

BROCK UNIVERSITY
DEPARTMENT OF CHILD AND YOUTH STUDIES

CHYS 3P12 EMOTIONS IN CHILDREN AND YOUTH - WINTER 2006

Instructor: Dr. Anthony Volk
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Office Hours: By appointment (phone or email)
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Lectures: Monday 2:00 - 4:00, EA 102
Seminar 1: Friday 8:00 - 9:00, MCC 301
Seminar 2: Friday 8:00 - 9:00, MCC 300
Seminar 3: Thursday 4:00 - 5:00, ST 1103

Text: Nader, J. & Muir, D. (2005). *Emotional Development*. Toronto: Oxford University Press.

Course Description:

This course focuses on how emotions develop from infancy through to adolescence. It attempts to both describe the changes in emotions, as well as explain the reasons why the emotions change and their different influences at different ages. The course embraces a wide range of theoretical approaches, from biological to cultural, to explain emotional development. The course will consist of lectures by the instructor, as well as seminar lectures given by the students on material in the textbook.

Course Objectives:

The goal of the course is to transform students into educated consumers of the child and youth emotional development literature. In plain English, I want you to be able to find the information from the right sources, be able to critically understand, analyze it and present it, and be able to properly apply it to real world situations. The course tries to strike a balance between teaching the material (giving fish) and teaching the students how to learn the material themselves (teaching how to fish).

Course Evaluation:

Mid Term 1- 25%
Mid Term 2- 25%
Final Exam- 30%
Seminar Presentation- 15%
Seminar Participation- 5%

Tests:

The mid-term exams will consist of short answer and essay questions on lecture material from the weeks before as well as material from textbook Chapters 1-4 and on Chapters 5-7 and 10 respectively. The final exam will test for Chapters 11-16, as well as lecture material from the previous weeks and applied questions that may require knowledge from all of the Chapters. The Final Exam will be scheduled during the December Exam Period. Additional information about the format and content of each test will be provided in class.

Withdrawing from the Course:

Please note that November 3, 2006 is the last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 2 courses. You will be provided with your grades from the first mid-term by October 20, 2006.

Missed Exams and Seminar Presentations:

When possible, missed exams and seminar presentations are to be supported by appropriate documentation (e.g., Doctor's note) by the student or the student may receive a grade of ZERO on that exam or presentation. Possible circumstances for missing an exam or seminar presentation may include religious or cultural reasons or may be due to illness. If at all possible, the instructor should be informed prior to the date of the scheduled test/exam or presentation. If you have any doubt about whether an event, illness, or circumstance qualifies for an exemption or deferral, please contact the instructor ASAP.

Missed mid-term exams will have their grades added to later exams (equally). There WILL NOT be make-up exams for the mid-term exams. Make-ups for the final exam will be scheduled as required. Missed seminars will be presented on the final day of the class.

Academic Misconduct:

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct. Students are also reminded that the Student Development Center (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

Seminar Presentations:

In the world of academia (and teaching!) it is vital to be able to express one's thoughts, ideas, and findings clearly and succinctly. The most common form of communication outside of classroom teaching is presentations. Presentations are the foundation of research conferences, as well as training seminars, workplace information sessions, and program evaluations. Such presentations are often limited in time, meaning that participants must not only clearly present their material, but they must do so in a short period of time. The ability to give informative and succinct talks is a skill that requires practice. One of the goals of this course is to provide such practice. Furthermore, one of the best tests of individual knowledge is whether or not an individual can explain that knowledge clearly and answer questions about it.

To keep seminar topics on topic, make them easier to research, more relevant to the course, and more standardized between presenters, the presentations will be based on chapters from the textbooks. Students are expected to present the material of the assigned chapter in a way that facilitates understanding and promotes discussion.

Each presentation should be between 20 minutes in length, after which it will be followed by 5 minutes of questions. Students will be evaluated on the clarity, succinctness, and enthusiasm with which they present their material. Further details will be given in class.

Seminar Participation:

Participation in seminars is important and accounts for 5% of your overall grade. Students will be given up to 1% per session for asking questions during the seminars that the instructor or TA deems to be insightful and perceptive, for a maximum of 5%. In other words, I want you to think about the material deeply enough that you can ask interesting questions that demonstrate your insights into the material.

Grades and Completion of the Course:

Final grades in the course will be calculated at the end of the semester with the grades being rounded to comply with the 0, 2, 5, 8 marking scheme and any such computations shall be at the discretion of the instructor. **To obtain completed standing in this course, students must complete at least one of the mid-term exams or their seminar presentation as well as the final exam. If a student is not able to meet these requirements, their standing in the course will be determined by the instructor and the Department of C&YS.**

WebCT:

WebCT has been offered as a resource where you can communicate with your classmates and the instructor about course content and any related questions. WebCT is an optional resource, and is not required for successful completion of the course. Please note that while all reasonable efforts will be made, the instructor is not required to accommodate all students with course notes that they deem satisfactory. Course notes are an optional supplement, not a mandatory requirement, of the course.

Course Outline:**Week 1 – September 11**

Course Overview and Introduction to Emotional Development

Read: Chapter 1

Seminar: No seminar this week

Week 2 – September 18

Evolutionary & Biological Perspectives

Read: Chapter 2

Seminar: Review of Seminar Structure and Seminar Assignment

Week 3 – September 25

Psychological and Cultural Perspectives

Read: Chapter 3

Seminar: Chapters 1 & 2

Week 4 – October 2

Infancy 1

Read: Chapter 4

Seminar: Chapters 3 & 4

Thanksgiving - October 9

Read: Chapters 5 & 6

Seminar: *cancelled*

Week 5 – October 16

Midterm 1

Read: Chapter 7

Seminar: *cancelled*

Week 6 – October 23

Infancy 2

Read: Chapter 10

Seminar: Chapters 5 & 6

Week 7 – October 30

Early Childhood 1

Read: Chapter 11

Seminar: Chapters 7 & 10

Week 8 – November 6

Early Childhood 2

Read: Chapter 12

Seminar: Chapters 11 & 12

Week 9 – November 13

Mid-term 2

Read: Chapter 13

Seminar: *cancelled*

Week 10 – November 20

Middle Childhood

Read: Chapter 14

Seminar: Chapters 13 & 14

Week 11 – November 27

Early – Mid Adolescence

Read: Chapter 15

Seminar: Chapter 15 & 16

Week 12 – November 30

Late Adolescence/Adulthood, General Review

Read: Chapter 16

Seminar: Make-Up Seminars