University of California, Davis
HDE 100A – Infancy & Early Childhood (4 Units)
Winter 2024

Instructor:	Dr. Anne Iaccopucci (she/her/hers)
Course Meetings:	Kleiber Hall 3; Mondays and Wednesdays 4:10pm – 6:00pm
Office:	Hart Hall 2329
Office Hours:	Mondays 3:00pm – 4:00pm; by appointment
Email:	amiaccopucci@ucdavis.edu
Piazza:	This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, the TA, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email team@piazza.com. Find our class signup link at: https://piazza.com/ucdavis/fall2023/hde100a001fq2023

Teaching Assistant: Aubrey Golden, abgolden@ucdavis.edu (Last name: A-E)

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COURSE DESCRIPTION

HDE 100A — Infancy & Early Childhood (4 units) Course Description: Biological, social, and cultural influences in the psychological growth and development of children, prenatal through age six. Two observations of preschool children required. 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 4 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.

Note: This syllabus is subject to change at the discretion of the instructor.

COURSE FORMAT

This course will require engagement in class material prior to each scheduled meeting. For example, course readings, lectures, and quizzes will be completed prior to the scheduled meeting. In-class time will be used for 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 Quizzes (20 points)**: Each week you will complete a quiz that assess understand of readings and lecture.
2. **Chapter Discussion Question Posts (5 points)**: Each week you will post a question or thought you have about that week's topic.
3. **Article Annotation (25 points)**: You will read and annotate research articles through Perusall on Canvas. In order to receive credit, you must open the assignment through the Canvas link and type your responses directly into Perusall. Any comments that are copied and pasted will not be given credit.
4. **Application Activities (20 points)**: Each week you will be engaged in an application-based activity that will be completed in class. There are no make-ups for these activities.
5. **Learning Reflections (20 points)**: At the end of each module, you will have an opportunity to reflect on your own learning through a short paper that summarizes and applies what you have learned.
6. **Observation Paper (200 points)**: You will create a paper which will focus on describing how different theorists explain a child's development at a particular age. You will conduct two observation of children's social interactions (either child – child or child – caregiver), write field notes on those observations, and write a paper. This paper will include three separate assignments: field notes (50 points), draft and peer review (50 points), and the final paper (100 points). Detailed instructions can be found in Canvas.
7. **Attendance and Participation (2 points)** This course is being delivered fully in-person. Attendance and participation will be captured through in-class activities, surveys, and small assignments. 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.

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COURSE EVALUATION

Assignment	Maximum Points
Attendance	40
Chapter Reading Quizzes	200
Chapter Discussion	50
Article Annotation	250
Application Activities	200
Learning Reflections	60
Observation Paper	200
Total Points Possible	**1000**

Letter Grade	Points	Percentage
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

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. Please use the Piazza discussion board to pose and respond to course-related logistic and assignment questions. Should you have other questions, please email the teaching team their respective UC Davis email accounts for course correspondence. Before sending a message, review the syllabus, class announcements, Piazza, 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 reaching 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. Exams 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.

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	1/8/24	The Science of Development	Chapter 1	**Quiz & Questions Post**
	1/10/24		Flint (2020)	Study Design Activity
2	1/15/24	Developmental Theories **Martin Luther King Jr. Holiday *NO IN CLASS MEETING***	Chapter 2	**Quiz & Questions Post**
	1/17/24		Marshall-Wheeler et al. (2023)	Theory Chart
3	1/22/24	Genetics	Chapter 3	**Quiz & Questions Post**
	1/24/24		Saudino & Micalizzi (2015)	Lactose-intolerance Activity
4	1/29/24	Prenatal Development and Birth	Chapter 4	**Quiz & Questions Post**
	1/31/24		Gutierrez & Dollar (2023)	Prenatal Education Development **Learning Reflection: 1**
5	2/5/24	Infant & Toddler: Biosocial Development	Chapter 5	**Quiz & Questions Post**
	2/7/24		Altman et al. (2023)	Practice Observation PSA Review
6	2/12/24	Infant & Toddler: Cognitive Development	Chapter 6	**Quiz & Questions Post**
	2/14/24		Edgar et al. (2023)	Children's Book Analysis Activity
7	2/19/24	Infant & Toddler: Psychosocial Development **President's Holiday *NO IN CLASS MEETING***	Chapter 7	**Quiz & Questions Post**
	2/21/24		Brownell et al. (2013)	Temperament Test Parenting Style Activity **Learning Reflection: 2**
8	2/26/24	Early Childhood: Biosocial Development	Chapter 8	PA Lesson Analysis **Quiz & Questions Post**
	2/28/24	***Field Work* *NO IN CLASS MEETING***	Vazquez et al. (2022)	**Field Notes**
9	3/4/24	Early Childhood: Cognitive Development	Chapter 9	**Quiz & Questions Post**
	3/6/24		Schweinhart (2005)	Toy Review
10	3/11/24	Early Childhood: Psychosocial Development	Chapter 10	**Quiz & Questions Post Peer Review/Draft Observation Paper**
	3/13/24		Oades-Sese et al. (2020)	SEL Lesson Development **Learning Reflection: 3**
Finals	3/22/24			**Final Observation Paper**

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