

SYLLABUS

PSYC350

Developmental Social Neuroscience

Fall 2022

Instructor: Michele Morningstar, Ph.D.

Contact Phone: 613-533-2704

Email: michele.morningstar@queensu.ca (please include PSYC350 in subject line)

Drop-In Hours: Tuesdays 4:30-5:30 PM (on Zoom in Humphrey Hall 358)

Teaching Assistants:

Daniel Nault daniel.nault@queensu.ca (l)-3.3 (u)-C

TADrop-In Hours:

Thursdays 3-4 PM (Humphrey Hall 202)

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transferable and marketable skills in finance, these
ces, academic, education, journalism, and social policy

4. Course materials and timeline

Week	Topic	Readings	Assessment
WEEK 1 SEP7	Introduction	Syllabus	
WEEK 2 SEP12 & 14	Brain development	Chap. 2 (all) Chap. 11, p. 32332	
WEEK 3 SEP19 & 21	Measuring behaviour Emotion	Chap. 4(all) Chap. 11, p. 33338	
WEEK 4 SEP26 & 28	Face perception	Chap. 5, p. 14164 Chap. 11, p. 33336	
WEEK 5 OCT3 & 5	Emotion recognition	ARTICLE	Science Report 1 (DUEOCT9, 5 PM)
Fall break			
WEEK6 OCT17 & 19	Socialengagement	Chap. 6, p. 17594 Chap. 11, p338343 & 347-350	
WEEK7 OCT24 & 26	Mentalizing	Chap. 11, p. 34347	Midterm (OCT26, in class)
WEEK8 OCT31 & NOV2	Socialbonds	Chap. 8, p. 23236 & 240260	
WEEK9 NOV7 & 9	Reward and regulation	ARTICLE Chap.11, p351-357	
WEEK 10 NOV14 & 16	Social identity	Chap 9(all) Chap. 11, p343-344 & 350-351	Science Report 2 (DUENOV20, 5 PM)
WEEK 11 NOV21 & 23	Pro/antisocial behaviour		

Reading list

Textbook: Ward, J. (2016). *The Student's Guide to Social Neuroscience* (2nd ed.). Psychology Press. ISBN:9781138908628

The textbook is required reading. Because there is no textbook devoted to developmental social neuroscience (VT!), we will be covering the “developmental part” together in class. This textbook will provide

Science Reports (15% and 20%, respectively)

Science Report: The goal of this assessment is to translate research findings to a layperson audience.

- Ask questions before/during/after class Questions during class are always welcome. The instructor and TAs will be available shortly before and after classes as well, to field more individualized questions.
- OnQ discussion forum Feel free to create posts on our designated Questions discussion forum in OnQ (under Communications Discussion). Don't underestimate how helpful it can be to your classmates to post a general question there everyone can then benefit from seeing the answer! Discussion forum questions are answered within 1 business day (highly 95, Mon-Fri).
- Come to

sure we are achieving our mutual goals of facilitating your ability to participate in the course. If you have accessibility needs that it would be helpful for the teaching team to know about, please let Dr. Morningstar know in advance/as relevant so that we can best support your success in the course.

8. Academic considerations for students in extenuating circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing extenuating circumstances. Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing extenuating circumstances. Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing extenuating circumstances.

9. 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/academiccalendars/regulations/academicregulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academicintegrity>), 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.

A departure from academic integrity is any form of academic dishonesty that could result in you, or others, gaining an unearned advantage over other students. It compromises and violates the university's core values of academic integrity. If you aren't sure whether something is acceptable or not, always ask your instructor. Here are some examples of departures from academic integrity

<p>Plagiarism Presenting another's ideas or phrasings as one's own without proper acknowledgement</p>	<ul style="list-style-type: none"> - Copying and pasting from the internet, a printed source or other resource without proper acknowledgement - Copying from another student - Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement - Submitting the same piece of work in more than one course without the permission of the instructor(s)
<p>Use of unauthorized materials</p>	<ul style="list-style-type: none"> - Possessing or using unauthorized study materials or during a test - Copying from another's paper - Unauthorized removal of materials from the library, or deliberate concealment of library materials
<p>Facilitation Enabling another's breach of academic integrity</p>	<ul style="list-style-type: none"> - Making information available to another student - Knowingly allowing one's essay or assignment to be copied by someone else - Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
<p>Forgery Submitting counterfeit documents or statements</p>	<ul style="list-style-type: none"> - Creating a transcript or other official document

<p>Falsification Misrepresentation of one's self, one's work or one's relation to the University</p>	<ul style="list-style-type: none"> - Altering transcripts or other official documents relating to student records - Impersonating someone in an examination or test - Submitting a takehome examination written, in whole or in part, by someone else - Fabricating or falsifying laboratory or research data
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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/avoidingplagiarismcheating>
- <https://integrity.mit.edu/handbook/academicwriting/avoidingplagiarismparaphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Individual work: All work in this class must be completed independently. You are not permitted to work collaboratively on science reports or exams and are expected to show independent knowledge on all assessments. You must not share post-exam questions or answers with anyone, in or out of the course.

Turnitin: This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. Turnitin is a suite of tools that provide instructs

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 comment is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
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