



**HDE104 Children in Families,
Schools, Communities
Winter Quarter 2024**



1. COURSE DESCRIPTION AND LOGISTICS:

Class title: HDE 104 Children in Families, Schools, Communities (4 units)

◆ **Prerequisite:** HDE 100A or HDE 100B or PSC 140 or PSC 140Y

Class Time: Tuesdays and Thursdays, 6:10PM-7:30PM PST

Classroom: Teaching and Learning Complex (TLC) 3215

Instructor: Helen Fann, M.S.*

Office Hours: Tuesdays and Thursdays, 5:00PM-6:00PM in Hart 1320

E-mail: hfann@ucdavis.edu

**For questions related to the lecture materials or exams, please contact your instructor.*

Teaching Assistants (TA):

Fiorella Loli, M.A.**

Office Hours: [Wednesdays, 2:00PM-4:00PM on Zoom \(linked here\)](#)

E-mail: floli@ucdavis.edu

***For questions related to grading of the assignments, please contact your assigned TA.*

Tseng Vang, M.A.**

Office Hours: [Tuesdays, 3:30PM-4:30PM on Zoom \(linked here\)](#)

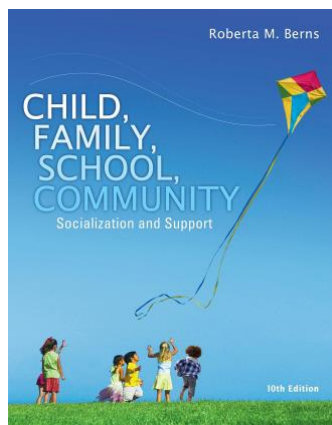
E-mail: tmvang@ucdavis.edu

Required Textbook: This quarter, we will be reading Child, Family, School, Community: Socialization and Support (10th Edition) by Roberta M. Berns. This textbook is *required* and serves the purpose of supplementing your understanding of the topics discussed in lecture (please note some of the lectures will draw from the text). Some exam questions will also be based on contents from the text; *note exam questions may be drawn from the required text and/or the lectures, since some of the lectures overlap with this text.*

Buying and Renting Options (Required Textbook):

◆ [Buy or rent a copy of the textbook on Amazon](#)

◆ [Rent or buy an electronic version of the textbook via VitalSource](#)



(Image description: The image to the left is the cover of the required textbook; it depicts five children flying a kite against a blue background).

Course Description: According to the UC Davis Human Development (HDE) major course description, this class will cover:

“Children's social contexts (e.g., family, peers, school, neighborhood, community culture), development, and environmental challenges (e.g., poverty, maltreatment) from birth through adolescence.”

Please note that in addition to fulfilling the aims of the course put forth by the HDE department and university, a goal of the course is to implement an interdisciplinary approach to analyzing early development in context, so students can critically think about how development unfolds over the lifespan, and also how it is impacted by agents in the developing person’s environment.*

**The attached course schedule indicates when topics will be covered; however, please allow for some flexibility in the schedule.*

2. COURSE CONTENTS:

Exams, Short Papers (or Class Presentation), & In-class Activities (ICA): Students will be tested on all materials presented in both the synchronous lectures and textbook readings. Your grade for this course will be based on performance on 3 (three) main components: 1) your performance on 2 (*two*) exams, 2) 2(*two*) short papers (*with the option of swapping one of these papers with a presentation*), and 3) 10 (*ten*) in-class activities that will be assigned throughout the quarter.

1. Exams: There will be a total of 3 (three) **online exams** administered via Canvas. The exams will consist of **multiple-choice and “true or false” questions. Exams #1 and #2 will be non-cumulative; the final exam will be cumulative. Each exam is worth 150 points each.** Three exams will be administered by the end of the quarter; however, only two will count towards your overall grade. Students may therefore elect to not take one of the exams (e.g., the final exam) if they are satisfied with the average score of the two exams they have already taken.

2. Short paper or research presentation: Throughout the quarter you will be assigned 2 (two) short papers. *Every student will turn in the first short paper*, which is a media reflection paper; for the second short paper, you may choose EITHER to write a second short paper OR to do a class presentation. **Each assignment is worth 50 points.** The instructions for these two types of assignments are below, and detailed instructions for these assignments are available on their respective Canvas submission portals.

Short papers: The first paper will be in response to a seminal case study related to how environment impacts human development. You will be tasked with writing one short reflection paper in response to the film we watch together in class. **Again, every student will turn in a short paper related to the film watched in class.** If you choose to write two short papers, your second short paper will be *a summary of an empirical paper of your choosing*. You are welcomed to summarize a paper of your choosing; however, the paper you choose to write about needs to fulfill two requirements: 1) *it must be an empirical research paper (i.e., includes a methods and results section)*, and 2) *it must be related to the impact environment has on the developing person.* If you have trouble identifying a paper to write about, please visit your assigned TA in office hours for help.

Class presentation: Instead of writing a second short paper, you may choose, and are encouraged, to give a brief (a total of 8 to 10 minutes) class presentation. For this task, you will give a presentation on an empirical paper you found using a search engine (i.e., Google Scholar, PsycInfo, PubMed, etc.) that was published in the last five years (between 2020 and 2024) about how environment impacts human development. In your presentation to your peers, please consider and address the following broad questions:

- What was their research design?
- What were their hypotheses?
- What were their findings?
- What did you take away from this paper?
- What else did you find interesting about this study?

For the class presentation, you will only have a brief time, so you will need to organize your presentation well. The key is clarity, organization, and coverage of the essences. Please see the instructor or your assigned TA for help if you have any questions regarding this presentation. Students who wish to present in class, in place of writing a second short paper, must indicate this choice to the instructor **prior to the end of the second week of the term**. At this point, students will need to indicate to the instructor: *1) which week/unit (e.g., Week 3 Introduction to the family) you wish you present and 2) who your group members are*. Please submit your presentation slides on Canvas on the date of your presentation. *Students may choose to work in groups for the class presentation; each group should have at least 2 (two) students, and at most 4 (four) students.*

3. In-class activities (ICA): There will be 10 (ten) in-class activities assigned throughout the quarter. Students will be given the prompt *during the synchronous class meeting* and will submit their responses **onto Canvas before the end of the class meeting**. For each activity, you will write a short response that answers a conceptual or methodological question that is presented in class that day. The goal of the activities is to help reinforce concepts we have learned in class, in a practical and applicable way. **Each ICA is worth 10 points.**

To summarize the above, the graded course requirements include:

- ◆ 2 exams (3 administered by the end of the quarter; lowest score dropped)
- ◆ 2 short papers (or 1 short paper and 1 class presentation)
- ◆ 10 in-class activities (ICA)

Late or Missing Work Policy (Please read carefully prior to contacting the instructor): To get an approved extension or exception on a course assignment, please contact the instructor via email *with the accompanying relevant documents describing your situation* **at least 24 hours prior to the assignment submission deadline**. Requests for extensions or exceptions made less than 24 hours prior to the assignment submission deadline **will be handled on a case-by-case basis and at the discretion of the instructor.** Please also note the specific late or missing work policies for the course assignments:

◆ **Exams:** To maintain fairness, make-up exams will *not* be offered. If you foresee not being able to take an exam on the date it is scheduled, you have the option to take the exam *prior to* the exam's scheduled date. In the case you absolutely cannot contact the instructor to take an earlier exam, students who seek an extension will need to provide written official documentation from a provider for illness or family emergencies and must take the exam *no later than 24 hours* after it is administered to the rest of the class.

◆ **Short paper or class presentation:** For the short paper and class presentation assignments, late short papers or class presentations will have **10 points deducted** (out of 50 points) for every 24 hours it is late. Additionally, **no paper or class presentation will be accepted three days post-deadline.**

◆ **In-class activities (ICA):** There will be **no make-ups** offered for in-class activities (ICA). Please also refrain from sharing the ICA prompts with peers who did not attend the synchronous class meetings. Let us work together to maintain fairness, integrity, and equity for all students enrolled in the course.

3. GRADE BREAKDOWN:

Determining your course grade: Your course grade will be based on the following distribution of points:

- ◆ Exam I: 150 points
- ◆ Exam II: 150 points
- ◆ Final exam: 150 points
- ◆ Short paper #1: 50 points
- ◆ Short paper #2 OR class presentation: 50 points
- ◆ In-class activities (10): 10 points each

Total possible points: 500 points

<u>Grade</u>	<u>Points</u>
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

4. ADDITIONAL CAMPUS RESOURCES:

UC Davis Code of Academic Conduct: Honesty, Fairness & Integrity: Students enrolled in the course are expected to follow the UC Davis Code of Academic Conduct. This means students are **expected to refrain from dishonest behaviors** including, but not limited to, *cheating and plagiarism*. If at any point in the term you are unsure whether you are violating this code of conduct, *please talk to your instructor and or TA*. In the case students violate this code of conduct, the OSSJA will be involved.

Services for Students with Disability: We are committed to ensuring an accessible learning environment where course or instructional content are usable by all students. If you believe that you require disability-related academic adjustments for this class, please immediately contact the Student Disability Center (SDC) to discuss eligibility. A current accommodation letter from the SDC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please use the link provided to access the student “My SDC Online” portal for navigating submitting documentation and obtaining accommodations.

Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) offers a variety of **medical, counseling, and wellness services** to help you get and stay healthy during your time at UC Davis. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the UC Ship fee and available at no additional cost.

Center for Advocacy, Resources & Education (CARE) If you or someone close to you has experienced sexual harassment or any form of sexual violence, CARE advocates are able to provide confidential help with processing emotions, going over reporting options, resource referral and more. The CARE website also provides other resources for those who experienced sexual assault, dating/domestic violence, stalking, and sexual harassment. **For urgent matters, confidential counselors are available 24/7 by calling (530) 752-3299.**

Reporting Sexual Harassment and Discrimination (Title IX): The University of California and UC Davis Health are committed to the principle of treating each community member with respect and dignity. Across all of its locations, including clinical settings, the University prohibits discrimination and harassment (including sexual assault and other forms of sexual harassment). UC Davis Health provides equal opportunities for all patients, applicants, employees, faculty, and students regardless of sex, gender identity or expression, sexual orientation, or other legally protected characteristics. For more on the University's commitment to integrity, accountability and respect for all members of our community, please see the University's Statement of Ethical Values and Standards of Ethical Conduct

at: <https://www.ucop.edu/ethics-compliance-audit-services/index.html>

See also: <https://compliance.ucdavis.edu/compliance-program> and <https://hdapp.ucdavis.edu/non-discrimination-statement>

If you have experienced sexual harassment, please report it. To speak with someone in the Title IX Office, please call:

Title IX Officer:

Wendi Delmendo

wjdelmendo@ucdavis.edu

530-752-9466

Harassment & Discrimination Assistance and Prevention Program:

530-747-3866 (Davis office)

916-734-3417 (Sacramento office)

hdapp@ucdavis.edu

You may also submit an online report here: <https://ocpweb.ucdavis.edu/svsh/public/report-form.cfm>

The UC Davis Title IX Office tries to protect people's privacy, while also fulfilling its obligations to respond appropriately to all reports it receives. In some situations, certain laws and University policies may require disclosure of reports to others, such as other University officials, licensing boards, law enforcement, or other agencies. If you are unsure if you want to file a report, we recommend contacting one of the following confidential resources first for advice and support:

UC Davis Center for Advocacy, Resources and Education (CARE)

530-752-3299 (Davis office)

916-734-3799 (Sacramento office)

ucdcare@ucdavis.edu

Basic Needs: If you, or a student you know, is having difficulty affording groceries, accessing sufficient food, accessing a safe and stable place to live, or experiencing undue stressful life circumstances, please contact Aggie Compass for support. They have a myriad of resources and can help you navigate gaining access to basic needs, including a place to live, food, and physical and mental health resources.

Instructor Support and Feedback Statement: Please note I am available for consultation and advice; feel free to visit during my set office hours. If my office hours are inconvenient for you, please feel comfortable to email to set up an appointment (it is easiest to get in touch with me via email). I am happy to meet outside of office hours whenever my schedule allows. At any time in the semester, **your feedback is most welcomed.** Furthermore, if something is frustrating, unclear, or intimidating, please feel free to come talk with me about it. Similarly, if you are particularly enjoying something about the class, please let me know. It is important for me to do all that I can to help you maximize your learning experience.

Schedule of Lectures, Assigned Readings, Exams, and Important Due Dates*

Term Week/Date	Lecture Topic (T/R)	Accompanying textbook readings
1. January 9 & January 11	Introduction to the course & Studying development across the lifespan	N/A
2. January 16 & January 18	Introduction to socialization & Bronfenbrenner's bioecological model	Chapter 1
3. January 23 & January 25	Agents of socialization & Introduction to the family	Chapters 2, 3
4. January 30 & February 1	Introduction to parenting TAKE EXAM 1 ON CANVAS THURSDAY FEBRUARY 1	Chapter 4
5. February 6 & February 8	The case of "Genie" & "Building a Brain" activity	N/A
6. February 13 & February 15	Introduction to differential susceptibility & Non-parental childcare	Chapter 5
7. February 20 & February 22	The school and the role of teachers SHORT PAPER #1 DUE ON CANVAS FEBRUARY 20	Chapters 6, 7
8. February 27 & February 29	Revisiting adolescence & Peer effects	Chapter 8
9. March 5 & March 7	Introduction to the effects of the Exosystem TAKE EXAM 2 ON CANVAS THURSDAY MARCH 7	Chapters 9, 10

10. March 12 & March 14 Outcomes of socialization & Final exam review Chapters 11, 12
**SHORT PAPER #2 DUE ON CANVAS
MARCH 14**

11. March 21 **CUMULATIVE FINAL EXAM ADMINISTERED ON CANVAS MARCH 21**

**The attached course schedule indicates when topics will be covered; however, please allow for some flexibility in the schedule. Lecture and lab topics are subject to change.*