Advanced Prenatal and Infant Development
Child Development 350, Sec. 1

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Gail Walton</th>
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<tbody>
<tr>
<td>Office</td>
<td>Modoc 107</td>
</tr>
<tr>
<td>Office phone</td>
<td>898-5578</td>
</tr>
<tr>
<td>E-mail</td>
<td>Blackboard Learn messages only</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 10 – 11 am; Monday and Wednesday 1 – 2 pm; and Thursday 11 am – 12 pm</td>
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<tr>
<td>Class Meetings</td>
<td>Tuesday and Thursday 9:30 am – 10:45 p.m. Modoc 120</td>
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<tr>
<td>Additional Required Readings</td>
<td>Located in the learning modules in Blackboard Learn (Bb Learn).</td>
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**Prerequisites:** CHLD 250 or CHLD 252 or PSYC 355. You must have previously taken one of these courses or you may not enroll in this class.

**Student Responsibilities**

1. Students are responsible for attending class. Students are responsible for all material presented whether present or not. If a student misses a class, it is the student’s responsibility to determine what needs to be done to keep up with the class and make up missed work.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in original work that was completed independently unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the Bb Learn course page. Write this number down and keep it near your computer in the event that you can’t access Bb Learn. I can not solve your computer problems.
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Bb Learn for announcements and emails on a daily basis, Monday through Friday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university and for fulfilling technology requirements associated with taking the class and completing assignments. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a “0.”
7. Students are responsible for being able to navigate Bb Learn to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness (with a Drs note).
9. Students may not turn in work from previous courses. Those assignments will earn a “0.”

Instructor Responsibilities
1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner. I will provide feedback for your papers prior to the next writing assignment due date.
5. The instructor is responsible for giving instruction regarding scientific writing, including APA style. The instructor is not responsible for giving instruction regarding spelling, semantics, grammar and syntax.
6. The instructor is responsible for answering specific questions regarding the assignments, including the infant observation assignment; however, these assignments are representative of your writing proficiency. Therefore, the instructor will not proofread or edit any portion of your assignments for you.
7. It is the instructor’s responsibility to attend to enrollment issues. Students who do not attend class may be disenrolled.

Course Description
This course studies characteristic developmental changes in and environmental influences on human infants from conception to approximately two years of age. Special emphasis is on sensory-perceptual abilities, social-emotional interactions, and cognitive developmental processes. Guided observations of infants are required.

Child Development Program Mission statement
Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Professional Qualities, Critical Thinking Skills, and Developmental Context.

Child Development Program Vision Statement
Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.
Department of Child Development Student Learning Objectives (SLOs)
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.

Course Learning Objectives
The following course objectives describe competencies that students will have following the completion of this course. For CD majors, the objectives of this course correspond to the following Learning Priorities (SLOs) as outlined by the Child Development Program Committee.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Priority</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>a. Engage in logical and empirical reasoning regarding major concepts, research methods, and research results in prenatal development and infancy.</td>
<td>Critical Thinking Skills Foundations of Child Development Child and Environmental Assessment Developmental Context</td>
<td>Exams Infant observation Project Class Activities</td>
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<tr>
<td>b. Evaluate scientific research about prenatal and infant development.</td>
<td>Critical Thinking Skills Foundations of Child Development Developmental Context</td>
<td>Exams</td>
</tr>
<tr>
<td>c. Identify the major research strategies used in studying infants.</td>
<td>Child Assessment and Study Critical Thinking Skills Developmental Context</td>
<td>Exams Class Activities</td>
</tr>
<tr>
<td>d. Apply developmental theory and research to observations of infants.</td>
<td>Child and Environmental Assessment Developmental Context Foundations of Child Development</td>
<td>Infant observation Project</td>
</tr>
<tr>
<td>e. Interpret infant behavior within a developmental learning environment.</td>
<td>Child and Environmental Assessment Foundations of Child Development Critical Thinking Skills</td>
<td>Infant Observation Project Class Activities</td>
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Class Structure
Course material will be housed within the Chico State Connection Bb Learn. Adobe Reader can be downloaded from www.adobe.com. There are known conflicts with the AOL access and the University’s programs, students who use AOL to access their accounts need to be aware of these difficulties.

Competencies acquired in research review, observation, and communication will be measured through observation assignments, class activities, and exams. Quantitative skills in reporting research will be assessed by class activities, the current events assignment, and exams. Class activities will be introduced across the semester to practice new skills and demonstrate competencies.
HOW TO SUCCEED IN THIS CLASS:
1. Attend every class. Missing classes means missing critical course material.
2. Read the course materials before it is covered in class. Take notes while you read.
3. Keep up on the assignments.
4. Don’t be afraid to ask for help from your fellow students or the professor.
5. Don’t put off the required work until the last minute.
6. Study for exams in advance. Form study groups for exams.

Disability Services at the Accessibility Resource Center (ARC)
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

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

Course Policies
PLEASE NOTE: Your enrollment in this class implies that you agree to these policies.
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.

Cell Phones and Electronic Devices
All Electronic devices must be turned off and put away during class. No cell phones on your desk.
Out of courtesy to your classmates and the instructor, turn off or silence cell phones in class. Do not leave class to answer you cell phone (which is just as disruptive as a ringing cell phone). Here’s one reason why-- recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it’s not smart to interrupt your college education to answer a cell phone or to text (and aren’t you paying for this?). You may not bring your laptop to class to take notes.

Professional Behavior
A university campus is a professional setting. Please follow standards for professional and ethical behavior in the classroom and when communicating with your fellow students and your professor. Students who are disruptive will be told to leave the classroom. If you have questions about what constitutes professional behavior, feel free to talk to me. You will be making observations in the Infant observation room. Please follow rules for confidentiality of the children; their parents depend on it.
These behaviors are considered disruptive and are grounds for the instructor asking you
to leave the classroom: disrupting class (e.g., making loud or inappropriate noises, interrupting the professor, rudeness), using unapproved electronic devices (cell phones, computers, MP3 players, etc.), using a computer for unapproved purposes, talking while the instructor is teaching, disturbing fellow classmates, and making aggressive, racist, or discriminatory remarks.

Attendance and Participation
Students are expected to attend all classes throughout the semester unless the student is sick. If you are sick, get a Drs excuse to avoid point deductions. Participation beyond your small group discussions is expected and encouraged, but please stop chitchatting when class begins. Please share your questions or comments with the class; they may help others as well.

Grading Policies and Penalties

Infant Observation Assignment
Students must make 3 scheduled observations in the ASCDL during the semester to complete the assignment. You must be available to do three 45-minute observations between the hours of 8:30 am and 5 pm. If you can not do this you must drop the class. There are no exceptions to the requirements. 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. The student is expected to cite sources using APA style and student resources for correct APA style are located on the Bb Learn course page.

Make-up and late submissions of student work
1. No make-ups of exams or the observation assignment will be allowed except when the student has a medical excuse with a Doctor’s note.
2. Unless specifically noted by the instructor or in assignment instructions, work is to be completed individually.
3. Observation Assignment: Student work received after the due date will be penalized 10% per day late, up to a maximum of 20%, weekend days are counted. The assignment will not be accepted for credit more than 2 days after its due date.
4. Other Assignments (in-class work): No late assignments will be accepted. Make-ups of assignments are not permitted.
5. All student work must be completed by the last day of class.

Incompletes
Students must speak with me in person regarding the possibility of an incomplete. Incompletes are given only if, 1) the student has a passing grade for all other work at the end of the semester, 2) the student is up-to-date on previous work, and 3) other University criteria are met.

Academic honesty
Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Having another student complete your work for course requirements that are to be done individually is also considered
cheating. Students who cheat on exams or assignments earn a “0” for that exam or assignment, and will be referred to judicial affairs. A student caught cheating or plagiarizing twice will earn a grade of “F” for the course. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity.

http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm

Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. 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.
3. When there is evidence 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.

Academic Honesty as it relates to all student work
All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Summary of Assignments & Evaluation

<table>
<thead>
<tr>
<th>Assignments*</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Infant Observation Project</td>
<td>100</td>
</tr>
<tr>
<td>Exams (3 @ 60 points each)</td>
<td>180</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10</td>
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<tr>
<td>Total Points Possible</td>
<td>340</td>
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*This is a total - the value of each assignment may vary.

At the end of the semester, a student’s total points will be converted to a percentage out of the total points possible to calculate the final grade. Final grades will be calculated as follows:

A: 94% - 100%
A-: 90% - 93.9%
B+: 87% - 89.9%
B: 83% - 86.9%
B-: 80% - 82.9%
C+: 77% - 79.9%
C: 73% - 76.9%
C-: 70% - 72.9%
D+: 67% - 69.9%
D: 60% - 66.9%  60% indicates the minimum for a passing grade
F: < 60%