CHLD 495: Senior Seminar in Child Development
Section 02, Spring 2016

Instructor: Heather Werner, MSW
Office location: Modoc 105
Telephone: None yet, please use email!
E-mail: hwerner1@csuchico.edu

Email is the BEST way to get a hold of me and is checked daily, except holidays and weekends. I will respond in 24 hours Monday-Friday.

Office hours: Tuesdays 9:30-11am & 1-1:30pm or by appointment
Class days and times: Tuesday 2-4:50pm
Classroom: Butte 307 & on occasion Sylvester’s Café (see schedule!)
Mail Drop off: During office hours OR deliver to the Department of Child Development office in Modoc 216. DO NOT slide ANY assignments under my office door!

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

Course Usage of Blackboard Learn (Bb)
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.

Course Description and Goals
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 Content Learning Outcomes in Alignment with Student Learning Objectives**

In alignment with the Student Learning Outcomes (SLOs), this course fulfills the following objectives and upon successful completion of this course students will be able to:

1. 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. 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. 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. 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. 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

**Required Texts/Readings**

Readings will be available throughout the semester through Blackboard Learn.

**Software requirements**

All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007 & 2013. 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.

Notifications – Every Time you Log In
Every time you enter the Bb Learn section for this course, be sure to check the link on the left labeled “Announcements” where you will find any class announcements (for all students). You can email me though the “Email” tab on the left, which is automatically forwarded to my campus email.

The Class Schedule
To ensure that you are always prepared be sure that you print and follow the Class Schedule! This document 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 (under “Announcements”).

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 specifically stated by the professor for in-class assignments for activities directly related to this class.
- Seminar participation points will be deducted for these violations.

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.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found in the CSU Chico University Catalog. You should be aware of the new deadlines and penalties for adding and dropping classes.

Course Assignments

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:

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

b. **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.

c. **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.

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

e. **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 Visual CV; students will gather their edited work. Inter-teaching 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 & Program Assessment:**
   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.

**Course Grading**

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation and Program Assessment</td>
<td>24%</td>
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<tr>
<td>Past Reflection Assignments</td>
<td>26%</td>
</tr>
<tr>
<td>Present Career Assignments</td>
<td>23%</td>
</tr>
<tr>
<td>Future Leadership Assignments</td>
<td>27%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Policy**

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.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tr>
<td>A</td>
<td>100-93</td>
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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.

Students with Disabilities
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 or by email at: arcdept@csuchico.edu and are located in Student Services Center 170. Information about ARC services can be found at: http://www.csuchico.edu/arc/students/register.shtml.

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.

**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**

- All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others 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.

**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 at: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

**IT Support Services**

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the [ITSS web site](http://www.csuchico.edu/itss). Additional labs may be available to students in your department or college.