

**HDFS 100A: INFANCY AND EARLY CHILDHOOD**  
**Fall Quarter, 2018**

**Professor: L. Hibel**  
**Office: 1349 Hart Hall**  
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**Office Hours: Mondays after class; Wednesdays 1-2**

	<b>TA1</b>	<b>TA2</b>	<b>TA3</b>
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<b>Office Hours:</b>	Thursdays 10-12	Tuesdays 12-2	Wednesdays 12:30-1:30

### **Course Goals**

We will discuss the development of children from conception through age 6 focusing on biosocial, psychosocial, and cognitive growth. We will also dig deeper into the large family and societal forces that shape and influence development.

#### **Learning objectives:**

1. To know the core features of biosocial, psychosocial, and cognitive development 0-6
2. To describe developmental processes within the biosocial, psychosocial, and cognitive domains
3. To identify how family and society factors influence development
4. To discuss the processes and outcomes of adversity on development

### **Course Format**

The basic format for the class will be lecture. In order to meet the class objectives, you will need to attend class every day, pay attention and participate in class discussions, complete all class assignments and exams, and the readings posted on the Canvas. Students are responsible for all announcements and class material regardless of whether they attend class. Lectures will include content not covered in the assigned readings. Exams will cover content from readings and from class.

### **Texts**

The first half of the course will use *Developing Person Through Childhood and Adolescence Eleventh Edition*. 100B will also use this text. For the second half of the course we will be reading papers available on Canvas.

### **Course Assignments**

**Exams (200 points).** There will be two 100 point exams; they will be in-class, and be multiple choice questions. The exams will be "closed book", and we ask that you bring a scantron sheet (red) to each exam. You will have the entire class time to take the exam.

**Research Paper (Section 1: Introduction and core domain: 100 points, Section 2: Integration with adversity: 100 points).** In the first half of the class you will learn about “typical” development within the three main domains (cognitive, biosocial, and psychosocial). You will learn about development within each domain from birth to roughly 6 years old. In the second half of the class we will learn that development is influenced by a host of contextual factors, and there is no single developmental trajectory, everyone’s development is different. For your paper you will use the first 5 pages to describe development of a topic of your choosing some examples are attachment, language, emotion regulation, or reading. Using search engines for peer-reviewed literature (PsychINFO, PubMed, Google Scholar) you will find and read primary literature to write in depth about the development of your topic. For the next 5 pages you will then describe development of this area within the context of adversity. Again using peer-reviewed sources describe in detail the effects of adversity on the topic you chose. In the beginning of this section you should give a description of adversity, analyzing the features which disrupt development. More detail for the paper will be posted on Canvas.

**LATE PAPERS WILL NOT BE ACCEPTED.**

**Due Dates:**

Section 1 due by class time **Wednesday November 7**

Section 2 due by class time, **Wednesday December 5**

**In-class assignments (100 points):** During almost every class session, there will be an in-class assignment. Assignments will take a variety of forms, including short quizzes, writing assignments, small group activities, and homework. Some in-class assignments may require you to answer a series of questions handed out in the prior class. These assignments are designed, in part, to reward class participation and attendance, thus will not be announced in advance. If you miss an in-class assignment, you cannot make these points; however, you have two freebies (i.e., you can miss two in-class assignments without being penalized). There will be approximately 16 assignments, therefore only 14 will be counted. In class assignments will mostly be delivered through *Socrative*.

*Socrative*. Similar to “clickers” you may have used in other courses, *Socrative* allows students to provide feedback to instructor-posed questions during lecture. One of the best parts about *Socrative* is that it is free for you! You can download the app on your phone or access the website via your computer. If you do not have a Smart Phone or laptop, you have the option of turning in your assignments on paper. To make sure you do not miss out on any points, please see one of the teaching assistants ASAP. We will use *Socrative* to administer reading quizzes (which count toward students’ grades), short answer thought assignments, as well as informal, anonymous polls related to the lecture content. Questions may also be posed during lecture to be answered on your own time. To register go to: <http://www.socrative.com/>  
**Students with last names A-Li should join room HIBEL1; last names Lj-Z should join room HIBEL2.**

**Emailing**

In a large lecture class such as this one, the TAs and I get a huge number of emails. Two things have become very clear, 1) students email us instead of trying to find the answer on their own and 2) most student do not know how to write a professional email. Before emailing us it is your responsibility to do your due diligence in answering your question. This means that you should check the syllabus, ask another student in the class, check your book, and check your class notes, all before seeking assistance. **When you email us, you are required to let us know what you have done to help yourself.** Further, many students view email akin to texting, or face-to-face conversations. However, your professors and

TAs expect a certain etiquette and when receiving an email. This website will help you figure out how to appropriately email your professors and TAs: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.jjaqfht14>

### Course Grades

Course grades will be based on the following distribution:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 60-69
A = 93-96	B = 83-86	C = 73-76	F = Below 60
A- = 90-92	B- = 80-82	C- = 70-72	

Grades .5 and higher will be rounded up (i.e., grades of 92.5 will be considered an A, 92.49 will be an A-).

### Working Course Outline

Day	Topic	Reading
<b>Section 1: Core developmental domains</b>		
W 9/26	The science of Human Development	Chapter 1
M 10/1	Theories and themes	Chapter 2
W 10/3	Genetics	Chapter 3
M 10/8	Prenatal development and birth	Chapter 4
W 10/10	First two years: Biosocial Development	Chapter 5
M 10/15	First two years: Cognitive Development	Chapter 6
W 10/17	First two years: Psychosocial Development	Chapter 7
M 10/22	Early childhood: Biosocial Development	Chapter 8
W 10/24	Early childhood: Cognitive Development	Chapter 9
M 10/29	Early childhood: Psychosocial Development	Chapter 10
W 10/31	<b>Midterm</b>	
<b>Section 2: Contextual influences</b>		
M 11/5	Nutrition	
W 11/7	Parenting	<i>Cabrera et al</i>
M 11/12	<i>Veterans Day, no class</i>	
W 11/14	Marital conflict and divorce	<i>Davies et al</i>
M 11/19	Maltreatment	
W 11/21	<i>Thanksgiving, no class</i>	
M 11/26	Stress and Poverty	<i>Evans et al</i>
W 11/28	Preschool and early intervention	<i>Markowitz et al</i>
M 12/3	Gender	<i>Olson et al</i>
W 12/5	Culture	<i>Li-Grining et al</i>
M 12/12	<b>Final Exam 6pm – 8pm</b>	

### **Code of Academic Conduct:**

The University of California, Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This Code sets standards for academic conduct at UC Davis for all students. As a student at

UCD, you are responsible for knowing and abiding by these standards for these course policies of the university. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who have been found to engage in academic misconduct will be referred to judicial affairs for appropriate disciplinary action. For more information on the Code of Academic Conduct, please visit: <http://sja.ucdavis.edu/cac.html>.