Instructor: Lisa Jackson, MA
Office: Modoc 102
Office phone: 898-4761
Office Hours: Wednesday 10:30-12:30 am and by appointment
E-mail: ldjackson@csuchico.edu
Meeting times: Monday and Wednesday, 9:00-10:15 am, Modoc 120

Required Readings:


Articles or readings posted on Blackboard (or handed out) may be assigned in class.

Pre-requisites:
CHLD 252 or PSYC 355

Course description:
In this course we will study and discuss research-based knowledge and theoretical principles of growth and development during middle childhood (ages 6 to 12). The following developmental domains will be covered: physical, cognitive, emotional, social, moral, and personality. Using an ecological perspective we will examine the influences of ethnic and cultural contexts, gender socialization, family, peers, and school settings on development.

Course Objectives
Upon completion of this course, students will be able to:
- learn about major concepts and growth in the 4 main developmental domains
- understand relevant theories and concepts regarding school-age development
- understand ecological contexts in which school-age children develop
- understand some of the research on school age children’s development
- collect data on school-age children and write papers about the data collected
be aware of current issues that affect school-age children’s development

**Student responsibilities:**
1. Complete reading assignments PRIOR TO THE CLASS in which they will be discussed.
2. Attend class each week and participate in class discussions.
3. Obtain all course information, announcements, and readings during the semester.
4. Obtain all materials for this class, including (but not limited to) lectures, discussions, handouts, and films.
5. Complete assignments by their due dates.
6. Be present and prepared for tests.

**Assignments & Evaluation Criteria**

**Observation Paper (50 points total)**
Student will complete a 30-minute naturalistic observation of school-age children (no more than 4 children) in a public setting (e.g., park, playground, sports’ activity, mall, etc). Using one of the observation forms found in the Observation Assignment Learning Module, students will observe specific behaviors or characteristics of a particular developmental domain (e.g., physical, social) and then write a summary of that observation using APA writing style. This paper will include a comparison with a current research study.

*Papers must be submitted IN CLASS and submitted to Turnitin.com on the day they are due.* Late papers will lose points and must be turned in no later than one-week past due date (hard copy submitted in class and paper submitted via “turnitin.com”). No papers will be accepted after one-week post due date.

**Group Presentation on Current Issue (50 points total)**
Students will be asked to research one of the issues relevant to middle childhood that are explored in one of the two Sax books. The oral report will state the issue, justify why it is an issue during middle childhood, and offer a suggestion(s) for change. An annotated bibliography will be written and submitted by the group that summarizes the oral presentation. The specific requirements for this assignment will be discussed in class. *To obtain full credit, presentation must be made IN CLASS on the day it is assigned.* Late presentations will lose points and must be completed no later than one-week past due date. No presentations will be accepted after one-week post due date.

**Tests**
To receive full credit for the tests, 200 points, student must complete 2 tests. If a student so chooses, s/he can take the final in lieu of taking Test #1 or Test #2. The final will be a comprehensive test and worth 100 points, and is optional. Thus, if a student misses Test #1 or Test #2, for any reason, s/he can take the final -- no makeup tests will be given. If a student, having taking Test #1 and #2 wants to take the final that is possible. **However,** the final test will count regardless of the score and the lowest score from Test #1 or #2 will be thrown out. (The final score will count regardless of how well the student does on the final – the final cannot be used as a throw away.)

The following rules apply to tests:
- Under no circumstances are cell phones allowed during the test.
- No wearing of hats during the test.
• No books, papers on the desk during the test. The only 2 things allowed on the
desk at the time of the test, is the test and something to write with.
• Once the test is handed out, you cannot leave the classroom. If you need to
leave the classroom, your test will be considered finished and you will not be able
to work on it further. So you will want to go to the bathroom, get a drink of water,
etc. before the test begins.
• No talking during tests. If students are seen talking, it will be assumed they are
cheating and they will receive 0 points for the test. If you have a question during
the test, come see me.

In Class Assignments (up to 20 @ 5 points each – 100 points total)
To do well in this class, students are expected to attend and participate in class. To
encourage student attendance and participation, there will be up to 20 in-class
assignments. Each in-class assignment will be worth 5-10 points. No makeup in-class
assignments will be given -- if you are not in class the day of the written assignment, you
cannot submit the assignment and you cannot receive the points. No makeup
assignments will be given and there will be NO exceptions to this rule.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 Observation paper</td>
<td>50</td>
</tr>
<tr>
<td>1 Group presentation @ 50 pts</td>
<td>50</td>
</tr>
<tr>
<td>2 Tests @ 100 pts each</td>
<td>200</td>
</tr>
<tr>
<td>20 in-class assignments @ 5 pts each</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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</table>

GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
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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>
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<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-97</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
Attending classes is critical given this is a tentative schedule and is subject to changes which will be announced in class!

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Weekly Topics: Areas of Focus</th>
<th>Readings</th>
<th>Assignments, Tests, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Jan 23 &amp; 25</td>
<td>Introduction</td>
<td>Read Chapter 1</td>
<td>-Group Presentation sign-up</td>
</tr>
<tr>
<td>2- Jan 30 &amp; Feb 1</td>
<td>Studying Middle Childhood</td>
<td>Read Chapter 2</td>
<td>-Assigned Presentation day given</td>
</tr>
<tr>
<td>3- Feb 6 &amp; 8</td>
<td>Physical Development</td>
<td>Read Chapter 3, <em>Girls on the Edge, Intro &amp; Chapter 1</em></td>
<td>Assignment discussion, rubric and workday</td>
</tr>
<tr>
<td>4- Feb 13 &amp; 15</td>
<td>Physical Development Continued</td>
<td>Read Chapter 4, <em>Girls on the Edge, chapters 2-3</em></td>
<td>-Observation paper assignment discussion &amp; rubric</td>
</tr>
<tr>
<td>5- Feb 20 &amp; 22</td>
<td>Cognitive Development</td>
<td>Read Chapter 5, <em>Girls on the Edge, chapters 4-5</em></td>
<td>-Study guide for test #1</td>
</tr>
<tr>
<td>6- Feb 27 &amp; March 1</td>
<td>Cognitive Development Continued</td>
<td>Read Chapter 6, <em>Girls on the Edge, chapters 6-7</em></td>
<td>-Group Presentation x2</td>
</tr>
<tr>
<td>7- March 6 &amp; 8</td>
<td>Cognitive Development Continued</td>
<td>Other readings as assigned</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>March 13 &amp; 15</td>
<td>Spring Break</td>
<td></td>
<td>Test #1- Wednesday, March 8</td>
</tr>
<tr>
<td>8- March 20 &amp; 22</td>
<td>Affective Development</td>
<td>Read Chapter 7, <em>Boys Adrift, Intro &amp; chapter 1</em></td>
<td>-Group Presentation x2</td>
</tr>
<tr>
<td>9- March 27 &amp; 29</td>
<td>Affective Development Continued</td>
<td>Read Chapter 11, <em>Boys Adrift, chapters 2-3</em></td>
<td>Observation Paper Due Wednesday, March 29</td>
</tr>
<tr>
<td>10- April 3 &amp; 5</td>
<td>Family Relations</td>
<td>Read Chapter 8, <em>Boys Adrift, chapters 4-5</em></td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>11- April 10 &amp; 12</td>
<td>Social &amp; Moral Development</td>
<td>Read Chapter 9, <em>Boys Adrift, chapters 6-7</em></td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>12- April 17 &amp; 19</td>
<td>Attachment</td>
<td></td>
<td>-Study Guide for Test #2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-Group Presentation</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>13- April 24 &amp; 26</td>
<td>Social &amp; Moral Development Continued</td>
<td>Other readings as assigned Read Chapter 10</td>
<td>-Group Presentation</td>
</tr>
<tr>
<td>15- May 1 &amp; 3</td>
<td>Class wrap up</td>
<td>Read <em>Boys Adrift, chapter 8</em></td>
<td>Test #2- Wednesday, May 3</td>
</tr>
<tr>
<td>16- May 8 &amp; 10</td>
<td>Class wrap up</td>
<td>Other readings as assigned</td>
<td></td>
</tr>
<tr>
<td>17- May 15 &amp; 17</td>
<td>Finals Week</td>
<td>TBA</td>
<td>Final (optional)</td>
</tr>
</tbody>
</table>

Class and University Policies

ASSIGNMENTS:
- Paper assignments are due at the beginning of the class on the assigned due date. Papers turned in late will lose points!
- There will be no make-up for in-class points; if a student is not in class, s/he will not receive those points. Thus, students are HIGHLY encouraged to attend class.
- Papers have strict (non-flexible) requirements that MUST be met to receive credit, so be sure to ask if you have any questions.
- If a student turns in a paper with a high "similarity match index" as assessed through turnitin.com, that paper will receive NO-credit and the paper will be referred to judicial affairs.

ATTENDANCE:
In class we will discuss the assigned readings not only in terms of content but also to help you know week-to-week what you should be reading. Thus to be successful in this class, attendance is HIGHLY encouraged!

Other:
- The instructor reserves the right to make changes to the syllabus if needed. Changes will be announced in class.
- You are strongly encouraged to utilize email for correspondence (e-mail maintains a record of correspondence, which is very much to your benefit.)
- University policy for incompletes and withdrawals will be strictly followed.
- If you have questions or concerns about your grades, please come see me; don’t wait until the end of the semester!

Class rules:
The following class rules **apply to everyone**: (If you cannot abide by these rules then you should not take this class.)
- please be considerate of others at all times;
- be on time and seated when class begins;
remain in your seat until class is dismissed (except in the event of an emergency);  
refrain from talking or causing distractions when others are speaking;  
DO NOT come into class or leave during a presentation  
silence all cell phones and pagers – do not answer them in class;  
DO NOT text during class;  
DO NOT use your laptop in class to peruse the web, correspond with friends/family, update Facebook…etc – it can be very distracting to other students.

Academic Dishonesty & Plagiarism
The university has a strict policy concerning academic dishonesty, misuse of sources and plagiarism. These may result in a failing grade for a course. One of the most common forms of plagiarism is the copying of someone else's (author, professor, another student) words, ideas, or work and presenting them as your own.

Plagiarism and misuse of sources is not allowed. Proper referencing is required. In this class APA citations and referencing format is required! Any paper assessed “high” on “similarity match”, assessed through “Turnitin.com”, will receive no credit and can result in a referral to judicial affairs – University Policy concerning plagiarism will be followed. If you have any questions, come see me!

Cheating on exams also falls into this category and will result in a failing grade.

Disabilities
Qualified students with disabilities needing appropriate academic adjustments should inform the instructor during the first week of the course.

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found at ARC.

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.

Department of Child Development Student Learning Objectives

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

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.

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.

4. Professionalism
   Students will engage in professional behavior appropriate to the discipline in professional contexts.

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.

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.