HDE 100A
CRN #51817
INFANCY AND EARLY CHILDHOOD
Tuesday/Wednesday/Thursday 2:10-4:25
Dr. Sarah Hartman, Instructor
(slhartman@ucdavis.edu)

Instructor’s Office Hours:
Wednesdays 3 PM – 5 PM via ZOOM

Teaching Assistant: Misha Haghighat (mdha@ucdavis.edu)
Office hours: Thursdays 10:30 AM – 12:30 PM via ZOOM

Teaching Assistant: Ryan Hodge (rthodge@ucdavis.edu)
Office hours: Tuesdays 11 AM – 1 PM via ZOOM

Teaching Assistant: Rana McBee (rlmcbee@ucdavis.edu)
Office hours: Fridays 10 AM – 11 AM via ZOOM

Reading:

The Course:

HDE 100A covers principles of human growth and development from conception to approximately 6 years old. This course approaches the first six years of life from biosocial, cognitive, and psychosocial perspectives and will include methods of studying human behavior, major theories of human development, expected patterns and processes, and a variety of special topics.

Course Requirements:

Due to the ongoing pandemic, the course format has been significantly altered to accommodate remote learning and increased flexibility. The basic format for the class will be pre-recorded lectures that will be posted weekly on Canvas. Thus, each week students will be responsible for watching lectures, completing readings, and finishing weekly assignments. Lectures will include content not covered in assigned readings. In case of internet outages, family circumstances, and other situations that may arise, students are strongly encouraged not to leave assignments to the last minute.

Lectures
Recorded lectures and corresponding powerpoints will be posted weekly. Students will be responsible for watching lectures during the week. It is strongly advised that students print out lecture slides so they can follow along and take notes while listening.

Weekly Quizzes (50 points)

Every week there will be a multiple choice quiz that will be based on reading, video, and lecture material. Each weekly quiz must be completed through Canvas by Sunday 11:59 PM. No late quizzes will be accepted but the lowest scoring quiz will be dropped from the student’s final grade (i.e., 6 total quizzes but only 5 will be graded).

Weekly Journal Entries (50 points)

Every week students will complete a journal entry in which they will reflect on the course material learned that week. Journal entries must be completed through Canvas by Sunday 11:59 PM. No late entries will be accepted but the lowest scoring entry will be dropped from the student’s final grade (i.e., 6 total entries but only 5 will be graded).

Paper (50 points)

A 5-page double-spaced paper (not counting title page and references) will be required that can be submitted twice (see below). First submission is due on or before July 7th and final submission is due on or before July 27th. Late submissions will NOT be accepted. Students are strongly encouraged not to leave paper preparation till the last minute.

The paper can be on a topic of the student’s choosing, reflecting anything having to do with infancy and early childhood development, broadly conceived, but going beyond material covered in class or in the reading. A paper prepared for a different class cannot be used in this one. The paper should be based on at least 4 independently selected papers published in scholarly journals (i.e., not newspapers, wikipedia or other secondary sources), though it can call upon work covered in class or in the book, too. If you have any doubts about whether the topic you select is about or reasonably related to infancy and early childhood development, you should ask the instructor or a TA. A paper that is judged “out of topic range” will be graded as failing. A complete APA style reference list for all work cited in the paper is required.

The initial paper submission is OPTIONAL will NOT be formally graded, but given feedback so that it can be improved for the second and final submission. If a student would prefer not to hand in a first submission and only a final one, thereby failing to take advantage of feedback that will be offered, they are free to do so.

Writing quality will be of great importance in judging the paper. Beyond the ideas presented, papers will be judged with the following in mind. Standards for grading the paper are provided here (total points: 50):
--does it begin with an engaging opening of some sort that is likely to capture the reader’s attention, making clear as well why the topic at hand is worth addressing—the “why bother” (with this issue) problem (3 points);

--does it provide early on an overview or road map of where the paper is going and how it will develop, thereby highlighting for the reader what to expect (2 points);

--are the ideas sequenced in a logical manner so that the storyline or argument being advanced is clear, logical, persuasive and easy to follow; and, more specifically, are transitions from one paragraph to another more seamless than abrupt, or does the paper jump from idea to idea so that it is difficult to determine why one paragraph came after the preceding one and before the one that followed it (25 points); so as the writer, repeatedly ask yourself: why does this sentence, paragraph or subsection go here rather than someplace else, that is, before what follows and after what precedes it.

--does it end with a clear summary of what has been discussed and observed and a conclusion, outlining perhaps future directions for research, applications of ideas presented or something else worth calling attention to (10 points);

--is it grammatical with sentence subjects and verbs conjugated and is it free of spelling/typing mistakes (5 points)?

--is it formatted correctly in APA style (5 points)?

### Lecture and Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 22</td>
<td>Introduction to the Course</td>
<td>Read Syllabus</td>
</tr>
<tr>
<td>June 23</td>
<td>The Science of Human Development</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>June 24</td>
<td>Theories of Human Development</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>June 29</td>
<td>Genes, Heredity, and Environments</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>June 30</td>
<td>APA Style/Writing/Research Tips</td>
<td></td>
</tr>
<tr>
<td>July 1</td>
<td>Documentary</td>
<td></td>
</tr>
<tr>
<td>July 6</td>
<td>Prenatal Development and Birth</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>July 7</td>
<td>First Two Years: Biosocial (Optional Paper DUE)</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>July 8</td>
<td>Documentary</td>
<td></td>
</tr>
<tr>
<td>July 13</td>
<td>First Two Years: Cognitive</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>July 14</td>
<td>First Two Years: Psychosocial</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>July 15</td>
<td>Documentary</td>
<td></td>
</tr>
<tr>
<td>July 20</td>
<td>Early Childhood: Biosocial</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>July 21</td>
<td>Early Childhood: Cognitive</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>July 22</td>
<td>Documentary</td>
<td></td>
</tr>
<tr>
<td>July 27</td>
<td>Early Childhood: Psychosocial (Paper DUE)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>July 28</td>
<td>Special Topic</td>
<td></td>
</tr>
<tr>
<td>July 29</td>
<td>Special Topic</td>
<td></td>
</tr>
</tbody>
</table>
Course Grades

Weekly quizzes 50 points
Weekly journal entries 50 points
Paper 50 points

TOTAL 150 points

Accommodations for Students with Disabilities

Please contact me and the Student Disability Center (http://sdc.ucdavis.edu) at the start of the course to arrange accommodations.

Academic Integrity

Every student is expected to display the highest level of academic honesty (http://sja.ucdavis.edu/academic-integrity.html) including abiding by the UCD Code of Academic Conduct (http://sja.ucdavis.edu/files/cac.pdf) and not plagiarizing (http://sja.ucdavis.edu/files/plagiarism.pdf).

Campus Resources

Academic Assistance and Tutoring Center: https://tutoring.ucdavis.edu

Office of Educational Opportunity and Enrichment Services: https://opportunity.ucdavis.edu/uc

Student Health and Counseling Services: https://shcs.ucdavis.edu/

Internship and Career Center: https://icc.ucdavis.edu/

Canvas Help: https://itcatalog.ucdavis.edu/service/uc-davis-canvas

Library Help: https://www.library.ucdavis.edu/help/