

**Psychology 6099 (section 527H):
Survey of Developmental Psychology
University of Florida
Fall 2023**

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Time: Tuesday | Period 8-10 (3:00 PM – 6:00 PM)
Location: Communicore C1-03

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.

Purpose and Goals

The purpose of this course is to critically examine contemporary issues and topics in the field of human development across the life span. The course will provide an overview of current theory and research related to 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. Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that can shape the course of human development. The course will be designed around answering and discussing the following four questions:

- 1) Are there general principles that guide 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) What role does context play in shaping development? For example, how does culture, race/ethnicity, gender, and class influence development? How does early experience influence later development? How do systemic factors negatively or positively impact development?
- 3) 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?
- 4) 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)? Are there domain-general learning capacities or rules that span domains (dynamic) or is some development domain-specific (modular)?

This class serves as the Psychology Department's Developmental Graduate Program's Core Course as well as the APA required Developmental Psychology Course for all APA accredited programs. The course has been structured in a way that meets the requirements of both.

- APA Accreditation Information: "Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient" "graduate-level interaction with the scientific literature that draws on these categories" See: <https://www.apa.org/ed/accreditation/section-c-soa.pdf>

Course Readings:

Assigned readings for the class will be available on CANVAS.

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 and assignments and student presentations. 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 the 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, excel and R (and R studio) 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.

Discussions:

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. Group-led Reading Summary and Discussion (20%)

Starting on Week 5, groups of 4-5 students will present a 30-minute integrative summary of the assigned readings, followed by a 10-15 minute discussion. Presentations should include no more than 20 power point slides. The discussion leaders 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. Students can sign up for weeks on CANVAS.

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 Monday prior to each class (unless otherwise noted) and responses to other group members will be accepted until class on Tuesday. 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 3 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 of 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 3 missed posts. Your grade will only be impacted if you miss more than 3 weeks of class/response posts. Please come prepared to discuss the content of your post in class. After your 3 excused response posts, documentation must be submitted to support excused absences.

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

3. Press Release Project (Due: October 10th, 10%)

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 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).

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 (20 points):

- 1) Title (1 point)
- 2) A quick summary (first two paragraphs) of findings (2 points)
- 3) Quote: quote telling what you found or what the authors found in a conversational tone. (1 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 (4 Points)
- 5) Follow up with an explanatory quote from you for clarification and for adding subtleties and fine details (1 points)
- 6) What does this mean and why is it important, is the bigger picture clear (4 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 (1 points)
- 10) On time and participated in peer review (2 points)

More advice for writing op-eds:

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

4. Statement of the Evidence Group Project (Due November 28th 10%). 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 write an 800-word Statement of the Evidence Report according to the suggested style in SRCD. Below are links to examples.

Examples:

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

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

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

Statement of Evidence Grading Rubric (20 points)

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

5. Group Activities (Due: Throughout Semester, 20%). There will be several in-class activities throughout the semester that require group work and/or short presentations to the class. 4 out of 5 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 3 (Sept 12th):** Theories driving your own research. Which of the theories we have learned about is most closely related to your own research and why? Think about this before class and create a figure for a power point slide that exemplifies how your research applies to this theory or model, due the following week.
- 2) **Week 4 (Sept 19th):** Teratogens: Timing, Dose, Duration (How does Smoking, Alcohol, Cocaine, Opioids, Lead, Zika, Rubella, COVID19, Marijuana impact the developing fetus). Groups will pick a teratogen and write a short summary of the evidence.
- 3) **Week 6 (Oct 3rd):** Movie: “Babies” Look for examples of Adolph’s 15 suggestions in this movie, break into groups and compile a list to present the next week.
- 4) **Week 10 (Oct 31st):** Plotting Individual Data Points on bar graphs in R. Make violin/pirate plots with your own data or a sample data set and present to your group the next week.
- 5) **Week 14 (Nov. 28th):** Infographic proposal. Pick a topic of interest 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 at the beginning of the next class.

5. Take Home Exam (30% Due December 10th at 12 noon on Canvas).

There will be a final take-home exam given out at the end of the semester and due during finals week. The exam will be essay format and will cover the “big issues” and questions we have covered throughout the course. Students will have question options (e.g., answer 2-3 of the following 4 questions) and each question can be answered in about 2-3 pages of single-spaced text. You will be asked to integrate the themes and research that we have covered during the semester, provide examples from the course readings, and describe unanswered questions or propose new research. Answers should be written in APA format and references included. You will have 1 week to complete the exam and are expected to work independently.

Summary of Grading Schedule

1. Group Led Discussions	20% (40 pts)
2. Class Participation and Response posts	15% (5 pts each; 7/10 completed, 30 pts)
3. In-class Activities	15% (7.5 pts, 4/5 completed, 30 pts)
3. Press Release Project	10% (20 pts)
4. Statement of the Evidence	10% (20 pts)
5. Take home Final Exam	30% (60 pts)
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Total	100% (200 Points)

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 29th): Important Questions Guiding Developmental Science I

- Richters, J. (1997). The Hubble hypothesis and the developmentalist's dilemma. *Development and Psychopathology*, 9, 193-229. (this is an important paper)
- Cicchetti, D. & Rogosch, F.A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597-600.
- Keller, H. (2012). The importance of culture for developmental science. *International Journal of Developmental Science*, 6(1-2). 25-28.
- Pence, A.R. & Marfo, K. (2008). Early childhood development in Africa: Interrogating constraints of prevailing knowledge bases. *International Journal of Psychology*, 43(2), 78-87.

Week #2 (September 5th): Important Questions Guiding Developmental Science II.

Nature and Nurture and Individual Differences

- Belsky, J & Pluess, M. (2009). The Nature (and Nurture?) of Plasticity in Early Human Development. *Perspectives on Psychological Science*, 4, 345-351.
- Noble, K., Hart, E., & Sperber, J.F. (2021). Socioeconomic disparities and neuroplasticity: Moving toward adaptation, intersectionality, and inclusion. *American Psychologist*, 76(9), 1486-1495. <https://doi.org/10.1037/amp0000934>

Continuity and Discontinuity

- Schulenberg, J.E., Maggs, J.L., O'Malley, P.M. (2002). How and Why the Understanding of Developmental Continuity and Discontinuity is Important. In the Handbook of the Life Course, Eds Mortimer, J.T., Shanahan, M.J. Kluwer Academic Publishers. **(Read only pages 413-421, the rest is optional)**

Lifespan Perceptive

- Elder, G.H. (1998). The Life Course as Developmental Theory, *Child Development*, 69(1), 1-12.
- Baltes, P.B., (1997). On the Incomplete architecture of human ontogeny. *American Psychologist*, 1997, 52(4), 366-380.

Optional:

- Schroots, J.J.F. (1996). Theoretical Developments in the Psychology of Aging. *The Gerontologist*, 36(6), 742-748.
- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture, *Child Development*, 81 (1), 6-22.

Arnett, J. J., Robinson, O., & Lachman, M. E. Rethinking adult development: Introduction to the special issue. *American Psychologist*, 75(4) (2020): 425-430.

Week #3 (September 12th): Important Questions Guiding Developmental Science III.

Overview

Miller, P.H., (2022). Developmental theories: Past, present and future. *Developmental Review* (66), <https://doi.org/10.1016/j.dr.2022.101049>

Importance of Context: 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.

In-class Activity: Theories driving your own research. Which of the theories we have learned about is most closely related to your own research and why? Think about this before class and create a figure for a power point slide that exemplifies how your research applies to this theory or model.

Week #4 (September 19th) Brain and Prenatal Development

Stiles, J. & Jernigan, T. L. (2010). The basics of brain development. *Neuropsychological Reviews*, 20, 327-348.

Greenough, W. T., Black, J. E., Wallace, C. S. (1987). Experience and brain development. *Child Development*, 58, 539-559.

Nelson, C.A., & Gabard-Durnam, L. Early Adversity and Critical Periods: Neurodevelopmental consequences of violating the expectable environment. (2020). *Trends in Neurosciences*, 43(3), 133-143. <https://doi.org/10.1016/j.tins.2020.01.002>

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

In-class Activity: Teratogens: Timing, Dose, Duration (How does Smoking, Alcohol, Cocaine, Lead, Zika, Rubella, COVID19, Marijuana impact the developing fetus). Be prepared to break into groups and do online searches and prepare a short summary.

Optional:

Selevan, S.G., Kimmel, C.A. & Mendola, P. (2000). Identifying critical windows of exposure for children's health. *Environmental Health Perspectives*, 108(3), 451-454

Conradt, E., et al. (2019). Prenatal opioid exposure: Neurodevelopmental consequences and future research priorities. *Pediatrics*, 144.

Singer, L.T., Chambers, C., Coles, C., & Kable, J. (2020). Fifty years of research on prenatal substances: Lessons learned for the opioid epidemic. *Adversity and Resilience Science* (1), 223-234. <https://doi.org/10.1007/s42844-020-00021-7>

Great Video about the Mother's Brain: <https://www.bbc.com/reel/playlist/a-mothers-brain>

Evidence of prenatal learning:

Reed, V.M., Dunn, K., Young, R.J., Amu, J., Donovan, T., Reissland, N. (2017). The human Fetus Preferentially Engages with Face-like Visual Stimuli. *Current Biology*, 27, 1825-1828. <http://dx.doi.org/10.1016/j.cub.2017.05.044>

DeCasper, A.J. & Spence, M.J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development*, 9, 133-150.

Mastropieri, D. & Turkewitz, G. (1999). Prenatal experience and neonatal responsiveness to vocal expression of emotion. *Developmental Psychobiology*, 35, 204-214.

Week #5 (September 26th): Genes and Development (Press Release Assignment Distributed)

O'Donnell, K.J. & Meaney, M.J. (2020). Epigenetics, Development, and Psychopathology. *Annual Review of Clinical Psychology*. 327-344.

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>

Dick, D.M. (2022). The promise and peril of genetics. *Current Directions in Psychological Science*, 31 (6), 480-485, <https://doi.org/10.1177/09637214221112041>

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>

Optional:

Moore, D.S. & Lickliter, R. (2023). Development as explanation: Understanding phenotypic stability and variability after the failure of genetic determinism. *Progress in Biophysics and Molecular Biology*, 178, 72-77
<https://doi.org/10.1016/j.pbiomolbio.2023.01.003>

Szyf & Bick (2013) DNA methylation: A mechanism for embedding early life experience in the genome *Child Development* 84,1, 49-57

Meaney, M. J. (2010). Epigenetics and the biological definition of gene X environment interactions. *Child Development*, 81, 41-79. <http://doi.org/10.1111/j.1467-8624.2009.01381.x>

Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science*, 10, 1-11.

Rosentblatt, J.S. (2007). Gilbert Gottlieb: Intermediator between Psychology and Evolutionary Biology. *Developmental Psychobiology*. DOI 10.1002/dev.20271

Romens, S. E., McDonald, J., Svaren, J., & Pollak, S. D. (2014). Associations between early life stress and gene methylation in children. *Child Development*, 86, 303-309. <http://doi.org/10.1111/cdev.12270>.

Week #6 (October 3rd) : Physical and Motor Development

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>
Science News Piece to read: <https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk>

In-class Activity: Movie: “Babies” Give examples of how Adolph’s 15 suggestions relates to the movie “Babies.” In other words, what are examples of the 15 suggestions in the movie?

EXTRA Babies: where are they now?

https://www.focusfeatures.com/article/focus15_babies_where-are-they-now

Optional Readings:

Libertus, K., Joh, A.S., Work Needham, A. (2016). Motor Training at 3 months affects object exploration 12 months later. *Developmental Science*, 19(6), 1058-1066. DOI: 10.1111/desc.12370.

Adolph, K.E. et al. (2011) Developmental continuity? Crawling, cruising, and walking. *Developmental Science*, 14, 306–318

Week #7 (October 10th): Development of Attachment & Self-Regulation (Press Release Assignment Due)

Benoit, D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Paediatric Child Health*, 9(8) 541-545.

Forslund, T et al., (2022) Attachment goes to court: child protection and custody issues, *Attachment & Human Development*, 24:1, 1-52, DOI: 10.1080/14616734.2020.1840762

Drake, K., Belsky, J., & Fearon, R. M. P. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology*, 50, 1350–1361. <http://doi.org/10.1037/a0032779>

Sahi, R.S., Eisenberger, N.I., Silvers, J.A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience*, 62, 101262.

<https://doi.org/10.1016/j.dcn.2023.101262>

Optional:

Sroufe, L.A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment and Human Development*, 7(4), 349-367.

Fraley, R.C., & Roisman, G.I. (2019). The development of adult attachment styles: four lessons. *Current Opinions in Psychology*, 25: 26-30.

Fearon, R.M.P. & Belsky, J. (2011). Infant-mother attachment and the growth of externalizing problems across the primary-school years. *Journal of Child Psychology and Psychiatry*, 52(7), 782-791.

Readings on Emotion Regulation

Thompson, R. A., Lewis, M. D. & Calkins, S. D. (2008) Reassessing emotion regulation. *Child Development Perspectives*, 2, 124-131.

Blair, C. & Raver, C. (2015). School readiness and self-regulation: A Developmental psychobiological approach. *Annual Review of Psychology*, 66: 711-731.

Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development, 75*, 317-333.

Campos, J. J., Frankel, C. B., & Camras, L. (2004). On the nature of emotion regulation. *Child Development, 75*, 377-394.

Readings on Temperament

Rothbart, M.K., (2007). Temperament, Development and Personality. *Current Directions in Psychological Science, 16*(4), 207-212.

Fox, N. A., & Henderson, H. A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior & Development, 22* (4), 445-455.

Lobue, V. et al. (2011). Prefrontal asymmetry and parent-rated temperament in infants. *PLoS One, 6*, e22694 (issue 7 July) <https://doi.org/10.1371/journal.pone.0022694>

Ghera, M. M. et al. (2006). The role of infant soothability in the relation between infant negativity and maternal sensitivity. *Infant Behavior and Development, 29*, 289-293.

Week #8 (October 17th) Statements of the Evidence: NO IN-CLASS MEEETING, Use time for group work on Statement of the Evidence Project

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_AdressingInequalities-Black.pdf

https://www.srcd.org/sites/default/files/resources/FINAL_The%20Science%20is%20Clearn_0.pdf

Week #9 (October 24th) Development of Attention and Perception

Hendry, A., Johnson, M.H., & Holmboe, K. (2019). Early Development of Visual Attention: Change, Stability, and Longitudinal Associations. *Annual Reviews of Developmental Psychology, 251-275*.

<https://www.annualreviews.org/doi/10.1146/annurev-devpsych-121318-085114>

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.

Scott, L.S., Pascalis, O., & Nelson, C.A. (2007). A domain general theory of perceptual development. *Current Directions in Psychological Science, 16*(4), 197-201.

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:

Johnson, S. P., & Hannon, E. E. (2015). Perceptual development. In L. S. Liben, U. Müller, & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science: Cognitive processes* (pp. 63-112). Hoboken, NJ, US: John Wiley & Sons Inc.

- Scott, L.S. & Monesson, A. (2009). The Origin of Biases in Face Perception. *Psychological Science*, 20, 676-680
- Colombo, J. (2001). The development of visual attention in infancy. *Annual Review of Psychology*, 52, 337-367.

Week #10 (October 31st) The Development of Language, Memory, and Executive Functions. Guest Lecture: Dr. Ethan Kutlu, 3-4; Intro to making graphs in R.

- Werker, J. (1989). Becoming a Native Listener. *American Scientist*, 77, 54-59.
- 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
- Merz, E.C., Wiltshire, C.A., Noble, K.G. (2019). Socioeconomic inequality and the developing brain: Spotlight on language and executive function. *Child Development Perspectives*, 13(1), 15-20.
- Bauer, P.J. (2023). Generalizations: The Grail and the Gremlins. *Journal of Applied Research in Memory and Cognition*, 12(2), 159–175.
<https://doi.org/10.1037/mac0000106>

Language Debate Readings:

- Golinkoff, R.M., Hoff, E., Rowe, M.L., Tamis-LeMonda, C.S., Hirsh-Pasek, K. (2018). Language Matters: Denying the Existence of the 30-million Word Gap has Serious Consequences. *Child Development*, 90(3), 985-992.

<https://doi.org/10.1111/cdev.13128>

- Sperry, D.E., Sperry, L.L. & Miller, P.J. (2018). Language Does Matter: But there is more to language than vocabular and directed seech. *Child Development*, 90(3), 993-997. <https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13125>

Optional Related to the Debate: See also:

<https://docs.google.com/document/d/17XoHgO1KjBLKE63Gq9bQtbrwGcQYVY4r/mobilebasic>

Talking with children matters: Defending the 30 million word gap

<https://www.brookings.edu/blog/education-plus-development/2018/05/21/defending-the-30-million-word-gap-disadvantaged-children-dont-hear-enough-child-directed-words/>

Optional:

- Best, J.R. & Miller, P.H. (2010). A developmental perspective on executive functions. *Child Development*, 81 (6), 1641-1660.
<https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-8624.2010.01499.x>
- Benitez, V. L., Bulgarelli, F., Byers-Heinlein, K., Saffran, J. R., & Weiss, D. J. (2020). Statistical learning of multiple speech streams: A challenge for monolingual infants. *Developmental Science*, 23(2), e12896.
- Smith, L. B., Jayaraman, S., Clerkin, E. & Yu, C. (2018). Developing infant creates a curriculum for statistical learning. *Trends in Cognitive Science*, 22(4), 325-336.

- Luk, G., Bialystok, E., Craik, F.I.M., and Grady, C. L. (2011). Lifelong bilingualism maintains white matter integrity in older adults. *The Journal of Neuroscience*, 31, 16808 - 16813.
- Rowe, M. L. & Goldin-Meadow, S. (2009). Differences in early gesture explain SES disparities in child vocabulary size at school entry. *Science*, 323, 951-953. (13 Feb.)
- Blankenship, T.L., Slough, M.A., Calkins, S.D., Deater-Deakard, K., Kim-Spoon, J. & Bell, M. (2019). Attention and executive functioning in infancy: Links to childhood executive function and reading achievement. *Developmental Science*, 1-9.
- Rhodes, M., Leslie, S-J., Bianchi, L., Chalik, L. (2017). The role of generic language in the early development of categorization. *Child Development*, 89 (1), 148-155.
- Rovee-Collier & Cuevas. K. (2009). Multiple memory systems are unnecessary to account for infant memory development: An ecological model. *Developmental Psychology*, 45, 160-174.
- Aslin, RN, Newport, E.L. (2012). Statistical Learning: From Acquiring Specific Items to Forming General Rules. *Current Directions in Psychological Science*, 21:170-177.

In-class activity: Individual differences and using R to plot data. Make sure R and R studio are installed on your computer. Follow the instructions for making a bar plot with individual data points with a sample data set.

Week #11 (November 7th): The Context of Development: Gender, Ethnicity & Race.

Group Assignment: Statement of Evidence/Policy Brief

Henrich, J. et al. (2010). Most people are not WEIRD. *Nature*, 466, 29. (1 July)

Gender and Development

Bishop, M. D., Fish, J. N., Hammack, P. L., & Russell, S. T. (2020). Sexual identity development milestones in three generations of sexual minority people: A national probability sample. *Developmental Psychology*, 56(11), 2177–2193.

<https://doi.org/10.1037/dev0001105>

Lee, J.Y. & Rosenthal, S.M. (2023). Gender-affirming care of transgender and gender-diverse youth: Current Concepts. *Annual Review of Medicine*, 74, 107-116.

<https://doi.org/10.1146/annurev-med-043021032007>

Chen, D., et al. (2023). Psychosocial functioning in transgender youth after 2 years of hormones. *The New England Journal of Medicine*, 388:240-50., DOI: 10.1056/NEJMoa2206297

Optional:

Tordoff, D.M., Wanta, J.W. & Collin, A. (2022). Mental health outcomes in transgender and nonbinary youths receiving gender-affirming care. *JAMA Network*

Open. 2022;5(2):e220978. doi:10.1001/jamanetworkopen.2022.0978

Gülgöz, S., Glazier, J. J., Enright, E. A., Alonso, D. J., Durwood, L. J., Fast, A. A., Lowe, R., Ji, C., Heer, J., Martin, C. M., & Olson, K. R. (2019). Similarity in Transgender and Cisgender Children's Gender Development. *PNAS*. doi: 10.1073/pnas.1909367116

Eccles, J. S. (2015). Gendered Socialization of STEM Interests in the Family. *International Journal of Gender, Science and Technology*, 7, 116–132

Fausto-Sterling, Garcia Coll, C., Lamarre, M. (2012). Sexing the baby: Part 1- What do we really know about sex differentiation in the first three years of life. *Social Science & Medicine*, 74, 1684-1692.

Olson, K.R., Durood, L., DeMeules, M., McLaughlin, K.A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, 137(3), 1-10.

Race and Ethnicity

Syed, M., Santos, C., Chol Yoo, H., Juang, L.P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, 73(6), 812-826.

Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 76(3), 475–487. <https://doi.org/10.1037/amp0000642>

Lei, R.F., Leshin, R.A., Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*, 1-16.

Optional:

Eccles, J.S., Wong, C.A., Peck, S.C. (2006). Ethnicity as a social context for the development of African-American adolescents. *Journal of School Psychology*, 44, 407-426.

Week #12 (November 14th): Adolescence; Guest Speaker: Dr. Shanting Chen

García Coll, C. et al., (1996). An Integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.

Chen, S., Brenner, A. & Wang, Y. (2020). Discrimination and adolescents' academic and socioemotional adjustment: The moderating roles of family and peer culture socialization. *International Journal of Psychology*, 55 (5), 702-712. DOI: 10.1002/ijop.12637

Articles Available for student presentations:

Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., Syed, M., Yip, T., Seaton, E., & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21–39. <https://doi.org/10.1111/cdev.12196>

Orben, A., Przybylski, A.K., Blakemore, S-J., Klevit, R. (2022). Windows of developmental sensitivity to social media. *Nature Communications*, 13:1649 | <https://doi.org/10.1038/s41467-022-29296-3>.

Fuhmann, D., Knoll, L.J., Blakemore, S-J. (2015). Adolescence as a Sensitive Period of Brain Development. *Trends in Cognitive Sciences*, 19 (10), 558-566. <http://dx.doi.org/10.1016/j.tics.2015.07.008>

Optional:

Graber, J.A., & Brooks-Gunn, J. (1996). Transition and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology*, 32, 768-776.

Picci, G., Scherf, K.S. (2016). From caregivers to peers: Puberty shapes human face perception. *Psychological Science*, 27(11), 1461-1473.

Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *The American Psychologist*, 44, 329–35. <http://doi.org/10.1037/0003-066X.44.2.329>

Week #13 (November 21st): No Class (Thanksgiving Break), use the day to work on Statement of Evidence Assignment.

Week #14 (November 28st): The Context of Development: Parents and Family (Statement of the Evidence Assignment Due).

Baldwin Clark, L. (2023). The critical racialization of parents' rights. *The Yale Law Journal*, 2139-2204.

<https://www.tandfonline.com/doi/abs/10.1080/1550428X.2019.1656132>

Abreu, R. L., Sostre, J. P., Gonzalez, K. A., Lockett, G. M., Matsuno, E., & Mosley, D. V. (2022). Impact of gender-affirming care bans on transgender and gender diverse youth: Parental figures' perspective. *Journal of Family Psychology*, 36(5), 643–652. <https://doi.org/10.1037/fam0000987>

Rojas, N. Yoshikawa, H., Rangel, M.L., Melvin, S.A., Gennetian, L., Noble, K.G., Duncan, G.D., Magnuson, K. (2020) Exploring the experiences and dynamics of an unconditional cash transfer for low-income mothers: A mixed-methods study. *Journal of Children and Poverty*, 1-21. doi: 10.1080/10796126.2019.1704161

Portwood, S. G., Lawler, M. J., & Roberts, M. C. (2021). Science, practice, and policy related to adverse childhood experiences: Framing the conversation. *American Psychologist*, 76(2), 181–187. <https://doi.org/10.1037/amp0000809>

Optional:

Casey, B.J., (2019). Healthy Development as a Human Right: Lessons from Developmental Science, *Neuron*, 102, 724-727.

Duncan, G.J., Magnuson, K., & Votruba-Drzal, E. (2017). Moving beyond correlations in assessing the consequences of poverty. *Annual Review of Psychology*, 68: 413-34.

Pollak, S. & Wolfe, B. (2020). Maximizing research on the adverse effects of child poverty through consensus measures. *Developmental Science*, <https://doi.org/10.1111/desc.12946>

Kao, K., Nayak, S., Doan, S. N., & Tarullo, A. R. (2018). Relations between parent EF and child EF: The role of socioeconomic status and parenting on executive functioning in early childhood. *Translational Issues in Psychological Science*, 4(2), 122.

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71, 543-562.

Nelson, C.A., Zeanah, C.H., Fox, N.A. (2019). How early experience shapes human development: The case of psychosocial deprivation. *Neural Plasticity*, 1-12.

In class activity: Infographic proposal. Pick a topic of interest 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 at the beginning of the next class.

Optional

- Patterson, C. J. (2006). Children of lesbian and Gay parents. *Current Directions in Psychological Science*, 15 (5), 241-244
- Perry, S.P., Skinner, A.L., Abaied, J.L. (2019). Bias awareness predicts color conscious racial socialization methods among White parents. *Journal of Social Issues*, 75, 1035-1056.
- Velez, C.E., Wolchik, S.A., Tein, J. , & Sandler, I. (2011). Protecting children from the consequences of divorce: A longitudinal Study of the effects of parenting on children's coping processes. *Child Development*, 82(1), 244-257.
- Kentner, A.C., Cryan, J.F. & Brummelte, S. (2019). Resilience priming: Translational models for understanding resiliency and adaptation to early life adversity. *Developmental Psychobiology*, 61, 350-375.
- Belsky J. & de Haan, M. (2011). Annual research review: Parenting and brain development: the end of the beginning. *The Journal of Child Psychology and Psychiatry*, 52(4), 409-428.

Optional Peer Relationships

- Crick, N., Casas, J.F., Nelson, D.A. (2002). Toward a more comprehensive understanding of peer maltreatment: studies of relational victimization. *Current Directions in Psychological Science*, 11(3), 98-101.
- Crick, N.R., & Grotpeter, J.K. (1995). Relational aggression, gender, and social-psychological adjustment, *Child Development*, 66, 710-722.

Week #14 (December 5th): Aging: Brain and Behavior (Final Exam Distributed)

- Koen, J.D., & Rugg, M.D., (2019) Neural DeDifferentiation in the Aging Brain. *Trends in Cognitive Science*, 23(7), 547-559. <https://doi.org/10.1016/j.tics.2019.04.012>
- Schulenberg, J. E., Sameroff, A. J., & Cicchetti, D. (2004). The transition to adulthood as a critical juncture in the course of psychopathology and mental health. *Development and Psychopathology*, 16(4), 799-806. doi:10.1017/S0954579404040015
- Verhaeghen, P. (2011). Aging and executive control: Reports of a demise greatly exaggerated. *Current Directions in Psychological Science*, 20(3), 174-180. doi:10.1177/0963721411408772
- Mather, M. & Carstensen, L.L. (2005). Aging and motivated cognition the positivity effect in attention and memory, *Trends in Cognitive Science*, 9(10), 496-502.

Optional:

- Keil, A. & Freund, A.M. (2009). Changes in the sensitivity to appetitive and aversive arousal across adulthood. *Psychology and Aging*, 24(3), 668-680.
- Mather & Harley. The Locus Coeruleus: Essential for Maintaining Cognitive Function and the Aging Brain, *Trends in Cognitive Sciences*
- Hertzog, C., Kramer, A. F., Wilson, R. S., & Lindenberger, U. (2008). Enrichment effects on adult cognitive development: Can the functional capacity of older adults be preserved and enhanced? *Psychological Science in the Public Interest*, 9(1), 1-65. Read pp. 1-21, 41-49

Silvers, J.A. & Peris, T.S. (2023). Research Review: The neuroscience of emerging adulthood- reward, ambiguity, and social support as building blocks of mental health. The Journal of Child Psychology and Psychiatry.

******FINAL EXAM HANDED OUT AT END OF CLASS and Due on CANVAS BY
DECEMBER 12th at 12 Noon.******

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 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.

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.ua.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. Graduate school 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.

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. 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.

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://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. 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's Title IX coordinator. If you disclose this information, please keep this in mind and seek advice prior to disclosing to a mandatory reporter. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>.

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 focus on engaging and collaborating in scholarship that challenges oppressive and unjust forces. Throughout this class we will work to understand and reduce racial injustices within the field and study of developmental psychology. 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

Graduate Student Resources: <https://catalog.ufl.edu/graduate/resources/>

This page includes a list of resources available to graduate students.

Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services (352-294-2948 | vacounselor@ufl.edu)

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.

- [Student Computing Requirements](#), including minimum and recommended technology requirements and competencies.

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.

******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.**