

**University of California, Davis**  
**HDE 100AV – Infancy & Early Childhood (4 Units)**  
**Summer Session 1 - 2024**

Instructor: Chase Boyer, MA (he/him/his)  
Course Meetings: remote  
Office: Hart Hall 1322  
Office Hours: Tuesdays 10:30am – 12:00pm; [zoom](#)  
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Office Hours: TBD

### **COURSE DESCRIPTION**

HDE 100AV — Infancy & Early Childhood (4 units) Course Description: Biological, social, and cultural influences in the psychological growth and development of children, prenatal through age six. Prerequisite(s): (PSC 001 or PSC 001Y); (BIS 002A or BIS 010 or BIS 001A or BIS 010V) or MCB 010 or NPB 010 or NPB 012 or MIC 010. Learning Activities: **Lecture 7 hour(s)**. Enrollment Restriction(s): Pass One restricted to Human Development majors. Grade Mode: Letter.

### **COURSE OBJECTIVES**

1. Describe expected developmental processes in the first 6 years of life within biosocial, psychosocial, and cognitive domains.
2. Describe the theories of development and developmental processes.
3. Identify how sociocultural factors influence development.
4. Identify how your understandings of development will inform your personal and/or professional experiences in the future.

### **COURSE FORMAT**

This course will require engagement in class material prior to each scheduled meeting. For example, course readings will be completed prior to the scheduled meeting. In-class time will be used for lectures, reflection, discussions, and application-based activities.

### **REQUIRED READING MATERIALS**

Berger, K. S. (2021). *Developing person through childhood and adolescence* (12th ed.). Worth Publishers. ISBN- 978-1319191740

Additional course readings and materials will be posted and available in Canvas.

### **COURSE REQUIREMENTS**

1. **Chapter Reading Journals (10%)**: Each week you will journal response that assess understandings of the text readings.
2. **Article Annotation (15%)**: You will read and annotate research articles through Perusal on Canvas. In order to receive credit, you must open the assignment through the Canvas

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link and type your responses directly into Perusall. Any comments that are copied and pasted will not be given credit.

3. **Application Activities (30%):** There are 10 application-based activity that will be completed in class. After each application activity, each student will complete a brief write-up on Canvas discssuing their experience and what they learned. There are no make-ups for these activities. The dates of these activities are listed on the course calendar but those are subject to change.
4. **Infographic (30%):** Infographics are a great way to interpret research and present information in a succinct, clear, and creative way. Students will choose a **choose a developmental theory from the class**, (textbook and other materials), **choose a domain of development** (i.e., Biosocial, Psychosocial, Cognitive), **choose two developmental stages** (e.g., infancy and toddlerhood, toddlerhood and early childhood), and **find 3 related empirical quantitative journal articles published within the last 10 years**. You will interpret the research you have found and choose particular pieces of information you think tell an interesting story. You will use this story to create an infographic that represents the research. More details provided in Canvas. The project is worth 300 points total. The infographic has three components: A Topic and Outline (50 points), a Rough Draft (Not Graded), a Peer Review (100 points), and a Final Draft (150 points)
  - a. **Topic and Outline - Due no later than 7th (Monday) at 11:59pm**
  - b. **Rough Draft – Due no later than July 17th (Wed.) at 11:59pm**
    - i. **IMPORTANT: You must turn in a rough draft ON TIME to participate in the Peer Review. If you do not turn in a Rough Draft you will receive no points for the Peer Review. Even if your draft is not complete, turn something in so you can participate in the peer review.**
  - c. **Peer Review – Due no later than July 22nd (Monday) at 11:59pm**
  - d. **Final Draft – Due no later than July 31st (Wed.) at 11:59pm**
5. **Attendance (10%):** Although this class is remote, attendance is mandatory. Attendance and participation will be captured through in-class activities and quizzes. You must arrive on time and stay through the entire class meeting to receive credit. Two class meeting can be missed without point deduction. However, please note that, if you miss 3 or more class meetings, your final grade will be lowered. You must arrive on time and stay through the entire class meeting to receive credit. Please communicate attendance issues *only* if you will be missing your third-class session.
6. **Participation (5%):** The application activities will involve working in groups and engaging with the class. Active participation in these activities is required and is part of your overall grade.

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**COURSE EVALUATION**

<b>Assignment</b>	<b>Maximum Points</b>
Attendance	100
Participation	50
Chapter Reading Journals	100
Article Annotation	150
Application Activities	300
Infographic	300
<b>Total Points Possible</b>	<b>1000</b>

<b>Letter Grade</b>	<b>Points</b>	<b>Percentage</b>
A+	970-1000	97-100%
A	930-969	93-96%
A-	900-929	90-92%
B+	870-899	87-89%
B	830-869	83-86%
B-	800-829	80-82%
C+	770-799	77-79%
C	730-769	73-76%
C-	700-729	70-72%
D+	670-699	67-69%
D	630-669	63-66%
D-	600-629	60-62%
F	0-599	<60%

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## COURSE PROCEDURES AND EXPECTATIONS

**Lectures and Recordings.** Lectures will be recorded, however, they will not be posted on Canvas. Slides however, will be posted on Canvas. Lecture recordings will only be made available under extenuating circumstances.

**Communication Procedures.** Announcements, grades, assignment documents, and supporting materials will be posted in Canvas. It is your responsibility to check Canvas regularly and to hold on to your assignments in case of any clerical errors. Should you have questions, please email the teaching team their respective UC Davis email accounts for course correspondence. Before sending a message, review the syllabus, class announcements, and relevant Canvas resources to make sure your question isn't answered in those resources already. Here is a resource for composing an email to the teaching team: [UNR Email Resource](#). Please note that emails will not be checked on the weekends. You can expect a response time within 48 hours.

**Student Conduct.** It is expected that all students exhibit respect and integrity in their work. This includes demonstrating mutual respect and cooperation with your peers and the teaching staff. The UC Davis Principles of Community can be found here: <https://diversity.ucdavis.edu/principles-community>. Additionally, it is expected that all students act with academic integrity. Evidence of cheating, plagiarism, or misuse of instructor's materials will be reported to judicial affairs. The academic code of conduct can be found here: <https://ossja.ucdavis.edu/code-academic-conduct>.

**Late Work Policy.** Assignments will have a due date and time in Canvas. Assignments must be completed by the due date to receive full credit unless prior arrangements are made with the instructor. In class assignments and participation points cannot be made up. For credit, all assignments must be turned in as a PDF or Word document. Make up work and extra credit is not given. Due to the fast pace of this summer course, late work will not be accepted.

**Reasonable Accommodation Policy.** The Student Disability Center (SDC) offers support services and accommodations to students to ensure students with disabilities equal access and opportunity to pursue their educational goals. If you have a documented disability and verification from SDC, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SDC and meet with a counselor to request special accommodation before classes start. For additional information visit: <https://sdc.ucdavis.edu/>

## UC DAVIS RESOURCES

AB 540/Undocumented Student Center <http://undocumented.ucdavis.edu>

Academic Assistance and Tutoring Centers <https://tutoring.ucdavis.edu>

Center for Advocacy Resources and Education (CARE) <http://care.ucdavis.edu>

Counseling Services (219 North Hall) <https://shcs.ucdavis.edu/counseling-services> \* For immediate mental health crisis assistance, call 530-752-2349.

Mental Health Resource Library <https://healthy.ucdavis.edu/mentalemotional/resource-library>

Student Affairs <https://studentlife.ucdavis.edu>

Student Disability Center <https://sdc.ucdavis.edu>

Student Health and Wellness Center <https://shcs.ucdavis.edu/medical-services>

Basic Needs/Aggie Compass <https://aggiecompass.ucdavis.edu/>

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Week	Date	Topic	Reading	Due
1	6/24/24	The Science of Development	Chapter 1	In-class Activity: Introductions and Study Design Activity
	6/25/24	Developmental Theories	Chapter 2	
	6/26/24	Developmental Theories	Marshall-Wheeler et al. (2023)	<b>Reading Journal (Chapters 1 AND 2)</b> Theory Chart
2	7/1/24	Genetics	Chapter 3	Nature vs. Nurture Debate
	7/2/24	Prenatal Development and Birth	Chapter 4	
	7/3/24	Prenatal Development and Birth	Khoury et al. (2022)	<b>Reading Journal (Chapters 3 AND 4)</b> Virtual Expert Panels Activity
3	7/7/24	Infant & Toddler: Biosocial Development	Chapter 5	<b>Infographic Topic and Outline</b>
	7/8/24	Infant & Toddler: Biosocial Development	O'Sullivan & Monk, 2020	Infant Observation Analysis Activity
	7/10/24	Infant & Toddler: Cognitive Development	Chapter 6	<b>Reading Journal (Chapter 5 OR 6)</b>
4	7/15/24	Infant & Toddler: Cognitive Development	Edgar et al. (2023)	Cognitive Development Scenarios Activity
	7/16/24	Infant & Toddler: Psychosocial Development	Chapter 7	
	7/17/24	Infant & Toddler: Psychosocial Development	Brownell et al. (2023)	<b>Reading Journal (Chapter 7)</b> <b>Infographic Rough Draft</b> Parenting Style and Temperament Simulation
5	7/22/24	Early Childhood: Biosocial Development	Chapter 8	<b>Infographic Peer Review</b>
	7/23/24	Early Childhood: Biosocial Development	Vazquez et al. (2022)	Developmental Milestones Game
	7/24/24	Early Childhood: Cognitive Development	Chapter 9	<b>Reading Journal (Chapter 8 OR 9)</b> Problem-Solving Workshops Activity
6	7/29/24	Early Childhood: Cognitive Development	Oades-Sese et al. (2020)	
	7/30/24	Early Childhood: Psychosocial Development	Chapter 10	Peer Interaction Analysis Activity
	7/31/24	Early Childhood: Psychosocial Development		<b>Reading Journal (Chapter 10)</b> <b>Infographic Final Draft</b>

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