Senior Seminar in Child Development
Child Development 495/495H
Fall 2017

Instructor: Diana Shepherd, Ph.D.
Office: Modoc 103
Telephone: 898-4696 (do not leave voicemails)
Course E-mail: For all class communication use Class Email in Blackboard.
Office Hours: Mondays and Thursdays 2:00 – 4:00 pm, Wednesdays 11:00am – 12:00pm
Class Meeting Times: Tuesday, 2 - 4:50 p.m., Modoc 120 (see course outline for more detail)
Mail Drop Off: Outside of office hours, all materials can be delivered to Modoc 216

Prerequisites
Prerequisites: Bio 318 or Bio 303; senior standing

Text
Readings will be available throughout the semester through Blackboard Learn.

Notes
- Communication via the course website is required in this class.
- Any form of cheating, including plagiarism of published works, plagiarism of past student papers, or not working independently on assignments (unless group work or assistance is specified) will be taken seriously in conjunction with the office of Student Judicial Affairs. If you have questions, please see the professor.
- Students with special needs/concerns are invited to meet with the professor early in the semester to discuss possible accommodations.

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 (e.g., cell phones) 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 allowed for specific in-class assignments. Laptops can only be used for activities directly related to this class.

Seminar participation points will be deducted for these violations.

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 Portal.

Notifications – Every Time you Log In
Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Notifications”. In here you’ll see My Announcements (for all students), Class Email (email communication for specific students), and To Do (lists assignments current due or past due). To ensure that you are always prepared be sure that you print and follow the Student Assignment Calendar!

The Student Assignment Calendar
Contains weekly topics, information about presentations, required readings, and due dates for activities and assignments. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced if needed.

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 your file in Rich Text Format (.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 and will receive “O” points.

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.
**Course Format**

CHLD 495 is one of your final opportunities to launch into the child development profession from the academic environment. This course is intended for upper division senior students who have completed the majority of requirements in the Child Development major. Because this course is a seminar, much of the responsibility for the learning and the points earned for assignments depends on the preparedness, organization, and contributions of each student.

Feedback to peers is a critical component of this course, as it aligns to expectations in worksites. As a professional, it is expected that you will complete the required work, on time. You are held responsible for all material embedded in discussions, readings, media, reading, peer feedback, and guest speakers. This includes required readings before each class, preparation of papers based on thoughtful analysis of the material, and contributions to both large and small group discussions. It is expected that all writing in this course will reflect the information gained in the department’s writing proficiency course.

**Course Objectives and Assignment Alignment to Student Learning Objectives**

In accordance with the Student Learning Outcomes (SLOs), this course fulfills the following objectives:

1. Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline (SLO I; Foundations of Child Development).

   **Assignments:** Individual writing assignments and class activities, final SLO 1 narrative attached to your E-Portfolio, Leadership Assignments

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

   **Assignments:** Individual writing assignments and class activities, final SLO 2 narrative version attached to your E-Portfolio.

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

   **Assignments:** Individual writing assignments and class activities, final SLO 3 narrative version attached to your E-Portfolio.

4. Students will engage in professional behavior appropriate to the discipline in professional contexts (SLO IV; Professionalism).

   **Assignments:** Individual writing assignments and class activities, final SLO 4 narrative version attached to your E-Portfolio, career assignments, Professional Journal
5. Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's well-being (SLO V; Critical Thinking).

Assignments: Individual writing assignments and class activities, final SLO 5 narrative version attached to your E-Portfolio, Leadership Presentation

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<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage</th>
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<tr>
<td>Seminar Participation and Program Assessment</td>
<td>25%</td>
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<td>CD Student Learning Outcome (SLOs) Assignments</td>
<td>25%</td>
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<tr>
<td>Professional Development Activities + Career Assignments</td>
<td>25%</td>
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<tr>
<td>Leadership Assignments</td>
<td>25%</td>
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<td><strong>Total</strong></td>
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**Seminar Participation and Professional Development Activities**

Aligning with the seminar design of this course, students are expected to fully engage in all components of the course. This includes elements of program assessment; students will participate in the data collection and exit interview process to provide information for use in program evaluation.

**Weekly points for seminar participation are earned.** Seminar participation points have two components. 1. Arriving on time, staying the full class period, refraining from cell phone or computer use and other disruptions (e.g., side conversations) is one component of these points. 2. Points are also earned based on the quality of the work completed in class. Specific and detailed responses to class work earn more points. Students should always strive to come to class prepared and to provide their best work each week, but it is unrealistic to think that students will earn all possible points each week, given the criteria stated above. Points for seminar activities are listed in the Gradebook by weeks (e.g., Week 1 Seminar Activities).

**Professional Development Activities** include some assignments that will be completed outside of class and some that will occur as part of weekly seminar participation. Individual assignments are labels in the Gradebook (e.g., Professional Response Discussion). In-class activities have a single column in the Gradebook titled “In-Class Professional Development Activities”. This is a cumulative column; points are earned each time an in-class activity is graded.

Missing a few points here and there ultimately should not make a significant difference in your final grade. Do not spend undue time worrying about a few points; try to maintain a balanced perspective about coursework and the potential value of practice and learning, rather than focusing solely on points.
Grading Criteria
Some assignments are graded with specific rubrics (i.e., The SLO Individual Narratives, The E-Portfolio, Leadership Training Responses, Leadership Presentation). Many in-class activities completed in groups and some individual homework activities are worth a total of 5 points. For all assignments, more points are awarded for clearly expressed responses with supportive evidence or examples and minimal writing errors. Here is a general rubric for these assignments.

General Rubric for Seminar Activities and Some Individual Assignments

5 = highest score possible; student work demonstrates clearly articulated responses to every prompt with ample supporting evidence or examples, exemplary demonstration of effort and clarity.

4 = student work demonstrates clearly articulated responses to all but 1-2 of the prompts with ample supporting evidence or examples, effective demonstration of effort and clarity.

3 = student work demonstrates well-articulated responses to most prompts with some supporting evidence or examples, somewhat effective demonstration of effort and clarity.

2 = student work demonstrates responses to some prompts with some supporting evidence or examples. Overall, ineffective demonstration of effort and clarity.

1 = student work demonstrates minimal responses to prompts, lacks supporting evidence or examples. Overall, ineffective demonstration of effort and clarity.

0 = scores of 0 reflect the absence of the elements described in the assignment instructions, or this assignment was not turned in.

In addition to grading criteria for each assignment, points will be deducted for poor quality written work (typos, legibility, grammar, style errors). After an assignment has been turned in and graded, it is not eligible for re-grading.

Check each assignment for information on how it should be submitted; assignments must be submitted on the due date, prior to the beginning of class. Assignments cannot be turned in late for credit (points). In-class work and group activities will not be given credit if students do not attend class. These points cannot be made up.
DO NOT request to turn work in late. This is a violation of class policies and is unfair to students who turned their assignments in on time. Accept the consequences of missing an assignment without trying to argue and rationalize why you should be given special consideration or that you should be the exception to class policies.

Final grades will be based on the following rubric.

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<tr>
<th>Grade</th>
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<th>A</th>
<th>100-93</th>
<th>A-</th>
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<tbody>
<tr>
<td>B+</td>
<td>89-87</td>
<td>B</td>
<td>86-83</td>
<td>B-</td>
<td>82-80</td>
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<td>C+</td>
<td>79-77</td>
<td>C</td>
<td>76-73</td>
<td>C-</td>
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<td>69-67</td>
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<td>66-60</td>
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The Mission of the Department of Child Development
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.

Honors Component
For students taking this course as 495H, work with your honors advisor will be substituted for the leadership assignments, 25% of the course. The course will be designed so that group work related to the leadership assignments will be scheduled for the last portion of this class, at which time students enrolled in 495H are excused.
In place of the leadership assignment points, students enrolled in 495H will be graded based on their honors work with their assigned honors faculty member. All other assignments and course expectations are the same.

Course Assignment Descriptions

Child Development Student Learning Outcome Assignments
As a cumulative project that reflects on learning and incorporates assignments over the span of each student’s undergraduate experience, students will produce a series of reflection assignments that begin with an individual outline, followed by a group narrative, and cumulating in a final version reflective narrative that will be included in your Electronic Portfolio cumulating assignment. These reflective writing assignments focus on the five Student Learning Outcomes (SLOs) of the Department of Child Development.

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.

Completed and revised coursework from this class will be gathered by students to create a final electronic reflective portfolio using no cost. This portfolio is intended to highlight cumulative student learning and skills.

Inter-teaching is a major component of the Self-Reflective Portfolio assignments. Students will read, consider and provide editing to each other's work.

Professional Development Assignments
Partnering with the Chico State Career Planning and Placement program an extensive exploration of career opportunities and preparation will be undertaken. Students will be expected to make multiple revisions of a resume, identify employment opportunities that match their skills and abilities; select a
specific job position and tailor a resume, cover letter, and interview questions for that position. Additionally students will become familiar with career planning resources that will assist them in their life-long learning journey. More details are available on the course Blackboard Learning site.

Professional development assignments are an important aspect of the course represented by Career Assignments and Professional Responses related to statements that are relevant to career decisions and employment interviews. The purpose of these assignments is to assist students as they prepare for life after graduation from the University. The responses students create within this assignment will assist them as they choose and are chosen for careers, make life decisions, learn about themselves and their unique characteristics, and continue in their role as lifelong learners. A critical component of the career assignments is peer feedback. Students will provide feedback to their peers.

In order to enhance their experience and knowledge base in the area of career development, each student is expected to attend and reflect on an individualized meeting with a Career Center staff member.

Leadership Assignments
This class is a seminar, each semester a student-focused unit on leadership will be developed. Assignments and presentations will be focused on the complex situations faced by children, family in today’s society. For this semester, the focus of the leadership assignments will be on leadership workshops and trainings, followed by a cumulative group leadership presentation. All leadership assignments will be completed within assigned groups with specific individual responsibilities for each group member. Students will have several opportunities to lead the group, as well as to participate as a group member.

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](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: [Title IX](http://Title IX)