

SYLLABUS

PSYC 450

Advanced Topics in Developmental Psychology:
Neurobiology of Socio-Emotional Development in Adolescence
Fall 2020

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(please include PSYC450 in subject line)

Office Hours:

Thursdays 10am-11am (on MS Teams), or by appointment

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Course materials and timeline

Week	Topic	Readings # (see below)	Activity (if applicable)	Assessment
WEEK 1 Sept. 8	Introduction: Adolescence	1		Quiz 1
WEEK 2 Sept. 14	Hormonal and structural brain maturation	2, 3		Quiz 2
WEEK 3 Sept. 21	Functional brain maturation	4, 5, 6		Quiz 3
WEEK 4 Sept. 28	Social re-orientation	7, 8		Quiz 4
WEEK 5 Oct. 5	Risk-taking	9, 10	<u>Activity 1:</u> Questionnaire	Quiz 5 Discussion post 1
WEEK 6 Oct. 12	Reward sensitivity	11, 12	<u>Activity 2:</u> Doors	Quiz 6 Discussion post 2
WEEK 7 Oct 19	Emotion sensitivity	13, 14	<u>Activity 3:</u> Dot probe	Quiz 7 Discussion post 3
Fall break				
WEEK 8 Nov. 2	Social cognition	15, 16	<u>Activity 4:</u> Emotion recognition	Quiz 8 Discussion post 4
WEEK 9 Nov. 9	Peer influences on behaviour	17, 18	<u>Activity 5:</u> Driving game	Quiz 9 Discussion post 5
WEEK 10 Nov. 16	Risk for psychopathology	19, 20	<u>Activity 6:</u> Chatroom	Quiz 10 Discussion post 6
WEEK 11 Nov. 23	Identity formation	21, 22		Quiz 11

Red lines represent deadlines. *The walk-through of all the tasks you should complete will be posted each week in OnQ to help you navigate the online content.*

Reading list

There is no textbook in this class. Instead, you will be asked to read 1-3 articles each week. One of these articles will be a review paper providing an overview of the week's topic or in introducing a model of adolescent development. The other paper(s) are experimental paper(s) providing an example of a research study examining the topic in question. 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. The quizzes will assess your understanding each week, and prompt you to think critically about the articles. In addition, these papers will help you craft discussion posts (when applicable) and will inform the material you present in your take-home essay exam. *Links to all readings will be provided in OnQ. You may need to use your Queen's NetID to access them through the library.* / / / «

Grading scheme and grading method

Assessments	% of grade	Due date
Weekly quizzes	20%	Every Wednesday 4pm (drop 2 of 12)
Discussion board posts	50%	Friday 4pm on Oct 5, Oct 12, Oct 19, Nov 2, Nov 9, Nov 16
Take-home exam	30%	During exam period (TBD based on exam schedule)

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>

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>

Academic considerations for students in extenuating circumstances

Queen 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.uslcvwww/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.

In addition to the circumstances outlined by QSAS, I recognize that instances of social injustice can have profound effects on the ability to complete their coursework. To help end this, we have designed with universal design features (outlined above). [To help you navigate the accommodations process in times of distress, please consult the Accommodation guidance documents in OnQ](#) which contain a primer on how to connect with QSAS and link to resources that support mental well-being on campus.

Discussion board etiquette

In addition to discussion board posts that are assessed as part of your grade, you may want to start new discussion threads to ask questions, reflect on the material, and exchange ideas with your fellow students. [Please remember to use meaningful titles for your discussion board posts](#) e.g. question about X rather than question. Also, rather than emailing a classmate, please remember to be courteous in your exchanges with others 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 writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's OK to disagree with an idea 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.