**HDE 141: Field Study of Children and Adolescents**

*Class #75861*

April 4–June 14, 2019    Thursday 4:10-6:00 PM    Young Hall 184

**Teacher:** Joe Anistranski (AN-is-trAN-ski; Call me Joe, he/him/his.)

**Email:** joeanistranski@ucdavis.edu

**Office:** Hart Hall 1363

**Meetings:** I'll meet with people in my office between 10:30 a.m. and 12:30 p.m. on Thursdays and by appointment.

**Teaching Assistant:** Ryan Hodge (he/him/his)

**Email:** rthodge@ucdavis.edu

**Office:** 2420 Hart Hall

**Meetings:** Mondays and Wednesdays, 10:00 a.m.–11:00 a.m.

**Course Summary:** HDE 141 covers conceptual topics that will support practitioners in working with children and adolescents. This course addresses how major topics in human development may influence practitioners' attempts to support development in biosocial, cognitive, and psychosocial domains.

**Learning Outcomes:**

By the end of this quarter, you will be able to

1. Articulate a working vocabulary of terms and concepts related to human development in childhood and adolescence with a focus on real-world contexts (e.g., your internship site).
2. Identify how children’s and adolescents’ typical development and experiences look in my day-to-day interactions with them.
3. Describe expected developmental processes in childhood and adolescence with a focus on how these processes look at your internship site.
4. Explain how your working vocabulary and knowledge of typical development have informed your experiences at your internship site.
5. Recommend research-based changes to better support expected developmental processes in your internship context.
6. Evaluate myths and misconceptions about development that may be present in your internship context.

**Course Format:** This course mixes direct instruction, collaborative learning, and individual exploration. On any given day, you should expect to talk to the people around you, interact with a presentation while taking detailed notes, complete a small group project, and reflect on the day's topic(s) on your own. This multifaceted approach may be different from other courses that you've taken, so you'll want to be prepared to be active in class. This is especially true because you will complete a graded assessment every day. You'll want to make sure that you've read the day's readings.

**Required Readings**

*There is no textbook. Each course meeting is based on one reading, which will be available on Canvas.*

**Day one:** On the first day of class, we will work together to choose course topics.

- Be prepared to engage right away.
- Bring fully charged computers or tablets if you have them.
- You’ll be expected to have read one article before our first meeting, and we’ll use it in an activity. It's accessible via a hyperlink on the Canvas home page.
Distractions: Paying attention is part of the learning process!
- If you need to use your phone, please leave class quietly.
- Stay on task by using electronics for class purposes.
- Please do not distract your classmates with unrelated and/or loud side talk.

Diversity and Inclusion: We learn from people when they share their experiences.
- We embrace the diversity of students, faculty, and staff, and we honor the dignity of each individual. We welcome everyone’s unique cultural, migratory, and religious experiences, beliefs, and perspectives. As learners, we benefit from a diverse living and learning environment. Sharing differences in ideas, experiences, preferences, and beliefs helps us grow. For more information about our goals, visit the UC Davis Principles of Community.

Participation and Attendance: Class activities and preparation are part of the learning process!
- Participate in discussions and group work. Ask questions. Share your knowledge!
- You’re expected to attend all classes. Come on time and stay for the entire class.

Respect: People learn best where they feel valued.
- This course encourages the free, open, and respectful exchange of ideas. You are expected to respect others’ backgrounds and to contribute to a healthy learning environment. Feeling safe to share our experiences is an important component of learning.
- Go out of your way to be helpful to others. Be open to ideas and people.
- Let us know if anyone is making you uncomfortable, and we'll help.

Technology: We use Canvas to organize our learning materials.
- Students are expected to access materials from Canvas to prepare for class. You can ask about Canvas problems, but it's more effective to check the Canvas community or visit IT Express.
- Campus IT offers links to a variety of resources: IT Service Catalog

Academic Integrity is expected. You're at this university to grow as scholars, and integrity is an important component of this. As scholars, you are expected to act in a courteous and professional manner while interacting with one another and with the instructional team. The University of California Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This sets standards for academic conduct at UC Davis for all students. You are responsible for knowing and abiding by these standards: http://sja.ucdavis.edu/cac.html.

Accommodations: Students registered with the Student Disability Center (SDC) are responsible for personally reaching out to Joe via email no later than April 12th to confirm your need for SDC-specified accommodations. This early communication will ensure that necessary accommodations are agreed upon no later than one week before they need to be implemented. This should occur in addition to the general Letter of Accommodation sent to Joe by the SDC. We comply with the Americans with Disabilities Act, making reasonable accommodations upon request. Please contact the SDC at (530) 752-3184 if you have questions about this. It is best to request these accommodations at the beginning of the quarter, if not before class begins.

Student Withdrawal: Any student who is no longer attending class should withdraw. Failure to officially withdraw will result in a failing grade (F). It is the student’s responsibility to drop the course. The following federal aid funds may be affected if you withdraw, drop, stop attending, or never attend all of your classes: Direct Unsubsidized & Subsidized Loans; Direct Parent PLUS Loans; Pell Grants and SEOG Grants, and others.
How to Succeed in This Course

✓ Make a plan for the course workload. This course requires you to read a lot and practice often, which are important components of learning.

✓ Attend class and participate. People who attend class learn more.

✓ Read before class. This will help you engage with in-class assignments.

✓ Do your weekly assignments on time, and leave plenty of time to complete them.

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<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td><strong>Mini Projects</strong></td>
<td></td>
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<tr>
<td>In every course meeting, you'll complete a group project. These will be worth 8 points each, and you can't make them up if you miss them.</td>
<td>10 projects x 8 points</td>
<td>80</td>
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<tr>
<td><strong>Field Supervisor Evaluation</strong></td>
<td></td>
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<tr>
<td>At the end of your internship experience, your supervisor will evaluate you. Submit this to Rachael Crotty.</td>
<td>1 evaluation x 80 points</td>
<td>80</td>
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<tr>
<td><strong>Journals</strong></td>
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<tr>
<td>Every week, you'll write a short journal entry on Canvas to reflect on our course content, due by Monday night.</td>
<td>10 journals x 8 points</td>
<td>80</td>
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<tr>
<td><strong>Final Portfolio</strong></td>
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<tr>
<td>At three points in the quarter, you will work on a portfolio that summarizes and applies our course content. More details are available on Canvas.</td>
<td>Part 1: 20 points Part 2: 30 points Part 3: 50 points</td>
<td>100</td>
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<tr>
<td><strong>Extra Credit</strong></td>
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<td>You'll have options for gaining extra credit in our course (three surveys on Canvas and participating in 3 hours of research in the SONA system).</td>
<td>0-6</td>
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Total: 400 100%

Final grades are meant to reflect the effort that you put into our learning process. I round up from 0.5%

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

Late Work: Except for in-class assignments, I will accept past-due assignments for half credit.
<table>
<thead>
<tr>
<th>WK #</th>
<th>Date</th>
<th>Read by Today</th>
<th>Class Topic</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TH 4/4</td>
<td>☐ Canvas Article</td>
<td>Internships: An Overview</td>
<td>4/8: Week 1 Journal</td>
</tr>
</tbody>
</table>
| 2    | TH 4/11 | ☐ Canvas Article | TBD | 4/14: Portfolio, Part 1  
5/2: Portfolio, Part 3 |
| 3    | TH 4/18 | ☐ Canvas Article | TBD | 4/22: Week 3 Journal |
| 5    | TH 5/2 | ☐ Canvas Article | TBD | 5/6: Week 5 Journal |
| 6    | TH 5/9 | ☐ Canvas Article | TBD | 5/11: Portfolio, Part 2  
5/13: Week 6 Journal |
| 7    | TH 5/16 | ☐ Canvas Article | TBD | 5/20: Week 7 Journal |
| 8    | TH 5/23 | ☐ Canvas Article | TBD | 5/27: Week 8 Journal |
| 9    | TH 5/30 | ☐ Canvas Article | TBD | 6/2: Portfolio, Part 3  
6/3: Week 9 Journal |
| 10   | TH 6/6 | ☐ Canvas Article | TBD | 6/10: Week 10 Journal |

**Resources**

You may always ask your instructor for help, but you can also access these resources:

- Writing Support Center: [https://youtu.be/_ba7O29iki4](https://youtu.be/_ba7O29iki4) (530) 752-2013
- Technical Assistance: [https://iet.ucdavis.edu/support](https://iet.ucdavis.edu/support) (530) 754-4357
- Counseling Services: [http://shcs.ucdavis.edu](http://shcs.ucdavis.edu) (530) 752-2300
- Student Health Advice Nurse (530) 752-2349
- Crisis resources: [https://www.crisistextline.org/](https://www.crisistextline.org/) Text RELATE to 741741
- Career Resources: [https://icc.ucdavis.edu/](https://icc.ucdavis.edu/)
- SONA Research System: [https://ucdavis.sona-systems.com](https://ucdavis.sona-systems.com)
- Canvas Help: [https://itcatalog.ucdavis.edu/service/uc-davis-canvas](https://itcatalog.ucdavis.edu/service/uc-davis-canvas)

This syllabus is tentative and subject to revision.