Child Development 382  
Professional Seminar in Child Development: Current Issues  
Spring 2015  
Tuesdays 5-7:50pm in Modoc 120

Instructor: Tess Manley, M.Ed  
Office: Modoc 102  
Phone: 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; Fridays 2:00-3:00pm, as well as by individual appointments

Course Description:
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 250, 251, 282, 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:

Other assigned articles and resources will be available within the Course Web page.

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
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 may be used to assess student’s mastery of reading material. Due to the nature of these activities, there will be no make-up opportunity for missed assignments.

**Students with Special Needs:**
Students with disabilities should meet with us early in the semester to discuss any needs for support services. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center, Student Services Center, 170: 530-898-5959.

**Academic Honesty:**
Statement for all Child Development courses regarding 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 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.

Resources for students regarding academic integrity and avoiding plagiarism can be found at the Student Judicial Affairs link http://www.csuchico.edu/sjd/integrity.shtml

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 hours. Emails (Bb Learn) over the weekend may take up to 72 hours.

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
Final Project (Group) 60 points
Professional Observation 30 points
Weekly Assignments (“Weeklies” or “WA’s”) 140 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
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 140 points 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.

**Student Outcome Assessment Plan (SOAP)**
The Student Outcome Assessment Plan (SOAP) 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: I. Foundations of Child Development, II. Child and Environmental Assessment and Study, III. Developmental Context, IV. Professionalism and, V. Critical Thinking. The material covered in CHLD 382 align with at least four of the Strategic Learning Priorities for the major (italicized above).

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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<th>IV. Professionalism</th>
<th>b) current policies and programs... context of multiple systems of influences, c) role of professionalism and professionals in advancing the field of Child Development.</th>
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<th>V. Critical Thinking</th>
<th>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.</th>
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**Child Development Department 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 & Environmental Assessment, Programs for Children and Families, Professionalism, Critical Thinking, and Developmental Context.
Child Development Department Vision Statement
Students in the Child Development Department 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.