Syllabus

Communication and Interaction with Young Children

HDE 140
Department of Human Ecology
University of California, Davis
Spring 2019

Instructor

Course Instructor: Nicole Hollis, PhD (ndhollis@ucdavis.edu)
Office Hours: Mondays, 8:30 - 9:30 am in 1320 Hart Hall

Teaching Assistant

TA: Julia Houk (jghouk@ucdavis.edu), Office Hours: TBA
Meeting Times

Lecture: Tuesdays, 4:10 - 6:00 pm in TB 123

Dates: April 2 through June 4, 2019

Prerequisites and Corequisites

To take this course, students must have completed PSC 1, PSC 15, HDE 100A, or HDE 100B. Concurrent enrollment in HDE 140L is required.

Course Resources

Website
The syllabus, schedule, required supplemental reading material, gradebook, and assignment information will be available to you on Canvas.

Live chat and phone support for Canvas is available 24 hours a day, 7 days a week for students. To access, click on the “Help” link in the lower left corner of any page, or call UC Davis’ Canvas hotline: 844-303-8285. You can also contact IT Express (http://itexpress.ucdavis.edu/, 530-754-4357) for assistance.

Please check the website and your e-mail regularly and ask any questions you have about the course schedule, expectations, and due dates during the first two weeks of the quarter.

Course Readings

No text book is required for the course. Course readings will be provided on the course website.

Schedule
The course schedule is available on Canvas in Pages. Please familiarize yourself with all coursework and due dates available in this schedule.
Course Goals and Keys to Success

Course Goals

This course is designed to strengthen and apply what you have learned in other developmental courses. Specifically, students will:

- integrate child development theory, research, and practice
- emphasize the important role of relationships in growth-promoting environments for young children
- build on what they have learned by applying knowledge and skills directly to interactions with young children

Areas of specific focus will include peer relationships, emotional understanding, attachment, communication, and the importance of play.

Keys to Success

I encourage active learning. Please attend class, think critically, and participate in and make valuable contributions to class discussions and activities.

Please contribute to a respectful class environment. Please choose not to talk with classmates during lecture or use electronic devices for purposes other than class participation and note taking.

Lectures are designed to complement course readings, and may not necessarily overlap with them. Reading assigned materials before the class for which it was assigned and participation during activities and class discussions is imperative for success.

I recommend completing the assigned readings on schedule. Completing these readings will stimulate and enhance your thinking in preparation for class discussions.

If you must miss a class, I recommend asking a classmate for notes regarding any lecture material you miss.
Graded Course Components

Weekly Writing Assignments (45%)

You will be asked to complete eight weekly writing assignments. These assignments will require application of course material (lecture and reading material) to what you observe as you work with the children.

To complete your reading assignments well, you will need to have read the current week’s materials prior to completing your weekly written assignment. Please ensure that you complete your weekly reading assignments as scheduled.

The topic description of the weekly assignment will be posted on Canvas by 5 pm each Friday night. I will explain each assignment during class on the following Tuesday. Then, the assignment will be due at 11:59 on the Friday of that week.

Each written assignment should demonstrate your best writing skills and should be proofread. Your paper grade will reflect the quality of the paper’s content, writing quality, and compliance with instructions.

Written In-Class Assessments (30% of course grade)

You will be asked to complete three in-class written assessments. The purpose of these assessments is to demonstrate your ability to integrate the ideas and concepts from the course materials and readings and relate them to experiences with and observations of young children.

Please arrive on time for written in-class assessments. Following University policy, if you arrive after at least one student has completed the assessment, you will not be able to complete the assessment and you will be assigned a 0.

No make-up assessments will be scheduled or accepted without a certified medical or documented family emergency excuse. Special arrangements will be made only to the extent that these arrangements are justifiable given the documentation. The instructor will decide what arrangements are justifiable.

Attendance and Participation (25% of course grade)

Attendance at weekly lectures is expected. Attendance may be recorded at the beginning of class, at the end of class, and/or any time during class. Please arrive promptly and remain actively engaged in class throughout the class time. If a student is not present when attendance is taken, the student will not receive credit for being in class that day. If attendance is taken more than once and a student is present during only one of the times when attendance is taken, the student will receive only partial attendance credit for that day.

Your participation in each discussion is expected. Please make contributions by asking questions and participating in class discussions and group activities. I will present information in a traditional lecture format; however, this course will also include discussions and activities. Your participation will make our discussions much more informative and interesting.
Course Grade Calculation

Relative Weight of Each Component

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 through 100</td>
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<tr>
<td>A-</td>
<td>90 through &lt; 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 through &lt; 90</td>
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<tr>
<td>B</td>
<td>83 through &lt; 87</td>
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<tr>
<td>B-</td>
<td>80 through &lt; 83</td>
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<tr>
<td>C+</td>
<td>77 through &lt; 80</td>
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<td>70 through &lt; 73</td>
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<td>D+</td>
<td>67 through &lt; 70</td>
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<tr>
<td>D</td>
<td>63 through &lt; 67</td>
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<tr>
<td>D-</td>
<td>60 through &lt; 63</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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Policies

**e-mail**

We will make every effort to respond to each e-mail within two weekdays. In order to maintain a quick response time, e-mails should be brief. When e-mails exceed 6 lines or require long responses, we may request that you attend office hours to discuss the topic. Please include HDE140 in the subject line of your e-mail to decrease the chance that it gets filtered into junk mail. Please e-mail us directly at our UC Davis e-mail addresses instead of sending messages through Canvas.

**Assignment Submission**

In-class assignments must be submitted during class according to the instructions given.

Please submit Weekly Writing Assignments on Canvas according to assignment instructions. It is your responsibility to confirm that each assignment submitted on Canvas has been submitted correctly and is available in the Canvas system.

Unsuccessful attempts to submit assignments on Canvas do not count as submissions, and if an assignment is not submitted correctly, points will be deducted according to course policy. If your assignment is not visible to us on Canvas, you will receive point deductions according to course policy.

If you have questions about successful assignment submission, please contact Canvas or IT Express.

No late Weekly Writing Assignments will be accepted. Out of fairness to the class as a whole, there will be no exceptions to this policy.

**Exams**

On In-Class Writing Assessment days, please turn billed hats backwards and remove earbuds; turn off and put away all cell phones and other electronic devices; put all written materials, books, notebooks, binders, and folders out of sight. Please put all electronic devices in bags under chairs instead of having them in pockets—this prevents suspicion of cheating.

In-Class Writing Assessments cover material that is presented in lecture, discussion, and in course reading material. Material covered in lectures and not the readings, material that is covered in readings and not the lectures, as well as material that is covered in both the lectures and the readings may appear on the tests.

Please arrive on time for In-Class Writing Assessments. Following university policy, if you arrive after at least one student has completed the exam, you will not be allowed to take the exam and will receive a zero.

Students are responsible for knowing the dates and times of In-Class Writing Assessments (found in the course schedule). Unless you experience a documented emergency at the time of the assessment, you must obtain prior permission from the instructor to take a make-up assessment. In the absence of such permission, the exam grade will be 0.

No make-up assessments will be scheduled or accepted without a certified medical or documented family emergency excuse. Special arrangements will be made only to the extent that these arrangements are justifiable given the documentation. The instructor will decide what arrangements are justifiable.

**Missing Class**

If you miss lecture for any reason, I recommend getting notes from a reliable classmate.

Videos shown in class are meant to illustrate child development and are not available outside of class. If you miss a video, I recommend asking a reliable classmate for notes taken during the video.
Academic Honesty

I expect every student to display the highest level of academic honesty. It is your responsibility to know what the University considers academic honesty.

I expect all students to abide the UCD Code of Academic Conduct, i.e., the policies and procedures regarding academic honesty and integrity: "Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior." Any student who cheats on an assignment or exam will be referred to the Office for Student Judicial Affairs.

If you are unsure about a situation, ask your instructor (in this class or any other). More resources on UCD’s criteria for academic honesty are available at http://sja.ucdavis.edu/publications.html

Examples of academic misconduct include: receiving and providing unauthorized assistance on examinations, using unauthorized materials during an examination, plagiarism – using materials from sources without citations, altering an exam and submitting it for re-grading, fabricating data references, and using false excuses to obtain extensions of time.

University Resources

Student Academic Success Center
http://sasc.ucdavis.edu
(530) 752-2013, 2205 Dutton Hall,
The center offers appointments and drop-in consultations on writing. Clear and correct writing as a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.

The Mind Spa
https://shcs.ucdavis.edu/services/mindspa.html
Student Health and Wellness Center in the CAPS Clinic, 2nd floor
The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.

Student Health and Counseling Services
https://shcs.ucdavis.edu
(530) 752-2300, Locations at Student Health and Wellness Center and North Hall
SHCS provides mental health and wellness services to registered UC Davis students regardless of insurance coverage. If urgent issues are life-threatening or suicidal, please contact 911 instead of CAPS.

Student Disability Center
http://sdc.ucdavis.edu
(530) 752-3184 (voice) or (530) 752-6833 (TTY)
The staff at SDC ensure and arrange accommodations for students with disabilities.
## Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture and Reading Topic</th>
<th>Weekly Writing Assignment</th>
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<tbody>
<tr>
<td></td>
<td>4/2</td>
<td>Introduction to Course</td>
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<tr>
<td>1</td>
<td>4/9</td>
<td>Temperament</td>
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<td>2</td>
<td>4/16</td>
<td>Attachment</td>
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<td>4/23</td>
<td>Learning through Play</td>
<td>Play (due Friday, 4/26)</td>
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<td>4</td>
<td>4/30</td>
<td>Media</td>
<td>Media (due Friday, 5/3)</td>
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<tr>
<td>5</td>
<td>5/7</td>
<td>Social and Emotional Development</td>
<td>Emotions (due Friday, 5/10)</td>
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<td>6</td>
<td>5/14</td>
<td>Peer Interactions</td>
<td>Peers (due Friday, 5/17)</td>
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<td>7</td>
<td>5/21</td>
<td>Communication and Language</td>
<td>Language (due Friday, 5/24)</td>
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<td>8</td>
<td>5/28</td>
<td>From Theory to Practice</td>
<td>Theory to Practice (due Friday, 5/31)</td>
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<tr>
<td>9</td>
<td>6/4</td>
<td>Conclusion</td>
<td>In-Class Writing Assessment 3</td>
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