DESCRIPTION OF COURSE

This is a broad based introductory lecture course, which surveys child development from a multidisciplinary scientific perspective. The course will address the great, long-standing debate on whether nature or nurture has the more powerful influence on human development. Specific biological and environmental influences on development are a focus. Multiple theoretical and practical aspects of development are presented and examined within a multicultural context. Diversity issues around children's identity, language development, inequity, access, and family patterns and practices are a central component with an emphasis on challenging bias. A significant portion of this class is based on observation of children in the Child Development Laboratory.

This is not a course in what it feels like to be a parent or how to properly raise children, although there is considerable discussion of concepts relevant to these topics. The course is primarily concerned with historical and contemporary scientific research and theory about human development from conception through adolescence. Emphasis is given to biological, psychological, and socio-cultural influences on the development of boys and girls and the individual and group differences in children and families.

TEXTBOOK

Required Text:
This text is available for purchase at the Associated Students Bookstore. The text is also available on Reserve in the Meriam Library on the Chico State campus.

**COURSE OBJECTIVES**

Upon completion of CHLD 252, students will be able to:

1. Describe physical, cognitive, and social development from conception through adolescence, citing relevant theory and research.
2. Demonstrate an understanding of competing theoretical perspectives of developmental influences, particularly as they relate to the influences of nature and nurture.
3. Discuss the role of genetic and hereditary factors (including maturation) in the cognitive, behavioral and psychosocial development of children.
4. Articulate an understanding of competing environmental influences on development.
5. Demonstrate a multi-level understanding of the influences of diversity issues in children’s identity formation, including class systems, family patterns and practices, and impact of immigration within the influences of racism, sexism, classism, ableism, and ethnocentrism.
6. Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems.

**RELATED DIVERSITY GUIDING PRINCIPLES**

The primary Diversity Guiding Principles Objectives focused on within this course are listed below. These principles are met through the course activities.

1. Have multiple opportunities to learn about other markers of individual and group differences, including religion, age, language, ability, socio-economic class, gender, and sexuality and how these markers serve as mechanisms of inclusion and exclusion.
2. Develop skills for communication and collaboration with those who are different from themselves.
3. Develop skills for active, appreciative, and conscientious participation in society.

**RELATED GENERAL EDUCATION OBJECTIVES**

The primary General Education areas focused on within this course are written communication (2), critical thinking (3), active inquiry (5), and diversity (8). The active inquiry objective is met through required observation in the Child Development Laboratory.
1. **ATTENDANCE AND GENERAL CLASS POLICIES: (35 Points)**
   - Regular attendance and class participation is essential!! The more often you are here, the better you will do!!
   - Assignments are due **at the beginning of the class period** – anything turned in after that is considered late; specific time guidelines will be given with assignments. Any paper over one week late will only receive half credit.
   - No assignments will be accepted the last week of classes.
   - 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.
   - Missed In-class assignments cannot be “made up”.
   - Notifying me in advance that you will be missing class does not constitute an excused absence.
   - In-Class Activities/Participation points will be given during class lecture. If you are not here and participating, you will not receive credit.
   - Class attendance will be recorded each class period
   - There is no extra credit option (other than the extra credit offered on exams)
   - 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 USE OF COMPUTERS:**
- 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.
· Class participation points will be deducted for these violations.

2. **IN-CLASS ACTIVITIES/THOUGHT PIECES: (50 Points)**
   - Periodic writing assignments and/or participation in group activities.
   - Regular attendance and class participation is essential!! If you miss an in-class/thought piece activity they **cannot be made up.** Eleven will be offered with the lowest score dropped.
   - Thought pieces will be presented in class or on Blackboard. Most thought pieces will be due one week from the assignment date unless otherwise noted.
   - Specific directions for individual thought pieces are contained within the assignment.
   - Late thought piece assignments will be reduced TWO points per day.

3. **EXAMS: (500 Points)**
   - There will be five exams composed of multiple choice, true/false, and short answer questions drawn from the text, lectures and in-class activities. Each exam will be worth 100 points. If you miss an exam, **for verifiable reasons**, you may make it up during finals week.

4. **CHILD DEVELOPMENT LABORATORY OBSERVATIONS: (40 Points)**
   - Each student will prepare a Child Development Laboratory Observation Report. This report will be based on the direct observation of children in the Child Development Laboratory and will be graded on these criteria: Ability to perceive and describe behavior; ability to integrate knowledge gained from course; and literacy using APA style reporting.
   - This paper will, when coupled with the in-class writing assignments, meet GE requirements.

5. **DIVERSITY ACTIVITIES:**
   - You will be exploring topics related to diversity within the area of child development, along with the influence of nature and nurture. Topics include racism, sexism, classism, ableism, and ethnocentrism as they relate to children and families. A critical component of each diversity activity will be the development of skills for communication and collaboration with those who are different from them, in order to gain an active long-term appreciation for the benefits of diversity, as well as the underpinning influences on this topic. The topics and activities will be included within the thought piece and in-class assignments.

6. **LITERACY REQUIREMENTS:**
   - All written assignments will be graded for literacy, spelling and grammar. Please read in your UNIVERSITY CATALOG regarding the University’s literacy requirements. One point is taken for each four spelling or grammar errors. Due to the large volume of papers submitted for grading in this course, the instructor/grader will discontinue grading if there are more than 10 spelling or grammar errors and the paper will be returned for correction, late points will be taken. **Proofreading of your papers will be a necessity.** If you know you have difficulty with spelling and grammar, please see
me for helpful resources. Late papers will be reduced 2 points per day. Papers over one week late will receive half credit only. There will be no papers accepted the last week of classes.

**GRADE SCALE:**

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<th>ITEM</th>
<th>POINTS</th>
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<tr>
<td>ATTENDANCE</td>
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<td>IN-CLASS/ THOUGHT PIECES ACTIVITIES</td>
<td>50</td>
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<td>EXAMS</td>
<td>500</td>
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<tr>
<td>OBSERVATION ASSIGNMENT</td>
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**GRADES:**

Grades are determined by each student's point totals applied to the following percentages: (total points = 625)

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-83</td>
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<td>B-</td>
<td>82-80</td>
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<td>C+</td>
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<tr>
<td>D</td>
<td>66-60</td>
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<td>F</td>
<td>59 or below</td>
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Scores will be posted on a regular basis on Blackboard under My Grades

**STUDENTS WITH DISABILITIES** (taken from Accessibility Resource Services website):
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 [http://www.csuchico.edu/arc/students/register.shtml](http://www.csuchico.edu/arc/students/register.shtml).

**ACADEMIC HONESTY** (taken from Student Judicial Affairs website):
· All written work is to be individually produced unless otherwise noted in the assignment.
· Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
· When there is evidence suggesting that a student has committed plagiarism, 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.
All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

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.

This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this
syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best-fit student learning. Changes will be posted on Blackboard and/or announced in class if possible.