CHLD 272: Children in a Changing World  
Section 1, Fall 2017

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Shepherd</th>
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<tbody>
<tr>
<td>Office location:</td>
<td>Modoc103</td>
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<tr>
<td>Telephone:</td>
<td>530.898.4696  (do not leave voicemails)</td>
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<tr>
<td>E-Communication:</td>
<td>Use Class Email in Blackboard Learn.</td>
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</tbody>
</table>
| Office hours: | Mondays and Thursdays 2:00 – 4:00  
Wednesday 11:00 am – 12:00 pm |
| Class days and times: | Tues and Thurs 11:00 am – 12:15 pm |
| Classroom:   | Modoc120              |

**Course Prerequisites:** None

**Required Texts/Readings**  

**Other required readings:** Available in Blackboard Learn as E-readings (pdfs).

**Blackboard Learn**  
The course syllabus and Class Schedule can be found as attached pdf files on the Welcome and Course Content link in BB Learn. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at [http://portal.csuchico.edu](http://portal.csuchico.edu).

**Notifications and Class Email**- 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
This course serves the Global Development Studies Pathway in the area of Lifelong Learning. This course will provide a global investigation of the critical issues influencing the lives of children to increase understanding of “development” in its many contexts and manifestations. The focus of the course will be on familial and societal influences on children’s development with an exploration of how the concept of childhoods shaped by cultural and social practices and policies. Specific concern will be on understanding children’s vulnerability due to social isolation, political alienation and economic exploitation. Students will apply their knowledge through discussion, debate, presentations, and written assignments focusing on a number of urgent issues impacting the health and wellbeing of children throughout the world.

Student Learning Objectives and Course Learning Outcomes
This course focuses on three primary Child Development Student Learning Outcomes. Of primary importance in this courseware: SLO 3: Developmental Context and SLO 1: Foundations of Child Development, the secondary importance is SLO 4: Critical Thinking Skills.

Upon completion of this course, students will be able to:
1) Describe the major theories and methodologies used in research on child development and identify their appropriate application, strengths and limitations.
2) Describe how children’s lives and development (physical, cognitive, social-emotional) are influenced by cultural and social policies and practices related to social class, ethnicity, and gender.
3) Consider whether childhood is a true developmental stage in the ontogeny of an adult or merely a social construction of wealthy cultures.
4) Consider the distribution of both wealth and power in a society and its implications for children and the nature of the impact of economic factors upon children and their development—especially the extremes of poverty and bounty.
5) Understand how violence (family, peer, societal, and global) impacts the lives of children.
6) Describe risk factors in the lives of children and understand how to create environments that protect children and support resiliency.

Through course instruction and assignments, the following GE Student learning outcomes will be addressed (as defined by EM 10-01:2-3).

1. Oral Communication: Students will demonstrate effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience.
   Assessed through class discussions and formal group presentations.
2. **Written Communication:** Students will demonstrate the ability to question, investigate, and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience. Demonstrated through written work.

3. **Critical Thinking:** Students will identify issues and problems raised in written texts, visual media and other forms of discourse, and assess the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions. Demonstrated through written work and class discussions.

4. **Diversity:** Students will demonstrate an understanding of, and facility with different intellectual viewpoints, as well as the unique perspectives of others based on varied experiences, identities and social attributes. Demonstrated through class discussions, written work and formal group presentations.

5. **Global Engagement:** Students will demonstrate knowledge and skills necessary to engage global cultures and peoples. Demonstrated through class discussions, written work and formal group presentations.

**Department of Child Development 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.

**Department of Child Development Vision Statement**
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.
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 you do not have Microsoft Word, then you can submit your assignments as Rich Text file. The filename extension should be .rtf. Do not submit documents .wps or .pages. These formats are not supported by the University and submissions in this format will not be graded. These submissions will receive “0” points.
- Download free copy of Adobe reader for required electronic readings from: ADOBE
- 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.

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. Students will lose participation points for not following these guidelines! Notifying me in advance if you will be missing class; this however does not constitute an excused absence.

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 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.
- Class participation points will be deducted for these violations

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 here: CATELOG. 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.
Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Preparation: Weekly Online Quizzes (10 out of 12)</td>
<td>14</td>
</tr>
<tr>
<td>B. Preparation: Attendance, Class Participation and Activities</td>
<td>14</td>
</tr>
<tr>
<td>C. Two Papers</td>
<td>21</td>
</tr>
<tr>
<td>D. Group Presentations</td>
<td>14</td>
</tr>
<tr>
<td>E. Three Exams + Final Exam Activity</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading Policy

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<thead>
<tr>
<th>Grad</th>
<th>%</th>
<th>A-</th>
<th>B-</th>
<th>C-</th>
<th>D-</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>92-90</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B+</td>
<td>89-87</td>
<td></td>
<td>86-83</td>
<td></td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<td></td>
<td>76-73</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<td>66-60</td>
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All assignments are due by the start of class on their due dates.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in, or worked on in class.
- Assignments are due BEFORE class begins on the given due date – anything turned in after that is considered late. Check the Class Schedule for assignment due dates.
- Only the paper assignments will be accepted after their due dates, but will be penalized 10% per day late, up to a maximum of 20%, weekend days are counted. No paper will be accepted after 48 hours beyond the due date.

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<tr>
<th>How Late?</th>
<th>Penalty</th>
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<tr>
<td>Up to 24 hours</td>
<td>10%</td>
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<td>25-48 hours</td>
<td>20%</td>
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<tr>
<td>49 hours+</td>
<td>No credit</td>
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- Any work turned in that is found to be copied, plagiarized, or in any way un-cited and claimed to be the student’s own work, will receive a ZERO for the assignment and the issue will be referred to Judicial Affairs. Please see following pages regarding academic honesty and plagiarism.

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

Check Messages and Notifications Weekly
- Within Blackboard learn check for Class Email (internal class email) before class and at least one other time, perhaps the end of the week. If I send you a message I typically require an immediate response.
- Check for announcements under the Notifications Link in the top left column, prior to each class period and the end of the week.
- Class Schedule posted on the Course Content Page regularly for possible changes in topics and to be aware of assignment due dates.

Assignments and Evaluation Criteria

A. Preparation
Weekly quizzes will be given in Blackboard about the required readings (in the textbook and the electronic readings in BB Learn) and what we discuss in class. Each quiz contains 10 multiple-choice or true/false questions, each worth ½ pt.; each quiz is worth 5 total points. You may look at your class notes, or the readings while taking the quiz, but can’t take the quizzes with other students or ask other students about the items on the quizzes.

Quizzes will open at noon on Fridays and will close at 3:00pm on Mondays. If you miss the time frame when the quiz is open; it cannot be made up. Quiz grades are available immediately on Bb and will be entered into the Grade Center. You will have two attempts, of which I will take the higher of your two scores. Two of the 12 quizzes will be dropped from your total quiz points. This part of the class constitutes 14% of your possible grade.

B. Preparation: Attendance, Class Participation and Activities
To do well in this class, students are expected to attend every class. This course emphasizes student-centered learning through active class participation. Students will be expected to have read all assignments by the assigned dates and to be prepared to discuss readings in class. To encourage student attendance and participation, there will be in-class activities given. No makeup for missed activities will be given, thus if a student misses class the day an in-class assignment is given, the student will lose those points.

Instructor Ratings of Class Participation and Attendance
Preparation, and participation are essential to your learning experience. Failing to attend without LEGITIMATE excuse and being unprepared during class is unacceptable. Attendance will be taken throughout the semester; unexcused absences will count as deductions against your participation grade. I will also assess students’ level of class preparation and participation. These ratings will contribute points to students’ overall participation percentage. This part of the class constitutes 14% of your possible grade.
C. Paper Assignments
The objective of these assignments is to provide an opportunity for students to demonstrate their abilities in accurately and concisely summarizing or applying information learned through readings, lectures, discussions, and activities presented in the class.

Paper One is worth 25 points; Paper Two is worth 50 points. Complete instructions for these writing assignments and grade rubrics are available under the Blackboard Learning Link called Assignment Instructions and Submission Drop boxes.

The completed papers will be turned in as electronic Word document files through the Assignments Turnitin Links.

This part of the class constitutes 21% of your possible grade.

D. Group Presentation
The objective of this assignment is to allow students to work in small groups to prepare and present a power point presentation to the class on an issue of concern influencing the lives of children. The presentations will include a local, national, or global perspective and recommendations for advocacy on behalf of the children or regarding the issues raised in the presentation. The purpose of the presentation is to educate and inform the class about an important issue influencing the lives of children that hopefully will inspire students in such a way as to make change possible—change that will allow for a better future for all children. Complete instructions are provided under the Link called Assignment Instructions and Submission Drop boxes. This part of the class constitutes 14% of your possible grade.

Peer Feedback
The University has identified peer evaluation as a critical thinking skill that all students should develop. Each student can earn points by providing feedback to other students’ presentations.

A rubric will be provided for this. You will use the rubric to rate sections of a presentation and to provide comments and suggestions. Provide specific and professional suggestions; avoid generic comments such as “it was really good.”

E. Three Exams + Final Exam Activity
The exams address material presented in class and in the class readings (textbooks and other course materials). Exam dates are listed in the Class Schedule.

Study guides: content specific study guides will be available prior to the exams. These are typically posted about one week before the exam date under the Exam Study Guides link of Blackboard Learn. This part of the class constitutes 37% of your possible grade.
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.

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

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 Arcs 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: Title IX