

HDE 100B:
Middle Childhood and Adolescence
Summer II
MTW 12:10-1:50P

Instructor: Chi Yun Moon, Ph.D.

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Office Hours: Fridays 9:00-10:00 a.m. via Zoom or by apt.

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

Teaching Assistant: Maddy Frazier (mrfrazier@ucdavis.edu)

- Office hours (online): Office hours (online): Tuesdays 3:00-4:00 p.m. via Zoom or by apt.
<https://ucdavis.zoom.us/j/94328192608?pwd=Y3pIMUNzZzErMHlCbzhwQnlZWdh5dz09>

Prerequisites: PSC 001 or PSC 001Y and HDE 100A or PSC 140.

Course Goals

This course reviews key principles and theories related to human development and current issues in research on child development in middle childhood and adolescence. Focal topics address research on biosocial, cognitive, and psychosocial development from kindergarten through early adulthood, as well as social-contexts such as family, peers, and schools.

Course Learning Objectives

- 1) Students will understand fundamental theories related to human development.
- 2) Students will be able to clearly communicate human development concepts in writing and in speech.
- 3) Students will understand how development occurs within context (NOT independent of environments).
- 4) Students will be able to apply critical thinking skills to research findings presented in popular media.
- 5) Students will be able to analyze how systems shape development differently across global contexts.

Textbooks

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

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

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

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 Schedule

Date	Topic	
<i>Week 1 (Learning Journal 1 by Friday, Aug. 11)</i>		
August 7	Intro: Studying human development	Bergin & Bergin (2017) Ch1, Berger (2020), Ch1
August 8	Theories	Bergin & Bergin (2017) Ch3, Berger (2020) Ch 2
August 9	LJ1	Special topic
<i>Week 2 (Learning Journal 2 by Friday, Aug. 18)</i>		
August 14	Biosocial development in middle childhood	Ch 11
August 15	Cognitive development in middle childhood	Ch 12
August 16	LJ2	Special topic
<i>Week 3</i>		
August 21	Exam 1 (Berger (2020) Ch1-2; Bergin & Bergin (2017) Ch1, 3)	
August 22	Psychosocial development in middle childhood	Ch 13
August 23	Biosocial development in adolescence Group activity	Ch 14
<i>Week 4</i>		
August 28	Exam 2 (Ch11-13)	
August 29	Guest speaker Cognitive development in adolescence	Ch 15
August 30	Cognitive development in adolescence Group activity	Ch 15
<i>Week 5</i> <i>(Group presentation slides by Thursday, Sep. 7; Research paper by Saturday, Sep.9)</i>		
September 4	No Class: Labor Day	
September 5	Psychosocial development in adolescence	Ch 16
September 6	Psychosocial development in adolescence	articles
<i>Week 6</i>		
September 11	Exam 3 (Ch 14-16, articles)	
September 12	Group Presentations	
September 13	Group Presentations	

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Course Requirements

1. Attendance and participation (30 points).

This course is fully in-person and attendance is necessary. Similarly, late arrival or leaving early are distracting and should be avoided. If there are extenuating circumstances impacting regular participation, students should communicate with the instructor or TAs in a timely manner. Moreover, reading the assigned chapters and articles before class is necessary in order to participate and to contribute to discussions and activities. Being physically in the classroom, but splitting your attention on unrelated tasks (e.g., sleeping, texting, web surfing, etc.) is not considered as fully attending class. Use of laptops is only for the purpose of taking notes or for in-class activities or group works.

2. Learning journal (10 points each)

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

3. Exams (each test: 75 points / total: 225 points)

There will be three exams. The administration of exams will occur *via* Canvas on the day of the exam at 12:30 p.m. Exams will consist of multiple choice, True or False, and fill in the blank questions. 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. Specific instructions will be announced in class. If you have more questions, please contact your TA.

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

In your presentation, your group members will take a role as instructors and lead the class. You will be assigned to a group and work with your group members. You should relate your topic to development and identify the important interactions between the topic and development. You will also need to provide your presentation slides (.pdf or .pptx) that will be posted on Canvas. Submit your group presentation slides on Canvas Assignments by Thursday, Sep. 7 at 11:59 PM. Specific instructions will be available 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. Research paper (100 points)

A research paper about your personal experience and development during middle childhood and/or adolescence will be required. Apply a theory in human development to explain some aspect of your biosocial, cognitive, or psychosocial development AND a specific social-context, such as your family, peers, or school. Your research paper must be between 3 - 5 pages in length (not including title and reference pages; no abstract is needed), formatted in APA Style 7th Ed. (e.g., double-spaced, size 12 Times New Roman, 1-inch margins), and citing at least 3 peer-reviewed research articles. Submit your paper on Canvas Assignments

by Saturday, Sep. 9 at 11:59 P.M. Late submissions will be deducted 10% of all possible points for each day late. Papers submitted after Tuesday, Sep. 12 will receive zero points. If you have any doubts or questions about your paper, you should ask TA.

6. Extra credit (maximum:10 points): you will have chances to earn extra credit throughout the quarter. The dates for these activities will NOT be announced in advance. Only students who attend that class in person and give thoughtful answers will get bonus points.

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Course Grades

Course grades will be based on the following distribution:

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	

Course Expectations and Policies

- This course will not provide recordings (audio or video). 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.
- 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

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

- 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>Links to an external site.
- 3) Division of Student Affairs: 752-2416
- 4) Student Health and Wellness Center
<https://shcs.ucdavis.edu/medical-services>Links to an external site.
- 5) AB 540/Undocumented Center
<http://undocumented.ucdavis.edu/>Links to an external site.
- 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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