California State University, Chico
Child Development Program

CHLD 353, Methods of Inquiry

Section 1-2

Instructor: Dr. Shepherd
Office location: Modoc 103
Telephone: 530.898.4696 (do not leave voicemails)
E-Communication: Use Class Email in Blackboard Learn.
Office hours: Mondays & Wednesdays 11:00 – 11:50am,
2:00 – 3:00pm; Thursday 2:00 – 3:00 pm.
Class days and times: Mon and Wed 12:00pm – 1:50 pm
Classroom: Modoc 120 or Butte 207 (Computer Lab)
Prerequisites: ENGL 130; Math 110 or Math 111 for Liberal
Studies majors; CHLD 250 or CD 252; and CD 251

Required Texts/Readings
McBride, D. M. (2013). The process of research in psychology, (2nd Ed.). Thousand Oaks,

Other required readings (or supplemental readings)
Available in the Learning Modules of BB Learn

Blackboard Learn
Copies of the course syllabus and Class Schedule may be found on the Course Content Page of BB Learn. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at http://portal.csuchico.edu.

Class Announcements – Check Every Time you Log In

Check Daily and Every Time you Log In
Be sure to check the first link on the left "Notifications". In here you’ll see My Announcements (for all students), Class Email is email communication for specific students.
To ensure that you are always prepared be sure that you print and follow the Class Schedule!!!

The Class Schedule
contains a weekly schedule of topics that will be covered in class, required readings, and
due dates for class activities, assignments, and exams. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced if needed.
Course Description and Goals
Students will increase their knowledge and application of critical thinking skills while learning the fundamentals of scientific methodology. This knowledge base includes quantitative and qualitative research methods, quantitative skills in measurement of theoretical constructs, statistical analysis, and interpretation of statistical results. These skills will be applied through reviewing and evaluating published research articles, individual writing assignments, practice worksheets, and exams. Competencies acquired in this course will be applied in subsequent child development classes.

Child Development Program Mission statement
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

The Vision of the Department of Child Development
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Student Learning Objectives and Course Learning Outcomes
The five Student Learning Outcomes (SLOs) of the Department of Child Development are:

SLO 1: Foundations of Child Development
Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

SLO 2: Child and Environmental Assessment and Study Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

SLO 3: Developmental Context
Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

SLO 4: Professionalism
Students will engage in professional behavior appropriate to the discipline in professional contexts.
SLO 5: Critical Thinking
Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

This course focuses on three primary Child Development Student Learning Outcomes. Of primary importance in this course are: SLO I: Foundations of Child Development and SLO V: Critical Thinking Skills. Of secondary importance in this course is SLO IV: Professional Qualities.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Priority</th>
<th>Assignments</th>
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</table>
| a. Demonstrate an understanding of, and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children and families | Foundations of Child Development (SLO I) 
Critical Thinking Skills (SLO V) | Exams 
Writing 
Assignments 
Class Activities |
| b. Differentiate between personal and subjective theories about children’s development and scientific theories of development rooted in empirical research. | Foundations of Child Development (SLO I) 
Critical Thinking Skills (SLO V) | Exams 
Writing 
Assignments |
| c. Understand ethical research practices in working with children and families and in disseminating research. | Foundations of Child Development (SLO I) 
Critical Thinking Skills (SLO V) | Exams 
Writing 
Assignments 
Research Project 
Class Activities |
| d. Demonstrate currency in information technology by locating scholarly works used in child development and effectively using software such as SPSS and Word. | Critical Thinking Skills (SLO V) | Writing 
Assignments 
Research Project 
Class Activities |
| e. Compute basic descriptive and inferential statistics | Critical Thinking Skills (SLO V) | Statistics 
Assignments 
Research Project |
| f. Understand both qualitative and quantitative research designs | Foundations of Child Development (SLO I) 
Critical Thinking Skills (SLO V) | Exams 
Class Activities |
| g. Evaluate research studies in terms of validity, reliability, and generalizability | Critical Thinking Skills (SLO V) | Exams 
Writing 
Assignments 
Research Project 
Class Activities |
| h. Work effectively with a partner in creating a literate and coherent literature review, propose hypotheses and appropriate methodology on a particular topic in the field of child development, report results and discuss implications of your research study using APA guidelines. | Foundations of Child Development (SLO I) 
Critical Thinking Skills (SLO V) 
SLO IV: Professional Qualities | Statistics 
Assignments 
Writing 
Assignments 
Research Project |
The Child Development Program requires that a student must receive a C- or better in this course to continue in the major. Students who receive a C- or better in CHLD 353 are automatically certified as having satisfied the minimum graduation writing requirements of the Child Development major. Students who receive a grade lower than C- must repeat this course until they earn a grade of C- or better.

Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Students are responsible for all material covered in class whether present or not. In order to earn a passing grade in this course, students’ cumulative points earned on all assignments must be equal to 70% (C-) or higher.

Certain mandatory courses in the major will be denied while this requirement is being met. Entrance to CD 392, 440, 492 and CD 495 requires that a student have a C- or better in the following course clusters: [251, 353] and [250/252, 251, 352, 353, and PSY 355].

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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Updated grades will be available through Blackboard Learn, My Grades. Your current class percentage may change with each assignment or exam. If you have questions or concerns about your grades, please contact me.

**Incompletes**
To receive an Incomplete, a student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

**Dropping and Adding**
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found [http://www.csuchico.edu/catalog/](http://www.csuchico.edu/catalog/). You should be aware of the new deadlines and penalties for adding and dropping classes.

**Please Note:** Your enrollment in this class implies that you agree to these requirements. Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.
CHLD 353: Overview of Assignments, Exams, Research Paper

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Application and Practice: In-Class Activities</td>
<td>07</td>
</tr>
<tr>
<td>B. Writing Assignments + Final Research Paper</td>
<td>51</td>
</tr>
<tr>
<td>C. Statistical worksheets</td>
<td>07</td>
</tr>
<tr>
<td>D. 1 Quiz and 2 Exams</td>
<td>26</td>
</tr>
<tr>
<td>E. Research Paper Preparation Assignments</td>
<td>09</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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**Writing assignments (100 points total)**

| Writing Assignment One (Individual) | 15 points |
| Writing Assignment Two: 2 empirical article summaries | 30 points |
| Writing Assignment Three: 2 non empirical article summaries | 30 points |
| Title Page, Topic Introduction, Study Rationale, Citation Study Purpose, 3 Hypotheses, 1 Research Q, References | 25 points |

**Research Paper Preparation (45 points total)**

| Library Assignment One | 5 points |
| Writing Exercises and Lab (3 @ 5 pts each) | 15 points |
| Draft, FB, Resubmit: Title, Introduction, References | 5 points |
| Draft, FB, Resubmit: Method, References | 5 points |
| Draft, FB, Resubmit: Results and Tables | 5 points |
| Draft, FB, Resubmit: Discussion and Abstract | 5 points |
| Draft, Q & A: Full research paper | 5 points |

**Research Paper: (155 points total)**

Professionalism Partner Ratings: *percentage of total points earned for this Research paper.

**In-class Activities (7 @ 5 pts each) (35 points total)**

| Statistics Worksheets (35 points total) | Points |
| Statistics Worksheet 1 – descriptive statistics | 7 points |
| Statistics Worksheet 2 – z scores and percentiles | 7 points |
| Statistics Worksheet 3 – Chi-square | 7 points |
| Statistics Worksheet 4- t-tests | 7 points |
| Statistics Worksheet 5 - Correlations | 7 points |

**Exams (130 points total)**

| Quiz 1 | 25 points |
| Midterm | 50 points |
| Final Exam | 55 points |

**Total Points**

500 points


**Classroom Protocol**

You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking.

**Cell phones, texting, and laptop classroom rules**

- Turn off your cell phones or set them on silent mode when you come to class.
- Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (publicly) to make a choice either to cease the texting or leave the classroom.
- DO NOT use your laptop in class unless obtaining specific permission from the instructor and then laptops can only be used for activities directly related to this class.

All assignments are due by noon on their due dates. Assignments turned in after 12pm will accrue late points or earn no points.

<table>
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<tr>
<th>How Late?</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Up to 24 hours</td>
<td>10%</td>
</tr>
<tr>
<td>25-48 hours</td>
<td>20%</td>
</tr>
<tr>
<td>49 hours +</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

1. The Writing Assignments and the Final Research Paper will be accepted after the due date, but will be penalized 10% per day late, up to a maximum of 20%. Weekend days are counted. No papers will not be accepted for credit more than 2 days after the due date.

2. LATE or absent in-class activities, drafts of the writing assignments, and sections of the research report, peer feedback for another student's research paper, and statistics worksheets will earn no points and will not be accepted.

3. The Library Assignment can be turned in late for feedback only; no points will be earned.

4. Students will bring required materials to class every time.

5. Students repeating CHLD 353 **must choose a different topic for their research paper and complete related assignments** (i.e., the Library Assignment and Writing Assignments) **using the new topic**.

6. Students should seek assistance for specific questions regarding their papers, but the professor will NOT proof read or edit whole sections of paper drafts prior to their due date.

7. **Your work must be original and independently written.**

8. Make-up for midterm will be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day. Arrangements must be made in advance of the exam date, not afterwards.

9. No extra-credit assignments are provided for this course.
24-Hour Question and Answer Deadline
I will respond to questions about assignments and exams up until 24 hours before their due date. If students email questions with less than 24 hours notice, they probably won't get a response in time. Plan accordingly, plan ahead, and don't leave questions or concerns about assignments until the night before.

Software requirements
- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit in Rich Text Format (file extension is .rtf). Do not submit documents in .wps or .pages. These formats are not supported by the University and submissions in these formats will not be graded. These submissions will receive “O” points.
- Download free copy of Adobe reader for required electronic readings from www.adobe.com
- If you experience computer problems contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having.

IT Support Services
Computer labs for student use are located on the first and fourth floor of the Merriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, http://www.csuchico.edu/itss. Additional labs may be available to students in your department or college.

University Policies and Campus Resources

Academic integrity
All written work is to be individually produced unless otherwise noted in the assignment.

Plagiarism occurs when a [student] deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (EM04-36)

Misuse of sources is defined as “carelessly or inadequately citing ideas and words borrowed from another source. [...] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

When there is evidence that a student has committed plagiarism, misused sources of information, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Accessibility Resource Center (ARC)
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please
also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is http://www.csuchico.edu/arc

**Title IX: Confidentiality and Mandatory Reporting**

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix