

## HDE 100B: Middle Childhood and Adolescence

Class #37400 | 4 Units

Jan 8–March 22, 2019 | T/TH 8:00-9:50 AM | Social Sciences 1100

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

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**Meetings:** I'll meet with people in my office between 10:15 a.m. and 12 p.m. on Tuesdays and by appointment.

**Teaching Assistant:** Kayla Vodacek

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

**Teaching Assistant:** Becky Handman

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**Course Summary:** HDE 100B covers principles of human growth and development from middle childhood to approximately 20 years. This course approaches these years 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 in middle childhood and adolescence.
2. Identify evidence-based accounts of typical development and experiences during these years.
3. Describe expected developmental processes during this period of the lifespan 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 by children and adolescents.
6. Evaluate myths and misconceptions about development in middle childhood and adolescence.

**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, listen to a presentation while taking detailed notes, and to spend time reflecting 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 more active than you'd be in a typical large-enrollment course. 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!**

- Participation counts. 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 when 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. Concerns about this should be brought to our attention immediately. 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 11<sup>th</sup> 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	
<b>Participation</b> In nearly every course meeting, you'll complete a quiz, written reflection, and/or mini group project. These will be worth 5 points, 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%
<b>Canvas Quizzes</b> <b>At the end of every week</b> , you'll complete a quiz on Canvas to test your knowledge of the week's topics, due by Monday night.		10 quizzes x 10 points	100	25%
<b>Journals</b> <b>Every week</b> , you'll write a short journal entry on Canvas to reflect on our course content, due by Saturday night.		10 journals x 10 points	100	25%
<b>Papers</b> At three points in the semester, you'll work on a paper that shows your growing knowledge of development. This paper will evaluate media coverage of child and adolescent development. Topics and guidelines are available on Canvas.		Part 1: 20 points Part 2: 30 points Part 3: 50 points	100	25%
<b>Extra Credit</b> 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	
		<b>Total</b>	400	100%
<b>Final grades are meant to reflect the effort that you put into the learning process. I round up from 0.5%.</b>				
A+ 97-100%	B+ 87-89%	C+ 77-79%	D 60-69%	F below 60%
A 93-96%	B 83-86%	C 73-76%		
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
1	T 1/8	<input type="checkbox"/> Syllabus	Course Intro, What We Know from 100A	1/12: Week 1 Journal
	TH 1/10	<input type="checkbox"/> Ch. 11	Middle Childhood: Biosocial	1/14: Week 1 Canvas Quiz
2	T 1/15	<input type="checkbox"/> Ch. 12	Middle Childhood: Cognitive	1/19: Week 2 Journal
	TH 1/17	<input type="checkbox"/> Ch. 13	Middle Childhood: Psychosocial	1/21: Week 2 Canvas Quiz 1/22: <b>Paper</b> , Part 1
3	T 1/22	<input type="checkbox"/> Ch. 14	Adolescence: Biosocial	1/26: Week 3 Journal
	TH 1/24	<input type="checkbox"/> Ch. 15	Adolescence: Cognitive	1/28: Week 3 Canvas Quiz
4	T 1/29	<input type="checkbox"/> Ch. 16	Adolescence: Psychosocial	2/2: Week 4 Journal
	TH 1/31	<input type="checkbox"/> Epilogue	How do we know when adolescence ends?	2/4: Week 4 Canvas Quiz
5	T 2/5	<input type="checkbox"/> Article	Special topic: Motivation	2/9: Week 5 Journal
	TH 2/7	<input type="checkbox"/> Article	Special topic: Self-Control	2/11: Week 5 Canvas Quiz 2/12: <b>Paper</b> , Part 2
6	T 2/12	<input type="checkbox"/> Article	Special topic: Schools	2/16: Week 6 Journal
	TH 2/14	<input type="checkbox"/> Article	Special topic: Intelligence	2/18: Week 6 Canvas Quiz
7	T 2/19	No Class	Joe at conference, work ahead	2/23: Week 7 Journal
	TH 2/21	No Class	Joe at conference, work ahead	2/25: Week 7 Canvas Quiz
8	T 2/26	<input type="checkbox"/> Article	Special topic: Social Life in Adolescence	3/2: Week 8 Journal
	TH 2/28	<input type="checkbox"/> Article	Special topic: Identity	3/4: Week 8 Canvas Quiz
9	T 3/5	<input type="checkbox"/> Article	Special topic: Romance and Sexuality	3/9: Week 9 Journal
	TH 3/7	<input type="checkbox"/> Article	Special topic: Psychosocial Problems	3/10: <b>Paper</b> , Part 3 3/11: Week 9 Canvas Quiz
10	T 3/12	<input type="checkbox"/> Article	Special topic: Contemporary Context	3/16: Week 10 Journal
	TH 3/14	<input type="checkbox"/> Article	Special topic: College	3/18: Week 10 Canvas Quiz

## Resources

*You may always ask us for help, but you can also access these resources:*

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

*This syllabus is tentative and subject to revision.*