

## **HDE 104 Spring 2023 Children in Families, Schools, and Communities**

**Time and Location:**

T&R 9-10:20 am

Teaching and Learning Complex 3215

**Instructor:**

Xinye Zhang, Ph.D. candidate

Office: Kerr 263

Office Hour: Wednesdays 1-2 pm via Zoom or by appointment

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**TAs:**

Kristina Sayley

Office hour: Wednesdays 9-10 am via Zoom or by appointment

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Helen Fann

Office hours: Tuesdays 10:30-11:30 am via Zoom or by appointment

Email: [hfann@ucdavis.edu](mailto:hfann@ucdavis.edu)

**Required Textbook:**

Berns, R. M. (2015). *Child, family, school, community: Socialization and support*. Cengage Learning. 10<sup>th</sup> Edition. ISBN-10: 9781305088979. ISBN-13: 978-1305088979.

**Additional readings:**

Articles from academic journals will be assigned as supplemental materials. Additional readings will be posted on Canvas.

**Course description:**

HDE 104 focuses on specific contexts: families, schools, communities, and cultures. This course focuses on a broad overview of child development in contexts and the exploration of the interrelationships between children and their environments. The purpose of this course is to examine how growing up in a changing world affects the development of children. Emphasis is placed on the influences of family, school, community, and culture systems on the socialization of children and adolescents, as well as their active roles in selecting and influencing social and physical environments. Socialization experiences and developmental processes will be highlighted, showing how families, schools, and communities shape and are shaped by development in childhood and adolescence. This course will take a bioecological approach to examine development across multiple domains, specifically examining transactional influences across social, emotional, cognitive, and biological domains of development.

\*This syllabus is tentative, and minor adjustments regarding topics and dates might be changed.

**Course expectations and policies:**

- Please read this syllabus carefully and completely. If anything needs to be clarified, ask the instructor or TAs as early as possible. Note due dates and plan on working on assignments, presentations, and exams in advance.
- This class will cover interesting but at times potentially upsetting or controversial topics so it is expected that everyone will be respectful in their reactions to the material presented as well as to the diversity of views/opinions expressed. Please contact the instructor at any time with questions or concerns.
- Please note that instructors and TAs are required to report certain information related to students' health and safety, including if we learn of sexual violence or if we suspect a student or others may be at risk of harm. Please be aware if you report anything personal that falls into one of these categories during one of the assignments (for example, a short answer assignment) or when meeting with us that we may be required to report this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, you can ask the professor or TAs, and we can connect you with confidential resources.
- All students are expected to uphold the UC Davis Code of Academic Conduct as outlined online (<http://sja.ucdavis.edu/cac.html>).
- If you are a student that requires accommodations to assist with your learning, and that have been verified by the campus disability center, please let the instructor know within the first week of class. We will do our best to provide reasonable accommodations to help you have the most optimal learning experience for you.
- Any noted errors in grading, score calculations, and/or grading disputes must be submitted in writing within 48 hours of the grade being released and include reasons for why any grade change is warranted. After that date, no further changes to grades will be considered.
- Instructors and TAs will respond to e-mails as promptly as possible. If you have sent us an e-mail, please wait at least 2 full business days for our response before e-mailing again. We only respond to e-mail on business days (Mondays-Fridays).

### **Lectures:**

Lectures and other in-class activities will be in-person. Lecture slides will be available on Canvas after class. The format of the class is lecture, discussion, and presentation. You are expected to read the corresponding chapters and journal articles before the class. To achieve the best learning outcomes, you are strongly encouraged to ask questions and participate in class discussions.

### **Assignments and exams:**

Students will be tested on all materials presented in the lectures, textbook, and journal articles as well as supplemental materials. Your grade for this course will be based on performance on the following tasks: (1) two non-cumulative exams, (2) five in-class activities, (3) a class presentation, and (4) a research proposal.

#### **1. Exams**

There will be two exams (midterm and final exam), each will consist of multiple-choice questions and short-answer questions. The exams will be non-cumulative and will be

administered on Canvas. The exams will be about 90 minutes and will be available on Canvas for 24 hours.

\* *Make-up exams*: The only acceptable reasons for missing an exam are illness or family emergencies. You must provide official written documentation of your absence in order to be eligible for a make-up exam.

## 2. In-class activities

There will be six in-class activities, and students are required to complete *five out of these six* activities. In other words, students are allowed to miss one activity. For each activity, you will write a short response (~100 words) that answers a conceptual or methodological question that is presented in class that day. The in-class activity prompts will be presented towards the end of class meetings to account for accessibility issues (e.g., transportation to campus) and to optimize the opportunity to complete in-class activities for all students. The goal of the activities is to help reinforce concepts we have learned in class, in a practical and applicable way. Each in-class activity is worth 3 points.

\*Students who complete *all six of the in-class activities* will have **3 (three) points** added to their grades as extra credit (the value of one in-class activity).

## 3. Class presentation

In group of two or three, students need to give a brief class presentation (10 mins) of a journal article. The selected article should meet the following requirements: (1) it is an empirical study with data collected from human subjects, (2) it is published between 2000 – 2022, (3) it is published in the academic journals listed below. If you are interested in articles that published in other journals or books, please discuss your topics and articles with the instructor in advance. Other resources such as information posted on websites, blogs, videos, or magazines are not eligible for the presentation. The presentation should contain the following parts: the main goals of the study, research subjects, data collection, data analysis, research findings, conclusion, and limitations. Students need to be prepared to talk about the key information and the outline of the selected research article with PowerPoint. At the beginning of the quarter, students will sign up for their topics and time slots. Guidelines for developing an outline of the journal article and presenting the article in class will be posted on Canvas. Slides of the presentation should be submitted before the presentation. This assignment will be graded based on the clarity, organization, and overall quality of the presentation.

The research article may be selected from the following journals (2000-2022)

- 1) Child development
- 2) Early childhood education journal
- 3) Journal of early childhood research
- 4) School community journal
- 5) Early childhood research quarterly
- 6) Developmental psychology
- 7) Journal of applied developmental psychology
- 8) Journal of child and family studies

#### 4. Research proposal

The goal of the 10-page (including the cover and reference pages) research proposal is to address an issue in child development in contexts. Once adequate information and knowledge regarding specific topics in child development in contexts have been accumulated, students will start writing a proposal addressing a specific issue. Please keep in mind, proposal means to propose a study, that to create a novel idea for a study that is not already in existence. Therefore, please do not replicate something that has already been done in the research literature.

Your proposal must include the following headings/sections: 1) introduction (background of what has been found on your topic in the research literature); 2) an explicit statement of the study's objectives (rationale); 3) create your own original specific hypotheses; 4) talk about research method (include info on design, subjects, material and procedure); 5) expected results and possible conclusions; and 6) references. Please keep in mind, for this proposal the references must be from peer-reviewed journal articles (e.g., *Child Development*, *Developmental Psychology*, *School Community Journal*). For citation format, please refer to the APA manual (7th edition) for appropriate formats. The research proposal will provide you with the opportunity to examine a specific question or issue about child development in contexts in greater depth. Your proposal will be graded on importance of the issue, appropriateness of the method, soundness of the design, clarity of expression, and logical coherence. Guidelines and specific details will be provided after the first midterm. The final research proposal is due on **Week 9 (Thursday) by 11:00 PM**. Late research proposals will have 10 points (out of 60 points) deducted. No proposal will be accepted after **Week 10 (Friday) by 5:00 PM**.

#### Grading:

In sum, course requirements include

- 2 exams 55 + 55 = 110 points
- 5 in-class activities 3 x 5 = 15 points (or 18 points with 6 in-class activities)
- A class presentation 15 points
- A 10-page research proposal 60 points
  
- Total possible points: 200 + 3 points

#### Grade cutoffs

Grade	Percentage	Points
A+	>94	188 or higher
A	91-93	181-187
A-	88-90	176-180
B+	84-87	168-175
B	80-83	160-167
B-	77-79	154-159
C+	74-76	148-153
C	70-73	140-147
C-	67-69	134-139
D+	64-66	128-133
D	62-63	124-127

D-	60-61	120-123
F	<60	119 or lower

**Course schedule:**

Week 1	Introduction Ecology of the child	Chapter 1
	Socialization	Chapter 2
Week 2	Family	Chapter 3
	Parenting	Chapter 4
Week 3	Childcare	Chapter 5
	School	Chapter 6
Week 4	Student presentation of journal articles	
	Teaching	Chapter 7
Week 5	Midterm	
	Student presentation of journal articles	
Week 6	Peer group	Chapter 8
	Mass media	Chapter 9
Week 7	Community	Chapter 10
	Student presentation of journal articles	
Week 8	Bilingual and multilingual community 1	Additional resources
	Bilingual and multilingual community 2	Additional resources
Week 9	Socialization outcomes 1	Chapter 11
	Socialization outcomes 2	Research proposal due Chapter 12
Week 10	Final review	
	Final exam 06/14	