

Psychology 351
Socioemotional Development
Queen's University Fall 2018
Monday 2:30 – 3:50
Thursdays 4:00 – 5:20
*****Kingston 101*****

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Office hours: Thursdays 3-4pm in HUM221

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 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:

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.

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, but the proportion will vary slightly across the 4 exams. Exam 1 will be the heaviest in terms of readings, so approximately 60% of exam will come from text. Exams 2 and 3 will have proportionately more emphasis on lectures (approximately 60%). Final exam will be cumulative, covering all material from the entire course. For each midterm exam, there will be 30 points multiple choice and 30 points write-in (short answer) questions. The final will be 40 points multiple choice and 40 points short answer. I highly recommend that you attend all classes and read all readings. Please take responsibility for these tasks.

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 2 midterm exams will be reweighted.

Course Requirements:

Exam 1 (September 27):	20%
Exam 2 (October 29):	20%
Exam 3 (November 22)	20%
Final:	40%

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

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. Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

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

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

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appropriate documentation¹. Please use the *Request for an Exam Deferral* form
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Extenuating Circumstances

ation 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, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) Each

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