
Infancy & Early Childhood

HDE 100A

Summer Session I 2018

T-TH 2:10-4:25

Instructor: Dr. Karinna Hurley

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Office Hours: Tuesday & Thursday 12:00-1:00

& by appointment, Hart Hall 2314

Overview

Prerequisites: Psychology 1, Bio Sci 1A or 2A or 10. This course is designed to increase your knowledge of the biological, cultural, and contextual factors that interact to influence development from conception through age six. A combination of readings, films, exams, and activities are aimed to help you reflect on and integrate the information in different ways. Learning goals include:

- Describe physical, cognitive, and social developmental milestones and identify sources of growth and change
- Understand the relationships between biological and environmental factors in development
- Strengthen critical thinking and reflective writing skills and apply to current issues in developmental science

Philosophy & Expectations

This course will operate on the philosophy that active engagement with material fosters quality learning - there will be daily opportunities for in-class discussion, reflection, and/or group work. **Reading the assigned chapters before class is essential** in order to gain the depth of knowledge required to contribute meaningfully to discussions and activities and be successful on exams.

Canvas

Syllabus, handouts, and other resources will be posted on the course site. All assignments need to be submitted through Canvas. Helpful campus resources such as the *Student Academic Success Center, SHCS, Student Judicial Affairs* (for information on avoiding plagiarism & academic conduct), etc., will be posted.

Grading

Participation	38 points
Book Reflections	16 points (8 each)
Observation paper	50 points
Poster Presentation	10 points
Exams	90 points (45 each)
Total	204 points

Required Books

- Lightfoot, Cole, & Cole. (2009). *The Development of Children* (7th Edition). New York: Worth Publishers.
- Dorris, M. (1990). *The Broken Cord*.

Assignments

Observation Paper

Due: July 17th 10:00_{pm}

Book Reflections

Due: July 5th & July 30th 10:00_{pm}

Poster Presentation

Due: August 2nd

Exams

Multiple choice & short essay ~ bring a scantron & bluebook

July 12th & August 1st

Participation

Two points for participating in each class and submitting participation materials (excluding exam days). Four points each for posting on the Canvas podcast discussion July 9th & 23rd by 10:00_{pm} (two points for an original post & two points for commenting on a classmate's post; see discussion link for detailed instructions).

Date	Topic	Reading
Week 1		
Tuesday, June 26 th	Intro: Studying Human Development	Chapter 1
Wednesday, June 27 th	Biocultural Foundations of Development	Chapter 2
Thursday, June 28 th	Prenatal Development & Birth	Chapter 3
Week 2 – Book Reflection 1 due July 5 th 10:00 _{pm}		
Tuesday, July 3 rd	The First 3 Months	Chapter 4
Wednesday, July 4 th	UNIVERSITY HOLIDAY – NO CLASS	
Thursday, July 5 th	Physical Development in Infancy	Chapter 5
Week 3 – Podcast participation post due July 9 th 10:00 _{pm}		
Tuesday, July 10 th	Cognitive Development in Infancy	Chapter 5
Wednesday, July 11 th	Documentary <i>Babies</i> & Exam I review	
Thursday, July 12 th	Exam 1	
Week 4 – Observation Paper due July 17 th 10:00 _{pm}		
Tuesday, July 17 th	Social & Emotional Development in Infancy	Chapter 6
Wednesday, July 18 th	Language Development	Chapter 7
Thursday, July 19 th	Physical Development in Early Childhood	Chapter 8
Week 5 – Podcast participation post due July 23 rd 10:00 _{pm}		
Tuesday, July 24 th	Cognitive Development in Early Childhood	Chapter 8
Wednesday, July 25 th	Social & Emotional Development in Early Childhood	Chapter 9
Thursday, July 26 th	Social & Emotional Development in Early Childhood	Chapter 9
Week 6 – Book Reflection 2 due July 30 th 10:00 _{pm}		
Tuesday, July 31 st	Contexts of Development	Chapter 10
Wednesday, August 1 st	Exam 2	
Thursday, August 2 nd	Poster Presentations	

Assignments

Book Reflections

Due July 5th & July 30th at 10:00_{pm} on approximately each ½ of the book. Eight points each. Four points will be deducted for each day late.

Purpose

To provide an opportunity to consider how the textbook material links to (one example of) a real child's and family's life. To encourage reflection on your own childhood experiences and connections to your own growth and development.

Reflection

Write a 2-3 paragraph reflection on your reading of the book. Identify one short passage (indicating the chapter and page number) you found particularly interesting. In class, *you will share your chosen passage and discuss with your group.*

Observation Paper

Due July 17th at 10_{pm}. 50 Points. Ten points will be deducted for each day late.

Purpose

To help you link normative descriptions of age-graded behaviors and theory to real children. To help you deepen your understanding of concepts presented in the textbook and develop your writing and analytic skills.

Observation

Observe a child for 20-30 minutes and objectively and precisely record all the behavior you can. You can observe any child between 2-6 years of age including neighbors, cousins, friend's children, children out in the community, etc. For example, you can observe children at the playground during the Davis Farmer's Market (<http://www.davisfarmersmarket.org>). **It is important to keep your distance from the child and not to interact with them in any way during the observation.** Notes and paper should refer to the child as the *Target Child (TC)* – do not include any identifiable information about the child.

Take notes during the observation – these should be in active present tense. For example: *TC runs to sandbox, throws toy at sibling.*

Observation notes should be objective and descriptive. Avoid:

- Summary words. For example, *TC tries to open door* vs. *TC grasps door handle, pulls, both hands.*
- Assumptions about behavior that reflect your interpretation of what you saw rather than what you saw. For example: *TC is tired* vs. *TC cries and yawns.*
- Evaluations of behavior. For example, *TC is ...spoiled, good, bad,* etc.

Include information about how the child is interacting with things & others in their environment. Given the active nature of children, you cannot expect to record all of their behavior or language. For example, you might try and record a few direct quotes to demonstrate how the child's language development, but you do not have to record everything the child says.

Paper

Your paper, approximately 5 pages, should include, **as separate headings:**

- Introduction – A brief description of the child and the setting (date, time and location) – including, for example, the child's approximate age, gender, & range of activities he/she performed during your observation (approx. ½-1 page). 4 pts.

- Observation & Evaluation – For each domain of development you will describe what you observed and, based on the developmental norms provided in the text (e.g. table 7.1, 8.1, milestones handout, etc.), write an assessment of the child’s development.
 - Motor Development – What fine motor and gross motor behaviors did you observe? Did the child perform coordinated movements? What sort of locomotion did they have? What level of help did the child need to accomplish motor tasks? 8 pts.
 - Language Development – Did you and/or others understand the child’s language? Did the child speak to his or herself or parents, teachers, & peers? Could the child understand others? Did the child use gestures with or without words? If the child was not verbal how did they make their needs or ideas known? 8 pts.
 - Social Development – Did the child play with other children? In what context? Who initiated the play? Was there conflict? Did the child interact with adults, and in what context? Who initiated the interaction? Was there conflict? 8 pts.
 - Cognitive Development – Did the child label colors, shapes, sizes, time, numbers? Did they face and/or resolve any problems? Did they display and symbolic or fantasy play? Did they use tools? 8 pts.
- Reflection – Reflect on your experience observing a child and linking their behavior to the course readings (approx. ½-1 page). 5 pts.
- Finally, select a representative sample of your notes (approx. ½ page) to type-up and include as an Appendix to your paper. 4 pts.
- 5 points for organization, clarity and grammar.

Poster Presentation

Due August 2nd – 10 points.

Purpose

To apply your understanding of child development to the practical goal of best promoting their health and well-being. To provide an opportunity to share with and learn from classmates on a variety of development-related topics and develop your oral speaking skills.

Poster

With a partner during class time you will create an informational poster on one topic related to child development relevant for parents and community members. This will be similar to, for example, an SRCDC Social Policy Report Brief. The goal is to present the information in an accessible, informative, and engaging way. During the first half of the poster session one partner will individually present the poster to half of the class while the other partner views posters. Half-way through the class the partners will switch roles. Grading will be based on poster content. Participation points for this class will be based on asking questions during the poster viewing and submitting two written examples of your questions by the end of class. Your poster should include the following sections:

- Introduction to the general topic.
- Concrete information about your topic – this is the “facts and figure” section and will be the bulk of your poster.
- 2-3 sources for additional information including at least 1 empirical article reference from an academic journal and one regional, State, or National organization related to your topic. Also cite any graphics or charts used on your poster.
- Some general policy recommendations at either the local, State, or National level.

Examples: breastfeeding and development, early reading exposure on literacy, nutrition in childhood, universal pre-school, etc.

Other Information

Grading Scale

93-100% A	83-86.99% B	73-76.99% C	63-66.99% D
90-92.99% A-	80-82.99% B-	70-72.99% C-	60-62.99% D-
87-89.99% B+	77-79.99% C+	67-69.99% D+	Below 60% F

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>).

Laptops & Textbooks

A copy of the textbook and the book *The Broken Cord* are available on reserve at the library (<https://www.library.ucdavis.edu/service/course-reserves/>). If you have a personal copy of the textbook and/or a personal laptop **please bring them to each class**; during some activities at least some partners or group members will need the textbook for reference and a laptop for internet research. If you do not have a personal computer there are multiple computer labs on campus (<https://computerrooms.ucdavis.edu/openaccesslabs.html>) for your use. Please refrain from using laptops for any purpose other than note-taking during class – they can be disruptive to other students. Please turn-off cell phones.