

**Advanced Developmental
Psychology 1
DEP 6057, section 6D57
University of Florida
Fall 2025**

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Time: Thursdays 9:35-12:35
Location: Psychology 129

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.

******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.**

Purpose and Goals

The purpose of this course is to critically examine contemporary issues and topics in the field of early human development from prenatal development, through infancy and childhood and into the start of middle childhood. The course will provide an overview of current theory and research related to early development. Special emphasis will be placed on methods and issues that have dominated the field and continue to be a source of impetus for research. Using an interdisciplinary approach, we will explore social, cognitive, physical, biological, and contextual factors that shape the course of infant and child development. The course will be designed around answering and discussing the following four questions:

- 1) **Continuity and Individual Differences:** Are there general principles that guide early development across individuals? For example, can development be characterized as continuous or discontinuous in nature? How important is it to understand individual differences in development? Are these rules stable or do they change with age? Should we focus on understanding developmental deficits or adaptations or both?
- 2) **Context:** What role does context play in shaping development? For example, how does culture, identity, and class influence child development? How do policies, historical practices, and geography negatively or positively impact development?
- 3) **Nature and Nurture:** How do nature and nurture interact to shape development? Are there inborn capacities that we humans share, or can development be characterized as primarily being influenced by environmental factors? What are the biological foundations of development? Does the interaction between nature and nurture change with age? How does early experience influence later development?

- 4) **Domains of Development and Developmental Cascades:** Are there domain-general learning capacities or rules that span domains (dynamic) or is some development domain-specific (modular)? Do cascading effects of development exist within and across domains? Does development in one domain (e.g., attachment) impact development in another domain (i.e., perceptual development)?

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This class serves as one of 3 options for the Developmental Psychology Graduate Program's Core Course Requirements.

Course Readings:

Assigned readings for the class will be available on CANVAS and are listed below. If you are unable to download from CANVAS you can search for them by their reference/link below.

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 group work, assignments and student presentations. This course has been designed to enable you to continually sharpen your skills in critical reading, discussing, conceptualizing, presenting, writing, and applying results to real world issues. 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, actively, and independently contribute to these projects as well as discussions that take place in class.***

Readings: 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 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 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.

For many of the readings, I included “**skim**” at the end of the reference. Here is how I skim articles: I start with the abstract, then skip to the methods and make sure I understand what was done, then I make sure I understand the graphs and the results. Finally, I read the conclusions and make sure they are consistent with my read of the results. If they are not, I go back and try to figure out the discrepancy. I then make a few notes about the article and the take home message. Skimming is not appropriate for articles that you will cite in your work, if you cite articles, it is best to read the article in its entirety unless you feel very comfortable with the topic and the introduction feels like a review.

Computer Requirements: Students will be required to have access to a computer with internet, canvas, Word, and PowerPoint and CANVA 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 are

free). 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 alternatives can be arranged.

Discussions: This course will include in-class and online discussions; here are some recommendations for contributing to discussions in class:

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 to discussions.

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.
- Confounding data/results with interpretations of data.
- Sharing another person's professional or personal information.
- Participating or contributing to hostile interactions.
- Using sarcasm or being rude.
- Interrupting people when they talk.
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STUDENTS CAN SHOW MASTERY OF THE COURSE CONTENT AND MATERIALS IN THE FOLLOWING WAYS:

1. Reading Summary and Discussion (20%)

Each student will present a 30-minute integrative summary of the assigned reading(s), followed by a 10-15 minute discussion. Presentations should include no more than 20 power point slides. The discussion leader will give a brief overview of the topic including summary of each of the required readings, e.g., what are the major issues/points the reading is making, how is it connected to core developmental processes and course questions (see above), etc. Leaders may provide a brief overview on background material and the slides should include figures, or brief film clips from classic studies (e.g., video of tasks used or examples) depending on the topic. The goal is to make the presentation engaging and integrative. After the readings are summarized leaders may also bring in work or make connections relevant to their own fields. Grades will be based on accuracy, clarity, depth, and ability to generate and facilitate discussion. Slides should not simply be text summaries of the readings and text should be very limited (no more than two bullet points and 1 sentence per bullet point).

2. Participation and Response Posts (Due Weekly: 15%)

The course will be taught in seminar-discussion format; therefore, it is expected that class members will have completed the assigned readings prior to class, attend each session, and

actively participate in discussions online and during class. Course members will be asked to submit short (1/2 page max) response post and respond to at least one other response post. These response posts should be completed on canvas by 12 noon on the Wednesday prior to each class (unless otherwise noted) and responses to other group members will be accepted until class on Thursday. These posts should not include a summary of the readings, but instead answer the question posed for that day (on CANVAS) or 1 or more of the below questions for at least 2 of the readings.

- 1) How do the readings for today address one of the 4 core course questions? In the context of this question, what are the next steps for research?
- 2) How does this reading relate to other readings for the course, are there interesting connections you can make across domains?
- 3) How does this reading relate to your own areas of research? Does this reading specifically inform your work and if yes, how?
- 4) How does this work relate to ongoing or current events in the world? Would disseminating this information help answer an important question or give policy makers information that might impact a specific policy or program?
- 5) How did this work or area of research arise, in other words, what are the contexts that led to the work and is there reason to criticize or critically evaluate those contexts.

Each student will be excused from 2 response posts during the semester. You may choose to answer one of these questions as they relate to all the readings or go in more detail about 2 of the readings but you should come prepared to class to discuss ALL the assigned readings. Your grade will be comprised of both the response posts themselves and your participation and discussion during class. **You will not get credit for response posts if you don't attend class, this will be counted as one of your 2 missed posts. Likewise, you will not get credit if you attend class but don't post your response.** Your grade will only be impacted if you miss more than 2 weeks of class/response posts. Please come prepared to discuss the content of your post in class. After your 2 excused response posts, documentation must be submitted to support excused absences.

Presenting students should use these posts to help guide discussions. Students do not need to submit response posts when it is their turn to lead discussion.

3. Press Release Project (Due: October 2nd, 15%)

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. For this assignment, you will write a press release about a recently published empirical paper (not a review paper) in developmental psychology

(prenatal through middle childhood) that is closely related to your own research (e.g., paper from your lab group, or and early developmental study on the same topic as your research.)

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 (30 points):

- 1) Title (1 point)
- 2) A quick summary (first two paragraphs) of findings (4 points)
- 3) Quote: quote telling what you found or what the authors found in a conversational tone. (2 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 (6 Points)
- 5) Follow up with an explanatory quote from you for clarification and for adding subtleties and fine details (2 points)
- 6) What does this mean and why is it important, is the bigger picture clear (6 points)
- 7) What should be done in the future if appropriate. (2 points)
- 8) Connection to development (2 points)
- 9) Style: Short sentences and paragraphs, no jargon, grammar, appropriate length (2 points)
- 10) On time and participated in peer review (3 points)

More advice for writing op-eds:

<https://scholars.org/resource/how-best-practices-writing-compelling-oped>

4. Workshop Activities (Due: Throughout Semester, 25%). There will be several in-class activities throughout the semester that require group work and/or short presentations to the class. 5 out of 6 of these activities will contribute to your grade and each one will be worth 6 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.

- 1) **Week 2-4 (August 28th, presentation Sept. 11th): Theories** driving your own research. Which of the theories we have learned about is most closely related to your own research and why? Is there a theory you use that was not covered here? Create a figure for a power point slide that exemplifies how your research applies to this theory or model and present it to the class.

- 2) **Week 5 (Sept 18th): Teratogens:** Timing, Dose, Duration (How does Smoking, Alcohol, Cocaine, Opioids, Lead, Zika, COVID19, Marijuana impact the developing fetus). Individuals/Groups will pick a teratogen and write a short summary of the evidence that they will present to the class.
- 3) **Week 6 (September 25th): Developmental Cognitive Neuroscience Methods Lab Tour**
- 4) **Week 8 (October 9th): Infographic proposal.** Pick a topic of interest aimed to communicate to caregivers and/or parents about brain development, motor development or attachment 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 at the beginning of the class (Week 10).
- 5) **Week 12 (November 6th): Policy Roundtable.** We will review several policy issues that impact child development and present research from the course that could inform policies. Each student will present the policy that their SoE paper will cover.
- 6) **Week 14 (November 20th): Developmental Science Speed Dating.** What we missed this semester. Pick one topic from the provided list and put together a 5-minute summary of the topic to share with the class. No more than 5 ppt slides.

4. Statement of the Evidence Paper (Due Dec. 3rd 25%). 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 you will be required to write an 800-word Statement of the Evidence Report related to a topic we covered in class, according to the suggested style in SRCD. Below are links to examples.

Examples:

[https://www.srkd.org/sites/default/files/resources/SRCD%20SOTE-](https://www.srkd.org/sites/default/files/resources/SRCD%20SOTE-Gender%20Affirming%20Policies%202022.pdf)

[Gender%20Affirming%20Policies%202022.pdf](https://www.srkd.org/sites/default/files/resources/SRCD%20SOTE-Gender%20Affirming%20Policies%202022.pdf)

https://www.srkd.org/sites/default/files/resources/FINAL_AdressingInequalities-Black.pdf

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

Statement of Evidence Grading Rubric (50 points)

- 1) Title, brief abstract (120 words), formatting/proofing: 7 points
- 2) 2-3 main take home points bolded (to be put in blue box in examples): 8 points.
- 3) Research Summary: 15 points
- 4) Policy Suggestions (5-10 specific suggestions with references): 15 points
- 5) Group participation: 5 points

Summary of Grading Schedule

1. Group Led Discussions	20% (40 pts)
2. Class Participation and Response Posts	15% (30 pts)
3. Press Release Project	15% (30 pts)
3. Workshop Activities	25% (50 pts)
4. Statement of the Evidence	25% (50 pts)
Total	100% (200 Points)

Dropped scores will be added in at the end of the semester

Scale Used for this Course

100%-94%	(200-188 pts)	A
93.9%-90%	(187-180 pts)	A-
89.9%-87%	(179-174 pts)	B+
86.9%-84%	(173-168 pts)	B
83.9%-80%	(167-160 pts)	B-
79.9%-70%	(159-140 pts)	C

This course follows graduate school and departmental guidelines for criteria for passing grades for graduate courses (i.e., a grade of C+ or below is considered unsatisfactory and requires retaking the course). No plus or minus grades are given for C or below.

Course Schedule and Readings

Week #1 (August 21st): Important Questions Guiding Developmental Science

Continuity and Discontinuity

Petersen, I. T. (2024). Reexamining developmental continuity and discontinuity in the 21st century: Better aligning behaviors, functions, and mechanisms. *Developmental Psychology*, 60(11), 1992–2007. <https://doi.org/10.1037/dev0001657>

Cicchetti, D. & Rogosch, F.A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597-600.

Nature and Nurture

Mameli, M., & Bateson, P. (2011). An evaluation of the concept of innateness. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 366(1563), 436–443.

Individual Differences

Masten, A.S. (2014), Global Perspectives on Resilience in Children and Youth. *Child Dev*, 85: 6-20. <https://doi.org/10.1111/cdev.12205>

Pluess, M. (2015), Individual Differences in Environmental Sensitivity. *Child Dev Perspect*, 9: 138-143. <https://doi.org/10.1111/cdep.12120>

Ellis, B. J., & Boyce, W. T. (2008). Biological sensitivity to context. *Current Directions in Psychological Science*, 17(3), 183–187.

Week #2 (August 28th): Important General Theories of Developmental Science.

Historical

Miller, P. Developmental Theories (2022): Past, Present and Future. *Developmental Review*, 66 (101049) <https://doi.org/10.1016/j.dr.2022.101049>.

Bioecological Model of Human Development

Bronfenbrenner, U. & Morris, P.A. (2006). The bioecological model of human development. Theoretical models of human development. (6th edition) (pp. 793-828). New York: Wiley.

Developmental Cascades

Masten, A. S., & Cicchetti, D. (2010). Developmental Cascades. *Development and Psychopathology*, 22, 491–495. <http://doi.org/10.1017/S095457941000022>

Dynamic Systems

Smith, L.B. & Thelen, E. (2003). Development as a dynamic system. *TRENDS in Cognitive Science*, 7, 343-348.

Workshop Activity #1: Theories driving your own research. Which of the theories we have learned about is most closely related to your own research and why? Is there a theory you use that was not covered here? Create a figure for a power point slide that exemplifies how your research applies to this theory or model and prepare to give a 5-minute presentation for class.

Week #3 (September 4): No In-class Meeting; Continue Workshop: Theory Presentation

Week #4 (September 11th): Methods to Study Early Development (Press Release Assignment Distributed)

Foundational Work

Richters, J. (1997). The Hubble hypothesis and the developmentalist's dilemma. *Development and Psychopathology*, 9, 193-229.

Wagenmakers, E.-J., Sarafoglou, A., & Aczel, B. (2023). Facing the Unknown Unknowns of Data Analysis. *Current Directions in Psychological Science*, 32(5), 362-368. <https://doi.org/10.1177/09637214231168565>.

Lukowski, A. & Milojevich, H. (2025). Research methods in developmental psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/zk3s8yyp>.

Current Directions and Applications

McAuliffe, K. (2024). Sampling decisions in developmental psychology, *Nature Reviews Psychology*, 3, 297-298. <https://doi.org/10.1038/s44159-024-00306-z>

Turk-Browne NB, Aslin RN. Infant neuroscience: how to measure brain activity in the youngest minds. *Trends Neurosci*. 2024 May;47(5):338-354. doi: 10.1016/j.tins.2024.02.003.

de Barbaro, K., & Fausey, C. M. (2022). Ten lessons about infants' everyday experiences. *Current Directions in Psychological Science*, 31(1), 28-33.

Reading for Press Release Assignment: Here's why academics should write for the public. <https://theconversation.com/heres-why-academics-should-write-for-the-public-50874>

Week #5 (September 18th): Genes and Prenatal Development

Foundational Work

- DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development*, 9, 133-150 (**skim**).
- Turkheimer, E. (2000). Three laws of behavioral genetics and what they mean. *Current Directions in Psychological Science*, 9(5), pp 160-164. <https://doi.org/10.1111/1467-8721.00084>
- Gottlieb, G. (2002). Developmental-Behavioral Initiation of Evolutionary Change. *Biological Review*, 109(2), 211-218.

Current Directions and Applications

- Gervain, J. (2018). The role of prenatal experience in language development. *Current Opinion in Behavioral Sciences*, 21, 62-67.
- Nivins S, Padilla N, Kvanta H, Ådén U. Gestational Age and Cognitive Development in Childhood. *JAMA Netw Open*. 2025;8(4):e254580. <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2832757>
- Boyce, T.W., Pat Levitt, Fernando D. Martinez, Bruce S. McEwen, Jack P. Shonkoff; Genes, Environments, and Time: The Biology of Adversity and Resilience. *Pediatrics* February 2021; 147 (2): e20201651. 10.1542/peds.2020-1651

Workshop Week 5: Teratogens: Timing, Dose, Duration (How does Smoking, Alcohol, Cocaine, Lead, Zika, Opioids, Marijuana impact the developing fetus). Be prepared to break into groups, do online searches and prepare a short summary.

Week #6 (September 25th): Brain Development and Plasticity

Foundational Work

- Greenough, W. T., Black, J. E., Wallace, C. S. (1987). Experience and brain development. *Child Development*, 58, 539-559.
- Stiles, J. & Jernigan, T. L. (2010). The basics of brain development. *Neuropsychological Reviews*, 20, 327-348.

Current Directions and Applications

- Wright et al. (2025). Distinct synaptic plasticity rules operate across dendritic compartments in vivo during learning. *Science* 388, 322-328, DOI:10.1126/science.ads4706
- Nelson, C.A., Sullivan, E.F. & Valdes, V. Early adversity alters brain architecture and increases susceptibility to mental health disorders. *Nat. Rev. Neurosci.* (2025). <https://doi.org/10.1038/s41583-025-00948-9>
- Gao, W. (2025). A hierarchical model of early brain function network development. *Trends in Cognitive Sciences*. [https://www.cell.com/trends/cognitive-sciences/fulltext/S1364-6613\(25\)00080-4](https://www.cell.com/trends/cognitive-sciences/fulltext/S1364-6613(25)00080-4) (**skim**).

Workshop Week 6: Tools of Developmental Cognitive Neuroscience, Tour labs.

Week #7 (October 2nd): Physical and Motor Development (Press Release Assignment Due)

Foundational Work

- Adolph, K. E. (2000). Specificity of learning: Why infants fall over a veritable cliff. *Psychological Science*, 11(4), 290-295.
- Adolph, K.E., Hoch, J.E., Cole, W.G. (2018). Development (of Walking): 15 Suggestions. *Trends in Cognitive Sciences*, 22 (8) <https://doi.org/10.1016/j.tics.2018.05.010>

Current Directions and Applications

- Blumberg, M.S. & Adolph, K.E. (2023). Protracted development of motor cortex constrains rich interpretations of infant cognition. *Trends in Cognitive Sciences*, Volume 27, Issue 3, 233 – 245. <https://doi.org/10.1016/j.tics.2022.12.014>
- Franchak, J. & Adolph, K. E. (2024). [An update of the development of motor behavior WIREs Cogn Sci.2024;e1682 https://doi.org/10.1002/wcs.1682](https://doi.org/10.1002/wcs.1682) (skim).
- Science News Piece to read: <https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk>

Week #8 (October 9^h): Development of Attachment (Statement of the Evidence Paper Assigned).

Foundational Work

- Benoit, D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Paediatric Child Health*, 9(8) 541-545.
- Ainsworth, M.D.S. & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child Development*, 41, 49-67 (skim).
- Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13, 673-685 (skim).
- Sroufe, L.A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment and Human Development*, 7(4), 349-367 (optional)

Current Directions and Applications

- Tottenham, N., & Vannucci, A. (2025). Attachment as Prediction: Insights from Cognitive and Developmental Neuroscience. *Current Directions in Psychological Science*, 34(3), 195-206. <https://doi.org/10.1177/09637214251313714>
- Humphreys KL, Garon-Bissonnette J, Hill KE, Bailes LG, Barnett W, Hare MM. Caregiving relationships are a cornerstone of developmental psychopathology. *Development and Psychopathology*. 2024;36(5):2218-2231. doi:10.1017/S0954579424000300.

Workshop Week 8: Infographic proposal. Pick a topic of interest aimed to communicate to caregivers and/or parents about brain development, motor development or attachment 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 at the beginning of the class (Week 10).

Statements of the Evidence Paper Assigned (Due November 28th 25%)

Week #9 (October 16^h): No Class, work on Statement of the Evidence Paper and Next week's Readings.

Week #10 (October 23rd) Development of Visual Attention and Perception

Foundational Empirical and Theoretical Work:

- Scott, L. S., Pascalis, O., & Nelson, C. A. (2007). A domain-general theory of the development of perceptual discrimination. *Current Directions in Psychological Science*, 16, 197-201.
- Smith, L. B., Jones, S. S., Landau, B., Gershkoff-Stowe, L., & Samuelson, L. (2002). Object name learning provides on-the-job training for attention. *Psychological Science*, 13, 13-19.
- Fantz, R. L. Visual experience in infants: decreased attention to familiar patterns relative to novel ones. *Science* 146, 668–670 (1964) **(skim)**
- Pascalis, O., de Haan, M., & Nelson, C. (2002). Is face processing species-specific during the first year of life? *Science*, 296, 1321-1322 **(skim)**.
- Colombo, J. (2001). The development of visual attention in infancy. *Annual Rev. Psychol*, 52, 337-67 **(optional)**.

Current Directions and Applications:

- Lynn, A. & Amso, D. (2023). Attention along the cortical hierarchy: Development matters. *WIREs Cogn Sci*. 2023;14:e1575, <https://doi.org/10.1002/wcs.1575>
- Taverna, A., Padilla, M., & Waxman, S. (2023). How pervasive is joint attention? Mother-child dyads from a Wichi community reveal a different form of “togetherness”. *Developmental Science*, 27, e13471. <https://doi.org/10.1111/desc.13471>
- Ellis, C.T., Skalaban, L.J., Yates, T., & Turk-Browne, N.B. (2021). Attention recruits frontal cortex in human infants, *Proc. Natl. Acad. Sci. U.S.A.* 118 (12) e2021474118, <https://doi.org/10.1073/pnas.2021474118>.
- Emberson, L. L., Richards, J. E., & Aslin, R. N. (2015). Top-down modulation in the infant brain: Learning-induced expectations rapidly affect the sensory cortex at 6 months. *Proceedings of the National Academy of Sciences*, 112(31), 9585–9590. <https://doi.org/10.1073/pnas.1510343112>. **(skim)**
- Amso, D., & Scerif, G. (2015). The attentive brain: Insights from developmental cognitive neuroscience. *Nature Reviews Neuroscience*, 16(10), 606–619. <https://doi.org/10.1038/nrn4025> **(skim)**.
- Markant, J. & Scott, L.S. (2018). Attention and perceptual learning interact in the development of the other-race effect. *Current Directions in Psychological Science*, 27(3), 163-169 **(optional)**.
- Scott, L.S., & Arcaro, M. (2023). A domain-relevant framework for the development of

face processing, *Nature Reviews Psychology*, 2, 183-195.
<https://www.nature.com/articles/s44159-023-00152-5> (optional).

Week #11 (October 30th): Language Development

Foundational Work:

- Werker, J. F. (1989). Becoming a native listener. *American Scientist*, 77, 54-59.
- Saffran, J., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274 (5294), 1926-1928.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby Wordsmith: From Associationist to Social Sophisticate. *Current Directions in Psychological Science*, 15(1), 30-33.
<https://doi.org/10.1111/j.0963-7214.2006.00401.x>

Current Directions and Applications:

- Bergelson, E., Casillas, M., Soderstrom, M., Seidl, A., Warlaumont, A. S., & Amatuni, A. (2019). What do North American babies hear? A large-scale cross-corpus analysis. *Developmental Science*, 22(1), e12724.
- Clerkin, E.M. & Smith, L.B. (2022) Real-world statistics at two timescales and a mechanism for infant learning of object names, *Proc. Natl. Acad. Sci. U.S.A.* 119 (18) e2123239119, <https://doi.org/10.1073/pnas.2123239119> (skim)
- Breitfeld, E., Compton, A. M., & Saffran, J. R. (2024). Toddlers' prior social experience with speakers influences their word learning. *Infancy*, 29(5), 771–788. <https://doi.org/10.1111/infa.12608>. (skim)
- LaTourrette, A., Waxman, S., (2020). [Naming guides how 12-month-old infants encode and remember objects](#). *Proceedings of the National Academy of Sciences*, 202006608. (skim)

Week #12 (November 6th): Development of Temperament, Self-Regulation and Emotion Processing (Press Release Assignment Due)

Foundational Work:

- Rothbart, M.K., (2007). Temperament, Development and Personality. *Current Directions in Psychological Science*, 16(4), 207-212.
- Pollak SD, Kistler, D. (2002). Early experience is associated with the development of categorical representations for facial expressions of emotion. *Proc. Natl. Acad. Sci. U.S.A.* 99 (13) 9072-9076, <https://doi.org/10.1073/pnas.142165999>
- Kagan, J., Reznick, J. S., Clarke, C., Snidman, N., & Garcia-Coll, C. (1984). Behavioral Inhibition to the Unfamiliar. *Child Development*, 55(6), 2212–2225.
<https://doi.org/10.2307/1129793>.
- Fox, N. A., & Henderson, H. A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior & Development*, 22 (4), 445-455 (skim).

Current Directions and Applications:

- Koepp, A. E., Gershoff, E. T., Castelli, D. M., & Bryan, A. E. (2022). Measuring children's behavioral regulation in the preschool classroom: An objective, sensor-based approach. *Developmental Science*, 25, e13214. <https://doi.org/10.1111/desc.13214>
- Hoemann, K., Xu, F., & Barrett, L. F. (2019). Emotion words, emotion concepts, and emotional development in children: A constructionist hypothesis. *Developmental Psychology*, 55(9), 1830–1849. <https://doi.org/10.1037/dev0000686>
- Blair, C. & Raver, C. (2015). School readiness and self-regulation: A Developmental psychobiological approach. *Annual Review of Psychology*, 66: 711-731. **(skim)**

Workshop Week 12: Policy Round Table, present and discuss the topic of your Statement of the Evidence Paper.

Week #13 (November 13th): Development Memory and Executive Functions

Foundational Work:

- Bauer, P.J., San Souci, P. and Pathman, T. (2010), Infant memory. *WIREs Cogni Sci*, 1: 267-277. <https://doi.org/10.1002/wcs.38>
- Diamond, A., Barnett, S.W., Thomas, J. & Munro, S. (2007). Preschool program improves cognitive control. *Science* 318(5855): 1387–1388. doi: 10.1126/science.1151148
- Cuevas, K., & Bell, M. A. (2014). Infant attention and early childhood executive function. *Child Development*, 85, 397-404 **(skim)**.
- Fagan, J.F. (1970). Memory in the infant. *Journal of Experimental Child Psychology*, 9(2), 217-226. [https://doi.org/10.1016/0022-0965\(70\)90087-1](https://doi.org/10.1016/0022-0965(70)90087-1)**(skim)**.

Current Directions and Applications:

- Lillian Behm, Nicholas B. Turk-Browne, Melissa M. Kibbe (2025). The ubiquity of episodic-like memory during infancy, *Trends in Cognitive Sciences*, ISSN 1364-6613, <https://doi.org/10.1016/j.tics.2025.04.003>
- Yates, T. S., Fel, J., Choi, D., Trach, J. E., Behm, L., Ellis, C. T., & Turk-Browne, N. B. (2025). Hippocampal encoding of memories in human infants, *Science* 387, 1316-1320.
- Bunge, S.A. (2024), How Should We Slice Up the Executive Function Pie? Striving Toward an Ontology of Cognitive Control Processes. *Mind, Brain, and Education*, 18: 17-27. <https://doi.org/10.1111/mbe.12403>

Prepare for next week: Pick a topic

Week 14 (November 20th): Developmental Science Speed Dating: What did we miss?

Bilingualism

Numeracy and Spatial Cognition

Reading

Categorization and Concepts

Identity Development
Impact of Parents
Impact of Adversity and SES disparities
Peer Relationships
Middle Childhood
Stress Reactivity and the HPA

Week #15 (November 27th): Thanksgiving No Class

Statements of the Evidence Paper Assigned (Due December 3rd 25%)

Academic Resources and Course Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

Course Specific ARTIFICIAL INTELLIGENCE POLICY:

Generative artificial intelligence (AI), specifically the kind based on Large Language Models (LLMs) like ChatGPT, has become a transformative force in many fields. Scholarly writing and publishing are no different, and generative AI has begun to have an impact on scholarly work.

When using generative AI, we follow APA's policies:

- When a generative AI model is used in the drafting of a manuscript, the use of AI must be disclosed in the methods section and cited.
- When AI is cited, you must specify in the methods section how, when, and to what extent AI was used.
- You must upload the full output of the AI as supplemental material.
- When AI is used in a presentation (e.g., to generate an image, chart, etc.) it should be cited at the bottom of the slide (e.g., "Generated by AI").

Note that if there is any reason to suspect that generative AI has been used inappropriately (i.e., not in accordance with the policy stated above), an AI detector (e.g., Copyleaks) will be used to evaluate the assignment. If inappropriate use of AI is detected, the student may receive a zero for the assignment.

Course Specific Attendance and Late Assignment Submissions:

Students will not receive credit for reaction/discussion or in-class activities if they do not attend class. That said, 2 reaction/discussion posts and 1 in-class activity grades are dropped so students may miss 2-3 classes without it impacting their grade. For late assignments 20% 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 make a plan for making up the work.

******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.**