

HDE 100A: Infancy and Early Childhood

Class #37399, 4 Units

January 7–March 22, 2019

M/W 12:10-2:00 PM

Young Hall 198

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 2:15 and 4:00 on Mondays and by appointment.

Teaching Assistant: Mariya Chernenok

Email: mchernenok@ucdavis.edu

Office: 2420 Hart Hall

Meetings: 10:00 a.m.-12:00 p.m., Wednesdays

Teaching Assistant: Susan Rowe

Email: serowe@ucdavis.edu

Office: 2420 Hart Hall

Meetings: TBD

Teaching Assistant: Lionor Galindo

Email: lrgalindo@ucdavis.edu

Office: 2420 Hart Hall

Meetings: TBD

Course Summary: HDE 100A covers principles of human growth and development from conception to approximately 6 years. This course approaches the first six years of life from biosocial, cognitive, and psychosocial lenses and will include methods of studying human behavior, major theories of human development, expected patterns and processes, and a variety of special topics.

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 from conception through 6.
2. Identify evidence-based accounts of typical development and experiences during these years.
3. Describe expected developmental processes in the first 6 years of life within biosocial, psychosocial, and cognitive domains.
4. Explain how your working vocabulary and knowledge of typical development will inform your personal and professional experiences and/or those of others.
5. Recommend research-based changes to better support expected developmental processes in contexts commonly experienced from conception through 6.
6. Evaluate myths and misconceptions about development from conception through 6.

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, and reflect on the day's topic(s) on your own. This multifaceted approach may be different from other large-enrollment 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 nearly **every day**. You'll want to make sure that you've read the day's readings.

Required Textbook (Either Edition Acceptable)

Berger, K. S. (2015/2018). *Developing person through childhood and adolescence* (10th or 11th Ed.). NY: Worth Publishers. ISBN-10: 146417735X OR 1319058132 (Find the most affordable copy!)

Distractions: Paying attention is part of the learning process!

- If you need to use your phone, please leave class quietly.
- Try to stay on task by using your computer 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 January 10th 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 all provisions of 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.

| Assessments | | Points | % of Grade |
|--|---|-----------|-------------|
| <u>Participation</u> In most course meetings, you'll complete a quiz, written reflection, and/or mini group project. These will be worth 5 points each, and you can't make them up without good cause for missing them (e.g., evidence from a healthcare provider). | 20 x 5 points | 100 | 25% |
| <u>Canvas Quizzes</u> At the end of every week, you'll complete a quiz on Canvas to test your knowledge of course content, due by Sunday night. | 10 quizzes x 10 points | 100 | 25% |
| <u>Journals</u> Every week, you'll write a short journal entry on Canvas to reflect on our course content, due by Friday night. | 10 journals x 10 points | 100 | 25% |
| <u>Final Paper</u> At three points in the semester, you will work on a paper that summarizes and applies your growing knowledge of infancy and early childhood. This paper asks you to communicate your knowledge of early childhood to advocate for a specific approach to early childhood education in California. More details are available on Canvas. | Part 1: 20 points Part 2: 30 points Part 3: 50 points | 100 | 25% |
| <u>Extra Credit</u> You'll have three options for gaining extra credit in our course (two feedback surveys on Canvas and participating in research studies in the SONA system). | | 0-7 | |
| 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% |
| A 93-96% | B 83-86% | C 73-76% | F below 60% |
| A- 90-92% | B- 80-82% | C- 70-72% | |

Late Work: Except for in-class assignments, I will accept past-due assignments for half credit.

| WK # | Date | Read by Today | Class Topic | Major Assignments Due |
|------|--------|-----------------------------------|---|---|
| 1 | M 1/7 | <input type="checkbox"/> Syllabus | Introduction, Perspectives on Development | 1/11: Week 1 Journal |
| | W 1/9 | <input type="checkbox"/> Ch.1 | The Science of Human Development | 1/13: Week 1 Canvas Quiz |
| 2 | M 1/14 | <input type="checkbox"/> Ch.2 | Theories of Human Development | 1/18: Week 2 Journal |
| | W 1/16 | <input type="checkbox"/> Ch.3 | Genes, Heredity, and Environments | 1/20: Week 2 Canvas Quiz 1/22: Paper , Part 1 |
| 3 | M 1/21 | No Class | Martin Luther King, Jr. Holiday | 1/25: Week 3 Journal |
| | W 1/23 | <input type="checkbox"/> Ch.4 | Prenatal Development and Birth | 1/27: Week 3 Canvas Quiz |
| 4 | M 1/28 | <input type="checkbox"/> Ch.5 | First Two Years: Biosocial | 2/1: Week 4 Journal |
| | W 1/30 | <input type="checkbox"/> Ch.6 | First Two Years: Cognitive | 2/3: Week 4 Canvas Quiz |
| 5 | M 2/4 | <input type="checkbox"/> Ch.7 | First Two Years: Psychosocial | 2/8: Week 5 Journal |
| | W 2/6 | <input type="checkbox"/> Ch.8 | Early Childhood: Biosocial | 2/10: Week 5 Canvas Quiz |
| 6 | M 2/11 | <input type="checkbox"/> Ch.9 | Early Childhood: Cognitive | 2/15: Week 6 Journal |
| | W 2/13 | <input type="checkbox"/> Ch.10 | Early Childhood: Psychosocial | 2/17: Week 6 Canvas Quiz 2/19: Paper , Part 2 |
| 7 | M 2/18 | No Class | Presidents' Day Holiday | 2/22: Week 7 Journal |
| | W 2/20 | No Class | Joe will be at a conference. | 2/24: Week 7 Canvas Quiz |
| 8 | M 2/25 | <input type="checkbox"/> Article | Mid-Quarter Inquiry Special topic: Risk and Resilience | 3/1: Week 8 Journal |
| | W 2/27 | <input type="checkbox"/> Article | Special topic: Attachment and Caregiving | 3/3: Week 8 Canvas Quiz |
| 9 | M 3/4 | <input type="checkbox"/> Article | Special topic: How Emotions Develop | 3/8: Week 9 Journal |
| | W 3/6 | <input type="checkbox"/> Article | Special topic: Social Tendencies | 3/9: Paper , Part 3 3/10: Week 9 Canvas Quiz |
| 10 | M 3/11 | <input type="checkbox"/> Article | Special topic: Language and Literacy | 3/15: Week 10 Journal |
| | W 3/13 | <input type="checkbox"/> Article | Special topic: Preschool | 3/17: Week 10 Canvas Quiz |

Resources

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

| | | |
|---------------------------------|---|----------------|
| Writing Support Center: | https://youtu.be/_ba7O29iki4 | (530) 752-2013 |
| Academic Success Center (SASC): | http://success.ucdavis.edu/index.html | (530) 752-9366 |
| Technical Assistance: | https://iet.ucdavis.edu/support | (530) 754-4357 |
| Counseling Services: | http://shcs.ucdavis.edu | (530) 752-2300 |
| Student Health Advice Nurse | | (530) 752-2349 |
| Career Resources | https://icc.ucdavis.edu/ | |
| SONA Research System | https://ucdavis.sona-systems.com | |
| Canvas Help | https://itcatalog.ucdavis.edu/service/uc-davis-canvas | |

This syllabus is tentative and subject to revision.