Purpose and Goals
This course will provide a focused examination of aspects of face perception, face recognition, and face interpretation across the fields of developmental, cognitive, clinical and social psychology. During the first weeks of class I will present major topics of interest within this area and then we will collectively put together reading list for the semester based on the interests of the students. Topics covered could include: face perception and recognition, gaze processing and social attention, face memory and categorization, stereotyping and prejudice, the neural mechanisms underlying face processing, social and cultural influences on face perception, the development of face processing, emotion and affect perception and processing, methods used to measure face processing, and atypical face perception and memory (including but not limited to prosopagnosia and Autism). Grades will be based on in-class presentations and discussions, short writing assignments, and either a grant proposal or literature review.

Course Text: Assigned readings for the class will be available on Canvas.

Course Goals:
• Extend breadth of knowledge of psychology, including theoretical perspectives, research findings, and applications [assessed through writing assignments, in-class discussions, and presentations]
• Foster familiarity with diverse experimental paradigms used in psychology [assessed through writing assignments, in-class discussions, and presentations].
• Engender the ability to read and critique psychological articles [assessed through writing assignments and in-class discussions].
• Improve skill in oral and written presentation [through writing assignments and article presentation].
• Foster critical thinking and creativity [assessed through writing assignments, in-class discussions, formulation of final paper, and in-class presentations].

A major goal of this course is to sharpen your skills in critical reading, discussing, conceptualizing, experimental design, presenting and writing. I have tried to design a course that will enable you to continually practice these skills. High value will be placed on
students actively participating in assignments, discussion of the readings, and presentations. Your grade will be based on the following:

1. Participation and Class Reaction Papers (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 during class. Seminar members will be asked to submit a short (approximately ½ to 1 page, single spaced) reaction paper with comments, questions and/or observations based on the assigned readings that could serve as points of discussion for the class. These assignments are to be submitted once a week, for most but not all weeks, via CANVAS by 5:00 pm on Wednesday (the day before class). You will be expected to complete 1 reaction paper each week except for weeks in which another assignment (below) is due. **You can miss 1 reaction paper without it affecting your grade.**

Often, both review papers and empirical papers will be assigned. The purpose of the reaction paper is not to summarize the readings but to bring up questions or points that could be discussed in class. **Example questions to keep in mind for empirical papers include:**
1) was the design of the study logically and methodologically sound? 2) Did the study answer the question it set out to answer? 3) How do these results relate to results we have discussed previously or to other areas of research with which you are familiar. 4) What are the next steps, what still needs to be done?

**Example questions for review papers include:**
1) Did the authors miss any important points or was anything unclear or unresolved? 2) What novel hypotheses did they generate and how might you test these hypotheses? 3) Did this review lead you to generate any novel hypotheses and if yes how would you test them? 4) What do you think is the next hot-topic/method based on this paper?

2. Topic of Interest Presentation~ Weeks 5-8 (20%) Starting the 5th week of class, class will start with 20-30 min presentation given by a student on the assigned readings. Each student will give one presentation and this presentation should present an overview of the topic he/she is interested in, a summary of the papers and main findings, followed by open questions and discussion questions (see below). Students should submit a brief outline (with references) of the presentation 1 week in advance and will submit the power point presentation of the presentation by Wednesday at 5 pm before he/she presents. If you are presenting you do not need to turn in a reaction paper, but you will be provided with the reaction papers of others to help you lead the discussion after the presentation.

Presentations should include the following: 
*Background:* Place the paper(s) within the field of perceptual, cognitive, social, or clinical psychology (or multiple areas). What past work has addressed related issues? What open questions exist today? End by talking about which of these questions the assigned paper addresses.
Summary: A non-critical summary of the paper(s). Describe the experiment conducted. What methodology was employed? What results were obtained? What inferences did the authors make from the results?

Critical Evaluation: Was the methodology sound? Were there the authors' inferences valid? What other possible inferences could have been made from the results? What other evidence lends credence to the authors’ inferences? Against? What avenues of future research does work suggest?

Discussion: Open to the entire class; led by the presenter. In discussing a paper, students are encouraged not to simply accept the findings, but challenge them. This is still a very open field; few findings are undisputed. It is thus essential that all results and inferences be rigorously examined.

3. In-Class Presentation of your own Research Interests (Weeks 13-14) (20%)
During the last two weeks of class, students will give a 30-minute research presentation related to face processing and the topic he/she worked on throughout the class. The presentations should follow a job-talk format. Students should read Chapters 1-6 in “Speaking about Science” (http://sunetridgembiology.wikispaces.com/file/view/Speaking+About+Science.pdf) and presentations should all include: “Attention Grabber Slide” “Main Question Slide” “Methods Slide” a “Money Slide” and a “Take-Home Message Slide.” (see reading for descriptions)

This presentation could present the results of a current research experiment (if you have been involved in research that includes a face processing component) or will be a proposal for a new research project related to the topic you choose for the class).

4. Thoughtful and Respectful Critique of your Peers (10%)
Throughout class we will be reviewing and critiquing the work of everyone in the class. We will spend part of class time reading and providing helpful feedback to each member of the class. It is important to give each critique the time and effort that you would like someone else to give your work. You should give positive feedback in addition to any suggestions/corrections. Please carefully word what you are going to say and be respectful at all times. There is also often no one way to do things and no one is a perfect presenter or writer, we are all trying to improve, please keep that in mind. You will be graded based on the quality of your feedback.

- Critique of Abstract: 2 Points
- Critique of Outline: 4 Points
- Critique of Research Presentation: 4 Points

5. Written Assignment: Current Directions in Psychological Science/Trends in Cognitive Science Paper (35%). Literature Review that contains a proposed novel hypothesis related to face processing. Follow the guidelines/formatting for the journals:


If you have another short-format review journal in your field that you would prefer over these 2 please consult with Dr. Scott.

The paper will be a review paper that presents an interesting and novel hypothesis or way of thinking about the topic that has not been published previously. Some examples include: 1) Combining two topics or areas of study that have not been previously combined or discussed in the way you are proposing, 2) Proposal of a new or novel method to study a specific topic (along with predictions), 3) Proposal of a new or novel theory to account for existing data, 4) Proposal of applying an existing theory related to another topic to a subsection of face processing.

**Topic and Abstract (5%) due: January 28th**
The abstract must be on a current or previous (unpublished) research topic. You should pick a topic that is 1) related to your own research interests and 2) related to face processing. This topic should be the topic you will present on and one that you will work on throughout the semester so please choose thoughtfully and contact Dr. Scott if you have questions or concerns. You will receive feedback on your topic and abstract. Please follow the guidelines for the journal you choose (100-200 words for CDPS and 120 words for Trends in CS).

You should read the instructions for authors of both journals and choose the one that best fits your topic. You MUST include a sentence that suggests future work. You will continue to write and present about this project throughout the semester so please choose wisely! Please bring enough copies for everyone in class as we will read and discuss each on in class. Please submit on Canvas by 5pm January 27th.

Nature’s guidelines for creating a summary paragraph is also a very helpful tool for writing abstracts: http://www.nature.com/authors/author_resources/how_write.html

**Summary of Journal Requirements, Outline and 10-15 most relevant references (5%) due: March 10th**
This assignment is designed to prepare you for the final paper and should be helpful when you start to write.

You should prepare a short summary (outline is fine) of the requirements of the journal you are working with (see the links above). This summary is simply to make sure you understand the journal requirements and is a good idea to do BEFORE you start to write ANY paper. Papers will be rejected from journals if guidelines are not followed and there
are often NO exceptions. So please read the requirements carefully and summarize them in a paragraph.

Second, you should prepare an outline that includes the proposed sections of the paper, along with a clear description of the novel hypothesis or topic you are proposing for this paper. Please see examples of other papers in your field or area within your journal of interest and follow the formatting typically used or suggested by the guidelines. You must include a bullet point for each section of the paper, including proposed tables or figures or required sections of text. You should include at least one table or figure in your paper.

Finally, you should prepare a reference list of the 10-15 most relevant references (check out the journal guidelines and make sure the number of references you include is consistent with their requirement).

**Final Proposal/Paper (25%) due: April 20th**

This paper will combine all of the above elements and will be prepared as if it is being submitted to the journal. I encourage you to prepare a paper that can actually be submitted to one of these journals and so you may want to include your research advisor in this process if you are interested.

**Summary of Grading Schedule**

| 1. Class participation and reaction papers | 15% |
| 2. Topic of Interest Presentation | 20% |
| 3. In-Class Research Presentation | 20% |
| 4. Peer Feedback and Review | 10% |
| 4) Written Review Paper | 35% |
| **Total** | **100%** |

A 15% per day reduction will be applied for all late assignments. This results in no late assignments accepted after 1 week. If you plan to miss class, please contact me in advance to let me know and I will work with you and provide a suitable make-up assignment. Please note, Reaction Papers cannot be made up, I will drop the lowest grade so you can miss one without penalty.

**Information of current UF grading policies for assigning grade points:**

[https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)
Overview of Course Schedule

Week 1 (January 7th): Overview of Face Processing, Outline of Course, and Identify Topics of interest for class based on student interests:
  Configural/Holistic Face Perception
  Face Memory and Categorization
  Other-Race Effect/Stereotyping and Prejudice.
  Audiovisual Speech Perception
  Gaze Processing and Social Attention
  Emotion and Affect Perception and Processing
  Atypical face perception and memory

Week 2 (January 14th): Methods used to Measure Face Processing
  ***Reaction Paper Due

Week 3 (January 21st): Neural Mechanisms Underlying the Visual System and Face Processing
  ***Reaction Paper Due

Week 4 (January 28th): Development of Face Processing,
  ***Topic of Interest and Abstract of Proposed Review Paper Due

Week 5 (February 4th): TBA
  ***Reaction Paper Due (unless you are presenting)

Week 6 (February 11th): TBA
  ***Reaction Paper Due (unless you are presenting)

Week 7 (February 18th): TBA
  ***Reaction Paper Due (unless you are presenting)

Week 8 (February 25th): TBA
  ***Reaction Paper Due (unless you are presenting)

  No class Spring Break (March 3rd)

Week 9 (March 10th) Perceptual Expertise: Face and Object Perception
  ***Outline of Review Paper and 10-15 Most Relevant References Due

Week 10 (March 17th): Design an ERP Experiment, Meet in Lisa’s Lab
  ***Readings TBA, Reaction Paper Due
  
  Week 11 (March 24th): NO CLASS please prepare for research presentations

Week 12 (March 31st): Design an Eye-tracking Experiment, Meet in Lisa’s Lab
  ***Readings TBA, Reaction Papers Due
Week 13 (April 7th): Student Research Presentations

Week 14 (April 14th): Student Research Presentations

Final Review Paper Due April 20th at 5 pm

University 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

Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: https://evaluations.ufl.edu/results/

Policy Related to Academic Dishonesty:
Academic integrity and honesty is taken very seriously in this class. You must work independently on all assignments and anyone caught cheating or plagiarizing will receive an F in the course. Any violations of the academic honesty policy will be vigorously pursued. All students are expected to adhere scrupulously to the University Honor Code.

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 this course by the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code http://www.dso.ufl.edu/sscr/process/student-conduct-honorcode/ 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 the instructor.

****This syllabus is subject to change by the Instructor. Announcements of changes will be made in class and posted on Canvas.