Senior Seminar in Child Development
Child Development 495/495H

Instructor: Diana Shepherd, Ph.D.
Office: Modoc 103
Telephone: 898-4696 (do not leave voicemails)
Course E-mail: For all class communication use messaging within Class Email.
E-mail: ddshepherd@csuchico.edu
Office Hours: Mondays and Wednesday 11 am – 12:00, Thursdays 2 – 3pm or by appointment
Class Meeting Times: Tuesday, 2 - 4:50 p.m., Modoc 120 (see course outline for more detail)
Mail Drop Off: Outside of office hours, all materials can be delivered to Modoc 216

Prerequisites
Prerequisites: Bio 318 or Bio 303; CHLD 382, CHLD 392; senior standing and no incomplete grades pending from other classes.

Text
Readings will be available throughout the semester through Blackboard Learn.

Notes
- Communication via the course website is required in this class.
- Any form of cheating, including plagiarism of published works, plagiarism of past student papers, or not working independently on assignments (unless group work or assistance is specified) will be taken seriously in conjunction with the office of Student Judicial Affairs. If you have questions, please see the professor.
- Students with special needs/concerns are invited to meet with the professor early in the semester to discuss possible accommodations.

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.

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 (publicly) to make a choice either to cease the texting or leave the classroom.
- DO NOT use your laptop in class unless allowed for specific in-class assignments. Laptops can only be used for activities directly related to this class.

Seminar participation points will be deducted for these violations.

Blackboard Learn
Copies of the course syllabus and Class Schedule may be found on the Course Content Page of BB Learn. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at http://portal.csuchico.edu.
Notifications – Every Time you Log In
Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Notifications”. In here you’ll see My Announcements (for all students), Class Email (email communication for specific students), and To Do (lists assignments current due or past due). 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 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.

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 your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive “0” points.

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 hours 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.

Course Format
CHLD 495 is one of your final opportunities to launch into the child development profession from the academic environment. This course is intended for upper division senior students who have completed the majority of requirements in the Child Development major. Because this course is a seminar, much of the responsibility for the learning depends on the preparedness, organization and contributions of the student.

Feedback to peers is a critical component of this course, as it aligns to expectations in worksites. As a professional, it is expected that you will complete the required work. You are held responsible for all material embedded in discussions, readings, media, reading, peer feedback, and guest speakers. This includes required readings before each class, preparation of papers based on thoughtful analysis of the material, and contributions to both large and small group discussions. It is expected that all writing in this course will reflect the information gained in the department’s writing proficiency course.

Course Objectives and Assignment Alignment to Student Learning Objectives
In accordance with the Student Learning Outcomes (SLOs), this course fulfills the following objectives:

1. Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline (SLO I; Foundations of Child Development).
   Assignments: Individual and group writing assignments and class activities, final SLO 1 narrative version attached to Visual CV, Leadership Assignments
2. Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments (SLO II; Child and Environmental Assessment and Study).
   
   Assignments: Individual and group writing assignments and class activities, final SLO 2 narrative version attached to Visual CV, Leadership Assignments

3. Students will demonstrate knowledge of the multiple environmental contexts in which children grow and development, and will be able to analyze systems that support children’s well-being (SLO III; Developmental Context).
   
   Assignments: Individual and group writing assignments and class activities, final SLO 3 narrative version attached to Visual CV, Leadership Assignments

4. Students will engage in professional behavior appropriate to the discipline in professional contexts (SLO IV; Professionalism).
   
   Assignments: Individual and group writing assignments and class activities, final SLO 4 narrative version attached to Visual CV, career assignments, Mock Interview

5. Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being (SLO V; Critical Thinking).
   
   Assignments: Individual and group writing assignments and class activities, final SLO 4 narrative version attached to Visual CV, career assignments, Leadership Assignments

The Mission of the Department of Child Development

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.

The Vision of the Department of Child Development

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.

Honors Component

For students taking this course as 495H, work with your honors advisor will be substituted for the leadership assignments, 25% of the course. The course will be designed so that group work related to the leadership assignments will be scheduled for the last portion of this class, at which time students enrolled in 495H are excused.

In place of the leadership assignment points, students enrolled in 495H will be graded based on their honors work with their assigned honors faculty member. All other assignments and course expectations are the same.
Course Activity Descriptions

1. Reflection Assignments (Past)
   As a cumulative project that reflects on learning and incorporates assignments over the span of each student’s undergraduate experience, students will produce a series of reflection assignments that begin with an individual outline, followed by a group narrative, and cumulating in a final version reflective narrative that will be included in the Visual CV cumulating assignment. These reflective writing assignments focus on the five Student Learning Outcomes (SLOs) of the Department of Child Development.

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

   SLO 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.

   SLO 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.

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

   SLO 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 work completed within this assignment will be gathered by students to create a final electronic reflective portfolio. Using no cost software titled VisualCV; students will gather their edited work. Interteaching is a major component of the Self-Reflective Portfolio assignments. Students will read, consider and provide editing to each other's work.

2. Career Assignments (Present)
   Partnering with the Chico State Career Planning and Placement program and members of the Child Development Program Advisory Board, an extensive exploration of career opportunities and preparation will be undertaken. Students will be expected to make multiple revisions of a resume, identify employment opportunities that match their skills and abilities; select a specific job position and tailor a resume, cover letter, and interview questions for that position. Additionally students will become familiar with career planning resources that will assist them in their life-long learning journey. The cumulative assignment for this area is a mock interview experience. More details are available on the course Blackboard Learning site.

   Professional assignments are an important aspect of the course represented by Career Assignments and Professional Responses related to statements that are relevant to career decisions and employment interviews. The purpose of these assignments is to assist students as they prepare for life after graduation from the University. The responses students create within this assignment will assist them as they choose and are chosen for careers, make life decisions,
learn about themselves and their unique characteristics, and continue in their role as lifelong learners. A critical component of the career assignments is peer feedback. Students will provide feedback to their peers.

In order to enhance their experience and knowledge base in the area of career development, each student is expected to attend and reflect on an individualized meeting with a Career Center staff member.

3. Leadership Assignments (Future)

This class is a seminar, each semester a student-focused unit on leadership will be developed. Assignments and presentations will be focused on the complex situations faced by children, family in today’s society. For this semester, the focus of the leadership assignments will be on leadership workshops and trainings, followed by a cumulative group leadership presentation and paper. All leadership assignments will be completed within assigned groups with specific individual responsibilities for each group member. Students will have several opportunities to lead the group, as well as to participate as a group member.

4. Seminar Participation:
   Aligning with the seminar design of this course, students are expected to fully engage in all components of the course. This includes elements of program assessment; students will participate in the data collection and exit interview process to provide information for use in program evaluation.

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<thead>
<tr>
<th>Course Requirements:</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation and Program Assessment</td>
<td>22%</td>
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<tr>
<td>Past Reflection Assignments</td>
<td>25%</td>
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<tr>
<td>Present Career Assignments</td>
<td>28%</td>
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<tr>
<td>Future Leadership Assignments</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Criteria**
The following scale will determine grading. In addition to grading criteria for each assignment, points will be deducted for poor quality written work (typos, legibility, grammar, style errors). After an assignment has been turned in and graded, it is not eligible for re-grading.

Check each assignment for information on how it should be submitted; assignments must be submitted on due date, prior to the beginning of class. Assignments cannot be turned in late for credit (points). In-class work and group activities will not be given credit if students do not attend class. These points cannot be made up.

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<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>A-</td>
<td>92-90</td>
<td>A</td>
<td>100-93</td>
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<tr>
<td>B+</td>
<td>89-87</td>
<td>B</td>
<td>86-83</td>
<td>B-</td>
<td>82-80</td>
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<td>69-97</td>
<td>D</td>
<td>66-60</td>
<td>F</td>
<td>59 or below</td>
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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.

**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 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. The ARC website is [http://www.csuchico.edu/arc](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: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)