Psychology 4115 (29310): Infancy
University of Florida
Fall 2024

Instructor: Lisa Scott, Ph.D.
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Time: Monday | Period (9:35 PM – 12:35 PM)
Location: Matherly 0003
Course Text Book: Infancy: The Development of the Whole Child (Oakes, LoBue, Casasola), Sage Publications.
https://collegepublishing.sagepub.com/products/infancy-1-275470

Preferred Mode of Communication: Please contact me via CANVAS or email. I aim to respond to emails within 24-48 hours, but if I do not, please resend your email. I receive upwards of a 60-100 emails a day and sometimes miss responding.
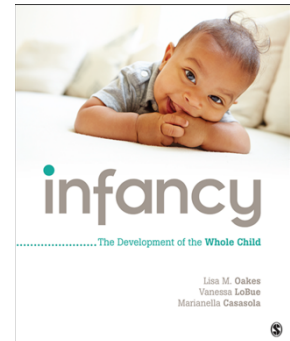
Purpose and Goals
Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that can shape the course of infant development. The course will be designed around answering and discussing the following questions:

How do babies develop and learn? Why is studying infant development important? What are the methods that researchers use to study infants? What role do parents play? How does the brain develop? What do parents, education, and health care professionals need to know about the development of infants starting prenatally and until 3 years of age? How does development differ within and across cultures? How can society and policy support infant development? Special emphasis will be placed on issues and debates that have dominated the field and continue to be a source of controversy and impetus for research.

I design all my classes around developing skills that I see as important for careers in early child development, education, healthcare, policy, and nonprofit work. To this end, every week we will have a workshop designed around honing these skills. These workshops may include research, presentations, group work, and computer work. **Please check CANVAS each week to make sure you have the materials and information needed to fully participate in the workshops.**

Course Requirements

This course will be conducted in person and there is not a remote attendance option. Most weeks will include a 30 minute to 1 hour presentation and discussion followed by a workshop. This course has been designed to enable you to continually sharpen your skills in critical reading, discussing, conceptualizing, presenting, and writing. As an instructor, I aim to help you develop these skills and create several products for you to use to showcase your skills in the future. ***High value will be placed on students who thoughtfully and actively contribute to these projects as well as discussions that take place in class***.

Due to the nature of this course, approximately 3-5 hours of reading per week is required. I find programs and apps, including "Natural Reader" and "Speechify", are sometimes helpful for getting large amounts of reading completed. Reading times vary by individual, but students should expect to spend at least 3 hours preparing for class each week in addition to time spent on assignments and projects. As a reminder, instructors at UF are required by federal law to assign at least 2 hours of work outside of class for every contact hour (credit hour). Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information for an exam or writing assignments, and other self-determined study tasks. Weeks may differ in the amount of work, given the design and structure of the course. **I encourage you to look through the syllabus and add important deadlines to your calendars.**

Students will be required to have access to a computer with internet, canvas, word, powerpoint, and excel (or the google equivalents) for some of the assignments and activities. Please ensure you have access to these programs on your computer (all should be provided by UF or can be found free online). If you are concerned about any aspect of your access, please contact the instructor before the end of the second week of class so that alternates can be arranged.

In-Class Discussions and Group Work:

Do:
- Be explanatory and justify your opinions. Credit the ideas of others through citing and linking to scholarly resources.
- Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.
- Be truthful and accurate and indicate if you are uncertain or expressing an opinion.
- Address others by name and be mindful of your tone.
- Take the time to get to know your colleagues in this class so that you can take into account differences in lived experiences when contributing in class.

Avoid:
- Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not know the answer.
- Sharing another person's professional or personal information.
- Using profanity or participating in hostile interactions.
- Using sarcasm or being rude.
- Interrupting people when they talk.

STUDENTS CAN SHOW MASTERY OF THE MATERIALS IN THE FOLLOWING WAYS:

1. Workshops. There will be in-class workshops throughout the semester that require group work and/or short presentations to the class. **9 out of 10 of these activities will contribute to your grade and each one will be worth 7 points for a total of 63 points.** Therefore, you can miss one of them or the lowest grade will be dropped when calculating your final grade. These activities will often be based on the readings and aim to facilitate translation from research and theory to current events relevant to policy, health or education.

2. Weekly Response Posts. Each week a chapter is assigned from the Oakes, LoBue, and Casasola book, you should pick one of the critical thinking questions at the end of the chapter to answer and submit via canvas. There will be no response posts due for weeks that don't include readings from the book, and you may pick 1 question even when there are 2 chapters assigned for that week. <u>These response posts will not be graded for content but you will get credit for completing them, and some of these questions (the same questions) will show up on the midterm and end of the semester take-home tests </u>(which will be graded), so it is in your best interest to pick one to answer carefully as it may save you time on the tests. **Answering 1 question each week (9 total) will be worth 4 points each for a total of 36 points.**

3. Writing Assignments (2 assignments, 10 points each). There will be two writing assignments for this course. Both will be introduced during a workshop, and you will turn in a written product based on the work you did for the workshop. The following will be graded in addition to the points you receive for participation in the workshop.

a. Press Release Project (10 points)
It is important for researchers to summarize their work for the public. Although there are a variety of mechanisms through which this can be accomplished, one way to responsibly disseminate research findings is through writing a press release or a public abstract (e.g., something that is necessary for NSF funding). The purpose of these documents is to inform the public about research findings or proposed research that will be conducted and why it is important. Press releases and/or public abstracts should be written for a lay audience, and it should use non-technical language. It should explain how the research will lead or has led to fundamental advancements of scientific knowledge, and it should describe how the research results may be relevant to societal concerns. <u>For this assignment, you will write a press release about your own research findings in developmental psychology or research recently published in developmental psychology that is closely related to your own research (e.g., paper from your lab group, or developmental study on the same topic as your research.</u>

Things to keep in mind for the Press Release Project:
1) Think about the public you are seeking to reach through the news story: what readership do you want to reach, and what would you like them to do as a consequence of receiving this information.
2) Think of 2 or 3 key messages that you want to convey (and you think the authors want to convey), write these down and practice how to communicate them in simple terms.

3) Be aware of the limitations of the data and overstepping what the data allow you say, but…It's also okay to speculate: you can share a hunch, just be clear that it is a hunch or a hypothesis.
4) As one media specialist once said to have a story, you need a fact, a quote, and a comparison (you should quote yourself or another senior person working on the project or make up a quote if you are reviewing someone else's research. Examples can be found on Canvas or at the UF media relations webpage: https://news.ufl.edu/

Press Release Grading Rubric (10 points):
1) Title (.5 point)
2) A quick summary (first two paragraphs) of findings (1 points)
3) Quote: quote telling what you found or what the authors found in a conversational tone. (.5 Point)
4) Experimental Design: Should be clear in this section about exactly what was done and when. Try to use a chronological narrative so a reporter can follow all with no confusion and no need to re-read (2 Points)
5) Follow up with an explanatory quote from you for clarification and for adding subtleties and fine details (.5 points)
6) What does this mean and why is it important, is the bigger picture clear (2 points)
7) What should be done in the future if appropriate. (1 points)
8) Connection to development (1 points)
9) Style: Short sentences and paragraphs, no jargon, grammar, appropriate length (.5 points)
10) On time and participated in peer review (1 points)

More advice for writing op-eds:
https://scholars.org/resource/how-best-practices-writing-compelling-oped

b. Statement of the Evidence Group Project. Similar to communicating research to the public, it is increasingly important for developmental psychologists and researchers to communicate replicable and reliable science to policy makers. Currently there are many forms of science communication, but the policy brief or statement of the evidence articles (Society for Research in Child Development) are particularly useful. For this assignment groups will be assigned based on research interests (4-5 per group) and will be required to collaboratively write an 500-800 word Statement of the Evidence Report according to the suggested style in SRCD. Below are links to examples.

Examples:
https://www.srcd.org/sites/default/files/resources/SRCD%20SOTE-Gender%20Affirming%20Policies%202022.pdf

https://www.srcd.org/sites/default/files/resources/FINAL_AddressingInequalities-Black.pdf

https://www.srcd.org/sites/default/files/resources/FINAL_The%20Science%20is%20Clear_0.pdf

Statement of Evidence Grading Rubric (10 points)
1) Title, brief abstract (120 words), formatting/proofing: 2 points

2) 2-3 main take home points bolded (to be put in blue box in examples): 2 points.
3) Research Summary: 2.5 points
4) Policy Suggestions (5-10 specific suggestions with references): 2.5 points
5) Group participation: 1 points

4. Take Home Exams. There will be two (non-cumulative) take home exams that will be based on the Critical Thinking Questions at the end of each chapter in the Oakes, LoBue, and Casasola book. Each Exam will include 5-7 Essay Questions taken from the Critical Thinking Questions at the end of each chapter. Each exam will be worth 40 points.

Assignment/Grade Summary

1.Workshops   63 points
2. Reading Responses   36 points
3. Writing Assignments   20 points
4) Exams   80 points
5) Bonus Point   1 point

Total: 200 points

Percentages
A: 186-200
A-:180-185
B+:174 – 179
B: 166 – 173
B-:160 – 165
C+: 156-159
C: 146-155
C-:140-145
D+: 134-139
D: 126-133
D-: 120-125
F: lower than 120

Course Schedule and Assigned Readings and Due Dates

Week 1 (August 26th) : Why and How We Study Infant Development
     Readings: Chapter 1
     Due By Friday Aug 30th at 12 pm via Canvas: Chapter 1 Critical Thinking Question
     Workshop: Getting to know each other

September 2nd: Holiday No Class

Week 2 (September 9th): Biological and Brain Development 1:
     Readings: Chapter 2

Due By Monday September 9th at 8 am via Canvas: Chapter 2 Critical Thinking Question
Workshop: Interactive Brain Atlas/Design a Brain Presentation

Week 3 (September 16th): Prenatal, Sensory Development and the Newborn

Readings: Chapter 3
Workshop: Teratogens: Timing, Dose, Duration (How does Smoking, Alcohol, Cocaine, Lead, Zika, Opiods, COVID19, Marijuana impact the developing fetus). Be prepared to break into groups and do online searches and prepare a short summary to submit on canvas.
Due By Monday September 16th at 8 am via Canvas: Chapter 2 Critical Thinking Question

Week 4 (September 23rd): Biological and Brain Development 2: Methods and Techniques

Readings: Turk-Browne & Aslin, 2024
Workshop: UF BCD Lab Visit. If your last name begins with an A-M you will arrive at the BCD lab on the 3rd floor of the Psychology Building (Room 333) at 9:35. If your last name begins with N-Z you will arrive at the lab at 10:45.

Week 5 (September 30th): Perceptual Development

Readings: Chapter 4
Workshop: Visual and Auditory Screening: Create an Infographic: Pick a topic of interest related to infant early screening (Visual, Auditory) aimed to communicate to caregivers and/or parents and create an infographic. This infographic should be research based and engaging. Get into groups to discuss and then submit via CANVAS. If time we will present infographics in class next week.

Week 6 (October 7th): Physical and Motor Development

Readings: Chapter 5
Science News Piece to read: https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk
Workshop: Press Release Communicating Infant Development Research Findings

Week 7 (October 14th): NO CLASS Take Home Midterm Exam (Weeks 1-6; Chapters 1-5)

Week 8 (October 21st): The Development of Cognitive Skills and Understanding of the World

Readings: Chapters 6 & 7
Workshop(s): Developmental Assessments and Press Release Partner Feedback

Week 9 (October 28th): The Development of Play and Symbols and Language Development

Readings: Chapters 8 & 9
Due: Press Release by 8 am via CANVAS
Workshop: Design a Toy

Week 10 (November 4th): Attachment, Emotional and Social Development

Readings: Chapters 10 & 11

Workshop: Statement of the Evidence

November 11ᵗʰ: Holiday No Class

Week 11: (November 18ᵗʰ) The Context of Infant Development 1: Parenting, Peers, and Community
Readings: Chapter 12
Workshop: Design a Parent Centered Prevention Program

Week 12 (December 2ⁿᵈ): The Context of Infant Development 2: Child Care, Parental Leave, and the Role of Government
Readings: Scott, L.S., & Brito, N. (2022). Supporting healthy brain and behavioral development during infancy. Policy Insights from the Behavioral and Brain Sciences, 9(1) 129–136 DOI: 10.1177/23727322211068172
Workshop: Presentations for the Statement of the Evidence Assignment.

Take Home Exam Due (Content from Weeks 8-12; Chapters 6-12): Tuesday December 9ᵗʰ at 9 am via CANVAS

Course Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course, are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Attendance and Late Assignment Submissions:
Students will not receive credit for workshops if they do not attend class. That said, 1 workshop grade will be dropped and so students can miss 1 workshop without it impacting your grade. For late assignments 10% of the total available points are deducted per day late. An assignment is considered 1 day late if it is turned in after the CANVAS deadline even if it is turned in before class. If a student misses more than 2 classes due to a medical or personal issue, students should contact Dr. Scott to plan for making up the work.

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. More information can be found at: https://accessibility.ufl.edu/, including the Electronic Information Technology Accessibility Policy and ADA Compliance.
Disability Resource Center: (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students

will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor for this class.

I recognize that there are a variety of AI programs available to assist with writing. In my experience these tools are inaccurate at best for generating text for academic writing. AI programs are not a replacement for human creativity, originality, integration of concepts, or critical thinking. Writing is a skill that you must develop over time. In academia and many other professions persuasive, interesting, and accurate writing is the currency for success. College is the time to hone this skill and develop your own individual style of writing. I am not sure if AI tools will help you in this regard, although I recognize that they can be a useful tool for editing. If you use AI to generate text, you should put it in quotes and cite it. You may use AI for editing as needed, but I suggest you carefully review the editing. If you use it for any other reason, please disclose and describe the use at the bottom of the page. I will not penalize anyone for using AI if disclosures are made, although I may ask you to re-write something in your own words.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Specifically, students may not publish recorded lectures without the written consent of the instructor. I request that you inform me if you are recording the lecture so I can inform the class in advance to protect their privacy.

Sexual Harassment
Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here https://titleix.ufl.edu/about/title-ix-rights/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF. If you disclose this information, please keep this in mind and seek advice prior to disclosing to a mandatory reporter. You might consider consulting with someone outside of UF before discussing with a mandatory reporter. If you would like help finding someone else outside of UF, I would be happy to help.

Inclusive and Anti-Racist Learning Environment
Civility and respect for the opinions and backgrounds of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in this course. However, courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

In this course we will engage and collaborate in scholarship that may challenge oppressive and unjust forces. Throughout this class we will work to understand and reduce racial injustices within the field and study of infant development. The aim of these discussions is to empower students towards this collective goal.

Additional UF Policies and Resources

University Police: 352-392-1111 (or 9-1-1 for emergencies) http://www.police.ufl.edu/.

Health and Wellness
U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
Sexual Assault Recovery Services (SARS), Student Health Care Center, 352-392-1161.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. e-Learning Supported Services Policies includes links to relevant policies including Acceptable Use, Privacy, and many more.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

ONE.UF is the home of all the student self-service applications, including access to: Advising; Bursar (352-392-0181); Financial Aid (352-392-1275); Registrar (352-392-1374).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Diversity and Multicultural Resources (from the College of Med):

https://wellness.med.ufl.edu/resources/resources-for-underrepresented-groups/racial-ethnic-minority-resources/

https://wellness.med.ufl.edu/resources/resources-for-underrepresented-groups/lgbtq-resources/

https://wellness.med.ufl.edu/resources/resources-for-underrepresented-groups/women-in-medicine-science-resources/

https://wellness.med.ufl.edu/resources/resources-for-underrepresented-groups/resources-for-individuals-with-disabilities/

This website might be back sometime and used to be helpful: https://multicultural.ufl.edu/

****This syllabus is subject to change by the instructor. Announcements of changes will be made in class and posted on Canvas. Please check CANVAS daily.