious Emotions	337-342
9	Mar. 8-12	Emotion Regulation I	Chapter 15
		Emotion Regulation II	DeFrance & Hollenstein (2017)
10	Mar.15-19	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
		Development of Emotion Dysregulation	322-329; 334-337
Monday MARCH 22: EXAM 3 on Part 3 only			
Part 4: Directing the Course of Emotional Development			
11	Mar.22-26		
		Positive Emotions	Ch. 12
12	Mar 29 – Apr 2	Family & Peer Relationships	234-241
		Parenting	Morris et al. (2017)
13	April 5-9	Your socioemotional development	
		Wrap Up	
FINAL EXAM on Part 4 and Cumulative (Day TBD)			