

HDE 100B: Middle Childhood and Adolescence (Spring 2024)

Monday & Wednesday 2:10 – 4:00 PM, Kleiber Hall 3

Contact Information

Instructor: Daniel Choe, Ph.D.

Office Hours: Tuesday & Friday 4 – 5 PM

Email: danchoe@ucdavis.edu

Calendly: <https://calendly.com/dchoe/hde>

Teaching Assistant: Brandon Hayes, B.A.

Office Hours: Tuesday & Thursday 1 – 2 PM

Assigned Students: Last names **A – Gonzalez**

Email: bkhayes@ucdavis.edu

Calendly: <https://calendly.com/bkhayes>

Teaching Assistant: Christine Nguyen, B.S.

Office Hours: Mon. 11 AM – 12 PM & Wed. 1 – 2 PM

Assigned Students: Last names **Good – Pelliconi**

Email: cdng@ucdavis.edu

Calendly: <https://calendly.com/cdng/15min>

Teaching Assistant: Joseph Venticinque, B.A.

Office Hours: Wednesday & Friday 11 AM – 12 PM

Assigned Students: Last names **Perry – Z**

Email: jventicinque@ucdavis.edu

Calendly: https://calendly.com/jventicinque_hde

Email Policy: Include “HDE 100B” in the subject line. Because of the size of this class, please keep your emails brief and limited to personal issues (e.g., concerns about course content) or make an appointment for office hours. To report extenuating circumstances, such as illness or absences from class, contact your assigned TA. Post all questions and comments that other students may be interested in reading responses to on [Piazza](#) through Canvas, so we can share information on course-related issues throughout the quarter.

Office Hours: I encourage using this time to ask questions about course material, assignments, and your progress in the course. Please be respectful of our time to ensure equitable attention to all students’ needs.

Course Requirements and Learning Objectives

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

Course Learning Objectives: Learning objectives will be assessed with weekly journal entries, weekly online quizzes, regular in-class activities, and a final paper.

- 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.

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, neighborhoods, and schools. Lectures review theories and empirical evidence on school-age child and adolescent development. Students get to delve deeper into course material, ask questions, and share their knowledge and experiences in small group activities. Assignments are designed to enhance students’ skills evaluating scientific evidence and using research in their writing and conversing. As part of enrolling in this course, you are expected to attend lectures having read the assigned readings, to actively participate in group activities, and to treat everyone in this class with respect as described by the [Principles of Community at UC Davis](#) that we have all agreed to follow.

Required Course Textbook and Canvas Website

Berger, K. S. (2021). *The Developing Person: Through Childhood and Adolescence* (12th ed.). New York, NY: Worth Publishers.

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

Grading and Course Assignments

All paper assignments must be submitted as **Microsoft Word documents (.doc or .docx)**. Grading will be based on 5 factors (final grades will be rounded up only when resulting in a change in letter grade):

1. **Participation:** 10% of grade. Students will be asked to work in small groups in almost every class on collaborative activities focusing on that day's lecture and assigned readings. Each group member must submit group work during class with all group members' names to receive credit. Submissions are due in class on paper or on Canvas by text entry or Word .doc/.docx. Participation means active learning in group discussions and collaboration, so no late or make-up assignments will be accepted.
2. **Weekly Quizzes:** 25% of grade. Students will be assigned 10 open-book quizzes on Canvas covering material from assigned readings and lectures for that week. Each quiz will have 10 multiple-choice items and a 1-hour time limit. Quizzes will be published on Fridays and must be completed by the following **Sunday at 11:59 PM**. No make-up quizzes or late submissions are permitted.
3. **Weekly Journal Entries:** 30% of grade. A writing prompt will be presented at the end of almost each Wednesday class. Students will be asked to write a short paragraph (4 to 7 sentences) in response to a prompt on Canvas by the end of **Sunday at 11:59 PM**. Journal entries will require students to apply what they learn in lectures and readings to their own development or to current issues in the world. No late or make-up assignments will be accepted.
4. **Final Paper Proposal:** 10% of grade. Propose a research paper about your personal experience and development during middle childhood and/or adolescence. 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. Include 5 peer-reviewed research articles. Submit your Final Paper Proposal for TA approval on Canvas *Assignments* by **Sunday, April 21st by 11:59 PM**. Late submissions will be deducted 10% of all possible points for each day late. Proposals submitted after *Tuesday, April 30th* will receive zero points, but all topics must be approved by your TA. If your TA does not approve your topic, resubmit your revised proposal by *Friday, May 10th* for approval. Final papers submitted without an approved topic will be penalized 5% of the overall grade.
5. **Final Paper:** 25% of grade. Final papers must be between 5 and 6 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 5 peer-reviewed research articles (DO NOT CITE THE TEXTBOOK OR LECTURE). Submit your final paper on Canvas *Assignments* by **Sunday, May 26th by 11:59 PM**. Late submissions will be deducted 10% of all possible points for each day late. Papers submitted after *Tuesday, June 5th* will receive zero points.

Course and University Policies

Diversity, Equity, & Inclusion Statement: As an instructor of human development & family studies, I strive to promote diversity, equity, and inclusion (DEI) in my lectures, syllabi, and course material and to

appreciate and respect individual differences. If you feel my instruction and course material can be more inclusive, representative, or considerate of others, please let me know so I can address your concerns.

University Policies: All students are required to acknowledge the [UC Davis Code of Academic Conduct](#) for each registered course. [Beginning on the first day of instruction](#), students will be notified by email to participate in keeping UC Davis a fair and honest community.

Academic Misconduct: Plagiarism and other forms of academic dishonesty will lead to serious consequences. All writing assignments must be original work. **If you use AI or plagiarize part of your paper, you will receive a zero on the assignment and be reported to the Office of Student Support and Judicial Affairs (OSSJA).** Examples of plagiarism include copying or paraphrasing the work of another person without citing a source, copying someone else's words and citing but not quoting them, or allowing someone to copy your work. If you are unfamiliar with the *University Code of Academic Conduct*, see <http://sja.ucdavis.edu/cac.html>. [Students must review their Turnitin similarity reports for plagiarism in major writing assignments](#). You can resubmit your papers an **unlimited number of times**.

Intellectual Property: My course materials are protected by U.S. copyright law and University policy. I am the exclusive owner of the copyright. You may take notes and make copies of course material for your own use. You may share material with other students enrolled in this course. You may NOT reproduce, distribute, display, post, or upload lecture notes, recordings, or other material without my prior written consent. You may not allow others to do so. If you do, you may be subject to student conduct proceedings under the *Code of Academic Conduct*. Similarly, you own the copyright to your original work.

Special Circumstances: Students who require special accommodations should notify me as soon as possible so appropriate arrangements can be made. **Accommodations will only be offered with a doctor's note or other documented proof of extenuating circumstances (e.g., an email from a University case manager).** Students often experience personal problems that interfere with their learning. If this happens to you, contact me as soon as possible. If you are concerned that your mental and/or physical health may be impacting your performance in this course, you can seek documentation from OSSJA by clicking [here](#).

University and Online Resources for Students

1. [Student Health and Counseling Services](#): Call 530-752-0871 to schedule a counseling appointment. For immediate mental health crisis assistance, call the [Acute Care Clinic](#) at 530-752-2349.
2. [Health 34](#): Call 530-754-3434 for non-emergency support and navigation to services.
3. [National Domestic Violence Hotline](#): 1-800-799-7233
4. *Yolo County Suicide Prevention* (available 24 hours every day): 530-756-5000
Suicide Prevention and Crisis Services of Yolo County: 1-888-233-0288
5. [National Suicide Hotline](#): 1-800-273-8255
National Suicide Hotline in Spanish: 1-888-628-9454
[988 Suicide and Crisis Lifeline](#): dial or text 988
6. [Academic Assistance & Tutoring Centers](#): Academic advising, tutoring, workshops, mentorship, proofreading, and other services provided in Shields Library and the Teaching & Learning Complex.
7. [UC Davis Student Resources](#): Academic Affairs shared a webpage listing campus resources (e.g., academic, health and wellness, careers/internships).
8. [Aggie Compass](#) is a safe space for students to build community and learn about basic needs resources, pick up fresh fruits and vegetables, receive CalFresh enrollment assistance and help finding stable housing. [The ASUCD Pantry](#).

HDE 100B Course Calendar			
Date		Assigned Reading	Topics & Due Dates
April	1	Syllabus; pp. 2–19	Ch. 1 - The science of development: Understanding how & why–Childhood & adulthood; Course overview
	3	pp. 20–30	Ch. 1 - The science of development: Using the scientific method–Cautions & challenges from science; Weekly journals
	8	pp. 32–46	Ch. 2 - Theories: What theories do–Grand theories; Overview of final paper & proposal assignments
	10	pp. 46–60	Ch. 2 - Theories: Newer theories–What theories contribute
	15	pp. 284–298	Ch. 11 - Middle childhood (MC): Biosocial development: A healthy time–Brain development
	17	pp. 299–308	Ch. 11 - MC: Biosocial development: Children with special brains & bodies–Special education
Final Paper Proposals due Sunday, April 21st by 11:59 PM			
	22	pp. 310–322; <i>Davis-Kean et al. (2009)</i>	Ch. 12 - MC: Cognitive development: Thinking–Language; <i>The self in action: An emerging link between self-beliefs and behaviors in middle childhood</i>
	23	pp. 322–334	Ch. 12 - MC: Cognitive development; Teaching & learning
	29	pp. 336–354	Ch. 13 - MC: Psychosocial development: The nature of the child–Families during middle childhood
May	1	pp. 354–366	Ch. 13 - MC: Psychosocial development: The peer group
	6	pp. 370–381; <i>Blakemore et al. (2010)</i>	Ch. 14 - Adolescence: Biosocial development: Puberty begins; <i>The role of puberty in the developing adolescent brain</i>
	8	pp. 382–394	Ch. 14 - Adolescence: Biosocial development: Growth & nutrition–Sexual maturation
	13	pp. 396–405	Ch. 15 - Adolescence: Cognitive development: Logic & self–Two modes of thinking
	15	pp. 406–421	Ch. 15 - Adolescence: Cognitive development: Secondary education
	20	pp. 423–441	Ch. 16 - Adolescence: Psychosocial development: Identity–Close relationships
	22	pp. 442–452	Ch. 16 - Adolescence: Psychosocial development: Sadness & anger–Drug use & abuse
Final Papers due Sunday, May 26th by 11:59 PM			
	27	No class in observance of Memorial Day	
	29	<i>TBD</i>	<i>TBD</i>
June	3	pp. 454–459	Epilogue - Emerging adulthood: Biological universals; Cognitive development
	5	pp. 459–467	Epilogue - Emerging adulthood: Psychosocial development