

Psychology 351
Soci

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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
TXHVWLRQ 3: KDW LV HPRWLRQ " IURP VHYHUDO SHUVSHFWLY

Text: Psych 351: Socioemotional Development (available at campus bookstore)

This text is combination of two text books custom made for this course. Emotion (Kalat & Shiota, 2012) and Social and Personality Development (Shaffer, 2009). This combined text does not have the two colour plates from the original text. These two images will be available on the Moodle course site.

Note: Unfortunately, used versions of the previous course text (2006) are not usable. I apologize for the inconvenience.

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 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 Moodle.

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Course Format

This is a lecture course with a text. Material on the exams will come from both the text and lectures (approximately 50% from each). Lectures will complement (not repeat) the text. 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 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 60-70% multiple choice and 30-40% 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):	20%
Exam 2 (Feb. 12):	20%
Exam 3 (March 10):	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.

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(http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalolicies/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%2021jan1.pdf

3. Be available to write the makeup exam during the first available PSYC 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 the 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 makeup exam -5ss

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

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/dso>

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. The conversion scale is as follows:

Grade Conversion	Scale Grade
4 X H H Q V 2 I I L	

Course Schedule

Week	Date	Topic	Reading (beforeclass)
1. Emotion			
1	T 1/6	Introduction/Orientation	
	Th 1/8	Historical Perspectives	252-264
2	T 1/13	Evolutionary Perspectives	33-56; 296-301
	Th 1/15	What is Emotion?	2-33
3	T 1/20	Biological Mechanisms I	59-85
	Th 1/22	Biological Mechanisms II	86-111
4	T 1/27	EXAM 1	
	2. Temperament		
	Th 1/29	Theories of Socioemotional Development	266-294
5	T 2/3	Early Emotional Development	330-353
	Th 2/5	Positive Emotions & Attachment	204-227; 362-395
6	T 2/10	Genetics and Temperament	302-314; 353-360
	Th 2/12	EXAM 2	
	T 2/17	READING WEEK NO CLASS	
	Th 2/19		
3. Regulation			
7	T 2/24	Anxiety & Fear	132-149
	Th 2/26	The Self & Self-Conscious Emotions	228-242; 397-409
8	T 3/3	Emotion Regulation I	112-131
	Th 3/5	Emotion Regulation II	No readings
9	T 3/10		