

**HDE 100AV:
Infancy & Early Childhood
Summer I
TWR 2:10-4:25P**

Instructor: Chi Yun Moon, Ph.D.

Zoom class:

<https://ucdavis.zoom.us/j/99360549160?pwd=ai84aUtzemU4SDgvQ3pGbU1FV1BWZz09>

E-mail: cmoon@ucdavis.edu

Office Hours (Zoom): Fridays from 9:00-11:00 a.m.

<https://ucdavis.zoom.us/j/91959552855?pwd=UE8wdEhJUWthNWxqT3FxRGhMNFZRUT09>

Teaching Assistant: Gustav James David Oppermann (gjdoppermann@ucdavis.edu)

- Office hours (Zoom): Mondays from 9:00- 10:00 a.m.
<https://ucdavis.zoom.us/j/98410359919?pwd=R2tweU8xaDIRZnFCMDImQUZqZVNEUT09>

Course Goals

This course will cover the development of children from conception through age 6 focusing on biosocial, psychosocial, and cognitive growth. During the course of study, students will demonstrate knowledge of transactional contributions of biological and environmental features and the influence of culture on the processes of development.

Course Learning Objectives

- 1) To know the core features of biosocial, psychosocial, and cognitive development 0-6
- 2) To describe the theories of development and developmental processes within the biosocial, psychosocial, and cognitive domains
- 3) To articulate an understanding of cultural backgrounds, linguistic differences and personal biases within a variety of cultural perspectives
- 4) To identify how family and society factors influence development

Textbooks

(Required) Berger, K. S. (2020). *Developing person through childhood and adolescence* (12th ed.). Worth Publishers. ISBN- 978-1319191740

(Optional) Bergin & Bergin. (2017). *Child and adolescent development in your classroom* (3rd ed.). Cengage Learning. ISBN-10: 1305964241

Course Website: Students are responsible for regularly checking *Canvas Announcements, Assignments, Files, and Grades*. All assigned research articles will be saved in *Canvas Files*.

Course Components

1. Attendance and participation (20 points).

Synchronous lectures will occur every Tuesday through Thursday at 2:10 p.m. You are expected to come to class and to turn on your camera. Each class is going to have an activity and/or interaction to support your learning of course content. You must have Zoom account under @ucdavis.edu for preassigned group activities. Moreover, reading the assigned chapters and articles before class is necessary in order to participate and to contribute to discussions and activities. Being physically on the Zoom, but splitting your attention on unrelated tasks (e.g., sleeping, texting, web surfing, etc.) is not considered as fully attending class.

2. Exams (each test: 100 points/total: 300 points)

There will be three exams. The administration of exams will occur via Canvas on the day of the exam at 2:30 p.m. Exams will consist of multiple choice, True or False, and fill in the blank questions. Exam questions may come from the textbook, class lectures, and materials covered in class. Material covered in lectures and not the textbook/ the articles, material that is covered in the textbook/ the articles and not the lectures, as well as material that is covered in both the lectures and the textbook/ the articles may appear on the exams. Only one attempt per exam will be allowed. No make-up exams or late submissions will be accepted.

3. Group presentation (100 points + 20 points from peer contribution: total 120 points)

For this group presentation, your group will create a newsletter on child development. The newsletter will detail children's development for one year and will look at biosocial, cognitive, and psychosocial areas of development during that year. Each group will create a picture of what can usually be expected for a child at a particular age. Make the newspaper professional, informative and attractive-parents, educators and policy makers would want to read. Specific instructions and rubric will be available on Canvas.

4. Learning journals (10 points each: total: 20 points)

Throughout the session, there will be 2 learning journals. Specific instructions will be announced on Canvas.

* Late assignments will receive 70% credit if they are handed in within one week of the due date. Late assignments will not be accepted after one week of the due date.

5. Final research paper (100 points).

Pick at least two toys for two different development levels and write about the developmental aspects of those toys. Paper will consist of at least 1,500 words plus references (APA 7th edition). Type the paper in 12-point font and double-spaced. Please attach the pictures of toys on the last page. Submit your final paper on Canvas Assignments by Sunday, July 30 by 11:59 p.m. Late submissions will be deducted 10% of all possible points for each day late. Papers submitted after Tuesday, August 1, will receive zero points. Specific instructions and rubric will be available on Canvas.

6. Extra credit (maximum:10 points): you will have chances to earn extra credit in throughout the session. The dates for these activities will NOT be announced in advance. Only students who attend the class and submit the work at the end of class will get the bonus points.

Course Schedule

Date	Topic	
<i>Week 1</i>		
6/27	The science of human development; Theories	Berger (2020) Ch. 1, 2, & Bergin & Bergin (2017): Ch.3
6/28	Theories	Berger (2020) Ch. 2 & Bergin & Bergin (2017): Ch.3
6/29	Learning Journal 1	Berger (2020) Ch. 4
<i>Week 2</i>		
7/4	No Class: Independence Day	
7/5	Prenatal development and birth	Berger (2020) Chapter 3, 4
7/6	Biosocial development in the first two years	Berger (2020) Chapter 5
<i>Week 3</i>		
7/11	Exam 1	Berger (2020) Ch. 1-4, Bergin & Bergin (2017): Ch.3
7/12	Cognitive development in the first two years	Berger (2020) Ch. 6
7/13	Guest speaker: Group activity (Topic)	
<i>Week 4</i>		
7/18	Learning Journal 2	Special topic
7/19	Psychosocial development in the first two years	Berger (2020) Ch. 7
7/20	Biosocial development in early childhood	Berger (2020) Ch. 8
<i>Week 5</i>		
7/25	Exam 2	Berger (2020) Ch. 5-8
7/26	Cognitive development in early childhood Group activity	Berger (2020) Ch. 9 articles
7/27	Psychosocial development in early childhood	Berger (2020) Ch. 10
<i>Week 6</i>		
8/1	Exam 3	Berger (2020) Ch. 9-10, articles
8/2	Group Presentations	
8/3	Group Presentations	

Course Grades

Course grades will be based on the following distribution:

A+ = 97-100

B+ = 87-89

C+ = 77-79

D = 60-69

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

A = 93-96

B = 83-86

C = 73-76

F = Below 60

A- = 90-92

B- = 80-82

C- = 70-72

Course Expectations and Policies

- Interactions and participations will be emphasized throughout the course. To protect students' personal information, this course will not provide recordings (audio or video). State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Recordings will be allowed only for the students with disabilities with approvals from the Student Disability Center. Any unauthorized recording and distribution of lectures will be referred to Student Judicial Affairs.
- Student professional behavior: This campus is a professional setting. A critical component of this course is respect of other peers' opinions and one of the goals in this course is to develop skills of communication and collaboration with students who may be different. Mutual respect and cooperation are required throughout the course.
- Emailing: many students view email akin to texting, or face-to-face conversations. However, your professors and TAs expect a certain etiquette and when receiving an email. This website will help you figure out how to appropriately email your professors and TAs: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.jjjqfht14>
- Academic misconduct: **plagiarism, cheating, and other forms of academic dishonesty** will not be tolerated and will result in serious consequences. Students who cheat or plagiarize will be reported to the Office of Student Support and Judicial Affairs.
- Code of Academic Conduct: **All students** must acknowledge the UC Davis Code of Academic Conduct. The University of California, Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This Code sets standards for academic conduct at UC Davis for all students. As a student at UCD, you are responsible for knowing and abiding by these standards for these course policies of the university. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who have been found to engage in academic misconduct will be referred to judicial affairs for appropriate disciplinary action. For more information on the Code of Academic Conduct, please visit: <http://sja.ucdavis.edu/cac.html> Links to an external site.

Student Services and Resources for Students

- 1) Center for Advocacy Resources and Education (CARE): 752-3299;
<http://care.ucdavis.edu/> Links to an external site.
- 2) Counseling Services: 752-2349;
<https://shcs.ucdavis.edu/counseling-services>
- 3) Division of Student Affairs: 752-2416
- 4) Student Health and Wellness Center
<https://shcs.ucdavis.edu/medical-services>
- 5) AB 540/Undocumented Center

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- <http://undocumented.ucdavis.edu>
- 6) Purdue University Online Writing Lab: APA style
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - 7) Internship and Career Center: <https://icc.ucdavis.edu/>
 - 8) Canvas Help: <https://itcatalog.ucdavis.edu/service/uc-davis-canvas>
 - 9) Library Help: <https://www.library.ucdavis.edu/help/>

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