**Child Development 382**  
Professional Seminar in Child Development: Current Issues  
Fall 2016  
Tuesdays 5-7:50pm in Modoc 120

Instructor: Tess Manley, M.Ed  
Office: Modoc 102  
Phone: (530) 898-4761  
Email: tmanley@csuchico.edu; course communications **must** be done via Blackboard. Learn once class officially begins.  
Office Hours: Tuesdays 3:30-5:00pm; Thursdays 2:00-3:00pm; as well as by individual appointments

**Course Description and Pre-requisites:**  
This course examines and appraises current and professional issues affecting the field of Child Development. Cultural and political influences on the practices of professionals in the field will be explored and analyzed.  
Pre-requisites: Child Development CHLD 250 or CHLD 252, CHLD 251, CHLD 282, CHLD 353, and Junior Standing

**Course Objectives:**  
Specifically, the goals of the course are to enhance students' understanding of  
(a) the basics of Child Development and the complex nature of childhood risk and resilience;  
(b) current policies and programs particularly in the context of multiple systems of influences (e.g., family, schools, governmental agencies, etc.) that interface with children’s development, and  
(c) the role of professionalism and professionals in advancing the field of Child Development.

**Required Course Texts:**  


**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.

COURSE HOPES and EXPECTATIONS
Attendance & Professional Expectations
This class will be conducted as a seminar. As such, students are responsible for active participation in the class and their own learning outcomes. Regular weekly attendance is encouraged and necessary for your successful completion of CHLD 382. In-class activities and participation are tantamount to your learning and valued by this instructor; these opportunities cannot be made up. You are responsible for all material in discussions, readings, media, and guest speakers. This includes required readings before each class, the preparation of responses (papers, quizzes, etc.) based on thoughtful analysis of the material, and contributions to both large and small group discussions. Some of the course content will require the student to complete activities outside of established course meeting times. As such, students will be afforded class time equivalent to these expectations.
Consideration of other students, professional guests and faculty
Please expect to be considerate of others at all times by being on time and seated when class begins; and, refraining from talking or causing distractions when others are speaking. Side conversations will not be tolerated.

Best advice on the use of technology (Cell phones, laptops, tablets etc. in class): If you are using your technology to perform a task specifically related to what we are doing in class at that very moment, great. If not, put it away.

Late assignments: There is a 10% deduction per 24 hour period for late assignments. No assignments will be accepted if late beyond 3 (three) days. The student is responsible for setting up any arrangements for past due work.

In Class Discussion/Quizzes
This will be a highly interactive class, with students involved not only in small group discussions, but also in doing brief presentations on readings. Reading and reviewing material before class is crucial for your success in the class. On occasion, pop open book quizzes or experiences may be used to assess student’s mastery of reading material. Due to the nature of these experiences, there will be no make-up opportunity for missed assignments.

Late Arrivals & Early Departures
Late arrival to class is distracting and should be avoided; consistent or excessive lateness (more than 2 times) will also result in a lowering of your grade. Likewise, getting up in the middle of class or leaving early is equally distracting and disruptive. As one of the learning outcomes of this class concerns professionalism, students are expected to demonstrate such behavior during class.

Miscellany:
1. The instructor reserves the right to make changes to the syllabus if needed; changes will be announced in class or on Bb Learn.
2. University policy for incompletes and withdrawals will be strictly followed.
3. The instructor is responsible for answering your questions in a timely manner. Most emails (in Bb Learn) and phone calls during the week will be answered in 48-72 hours. Emails (Bb Learn) over the weekend may take up to 72 hours.

Americans with Disabilities Act
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 Accessibility Resource Center (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.
Accessibility Resource Center
530-898-5959
Student Services Center 170
arcdept@csuchico.edu

Academic Integrity
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 on the Student Judicial Affairs web site.

Academic Honesty: The following are statements for all Child Development courses regarding academic honesty.

Academic Honesty as it relates to written work, from the 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.

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

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 Assignments:
The following assignments will be used in the calculation of the final course grade:

Learning through Discussion (LTD)
   or Book Assignments  40 points
(Individual and Group)

Weekly Assignments ("Weeklies" or "WA’s") 10 points per assignment

Professional Observation  30 points

Final Project (Individual and/or Group)  60 points

Class Participation/Quizzes  80 points

1) Learning through Discussion (LTD)
Each student will be responsible for preparing and leading a small group discussion on a chapter from each of the class textbooks. Students will also be members of the participation group and reflect upon their learning via the discussion. See course assignment for more detail.* 40 points

2) Final Project and Final Exam
A summative project will be developed by students both individually and in small groups. This will involve written material as well as a short oral presentation. See course assignment material for more detail on this assignment.* 60 points

3) Professional Observations
Students will observe at a community setting—chosen by your instructor— which provides services for children. Details of this assignment will be outlined in class and on Blackboard.* Professional Observations will be worth 30 points

4) Weekly Assignments (Weeklies or WA’s)
To engage in more effective in class discussion, students will be provided with guided questions on readings and other material to complete prior to class. The Weeklies will be written assignments, sometimes reflective in nature. Your submissions should be completed in an articulate manner. Specific directions and due dates for individual weekly pieces are contained within the
assignment. Referencing course content (readings, video, audio, discussion etc.) will be a requirement of this regular assignment. Proper writing mechanics including but not limited to, accurate sentence structure, grammar, spelling, interesting vocabulary as well as, engaging in critical thinking and creative analysis are also required for full credit. Weeklies will be presented in class or on Blackboard beginning on Tuesday. Weeklies may be included within a Module on Blackboard so please, pay close attention. Please expect to discuss the Weeklies in class on Tuesday evenings; and, as this a professional seminar, you may be asked to print your assignment to bring to class. Weekly Assignments are worth 10 points per assignment over the course of the semester.*

5) Class Participation/Quizzes
This course is a professional seminar and therefore, meant to be an interactive and compelling experience. I encourage participation and recognize that participation can look different in appearance. Some participation may occur as “in class” individual writing assignment or quiz format. Individual as well as, collaborative work in small and large groups will be a regular practice in CHLD 382. Professional Guests will be a vital part of this course; and, preparation ahead of time for these visitors will be essential.
Full class attendance and participation is imperative to successful completion of the course. Many activities will be available only in class. We urge students to devote their time and energy to fulfilling class assignments and asking questions to encourage understanding. Class Participation is worth 80 points throughout the semester.*

*APA style should be used for all assignments unless stated.
The Child Development Major Cumulative Portfolio, an outcome of the Child Development Senior Internship CHLD 495)

In order for the Department of Child Development, and more importantly, the student to assess whether or not they have met the Student Learning Outcomes, a final cumulative portfolio will be required from Child Development students. Within this cumulative portfolio, students will be asked to reflect upon what they have learned and how they can apply learned material upon graduation. In order for students to reflect upon their own personal growth and development, they will be asked to compile a cumulative portfolio of their college/university work. Students are encouraged to safeguard all assignments as they will be valuable in compiling the Child Development Major Cumulative Portfolio.

Student Learning Objectives (SLO)
The Student Learning Objectives (SLO) encompasses five Strategic Learning Priorities. Upon graduation as a Child Development Major, you are expected to be knowledgeable in these five Strategic Learning Outcome Areas:

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.

The material covered in CHLD 382 align with at least four of the Strategic Learning Priorities for the major.
The following outlines the relationship among the Strategic Learning Outcomes, CHLD 382 Course Objectives, and CHLD 382 Course Assignments:

<table>
<thead>
<tr>
<th>Strategic Learning Outcomes</th>
<th>Course Objective</th>
<th>Course Assignment Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Foundations of Child Development</td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience, b)... current policies and programs... context of multiple systems of influences.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience, b) current policies and programs... context of multiple systems of influences, c) role of professionalism and professionals in advancing the field of Child Development.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>III. Developmental Context</td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience, b) current policies and programs... context of multiple systems of influences.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>b) current policies and programs... context of multiple systems of influences, c) role of professionalism and professionals in advancing the field of Child Development.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience, b) current policies and programs... context of multiple systems of influences, c) role of professionalism and professionals in advancing the field of Child Development.</td>
<td>5</td>
</tr>
<tr>
<td>IV. Professionalism</td>
<td>b) current policies and programs... context of multiple systems of influences,</td>
<td>4, 5</td>
</tr>
<tr>
<td>V. Critical Thinking</td>
<td>a) ...basics of Child Development...complex nature of childhood risk and resilience, b) current policies and programs... context of multiple systems of influences, c) role of professionalism and professionals in advancing the field of Child Development.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grading Scale</strong></td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>