Senior Seminar in Child Development
Child Development 495/495H Section 1
Spring 2015

Instructor: Cindy Ratekin, Ph.D.
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E-mail: cratekin@csuchico.edu
Course E-mail: For all class communication use messaging within the course website
Office Hours: In office: Tuesdays, Noon - 1:30 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.

Texts
Various required readings will be available throughout the semester on the course website

Note:
- 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 or concerns are invited to meet with the professor early in the semester to discuss possible accommodations.

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. Since 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 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:
   Multiple Components of Reflective Portfolio, Leadership Assignments/Activities
2. **Students will engage in professional behavior appropriate to the discipline in professional contexts (SLO IV; Professionalism).**
   
   Assignments:
   - Mock Interview, Career Assignments/Activities, Leadership Assignments/Activities

3. **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:
   - Children of the Mountain assignment, Multiple Components of Reflective Portfolio, Leadership Assignments

4. **Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline (SLO I; Foundations of Child Development).**
   
   Assignments:
   - Multiple Components of Reflective Portfolio, Leadership Assignment/Activities

5. **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:
   - Reflective Portfolio

**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 practice. Specifically, the areas of investigation are the Foundations of Child Development, Child and Environmental Assessment and Study, Developmental Context, Professionalism, and Critical Thinking.

**The Vision of the Department of Child Development**

Students in the Department of Child Development 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.

**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 focused on the five Student Learning Outcomes (SLOs) of the Department of Child Development. As a starting point, students will participate in a series of reflective assignments based on scenarios. Then, based upon these responses, students will write about their areas strengths and growth as well as identifying areas for future growth. These SLOs are listed below.

   **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; report out on career focused professional development activities, and become familiar with 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 a series of writings 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 two career-focused events outside of class. One of these events this semester will be an individualized meeting with a Career Center staff member. The second event will be a career meeting or event sponsored by the University’s Career Center.

3. Leadership Assignments (Future)
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. All leadership assignments will be completed in group settings 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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<th>Course Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
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<tr>
<td>Career Assignments</td>
<td>170</td>
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<tr>
<td>Leadership Assignments</td>
<td>170</td>
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<td>Reflection Assignments</td>
<td>170</td>
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<td>Total</td>
<td>680</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 due in class should be turned in at the beginning of class. Except for in-class work, group projects, YouTube (and other electronic media) and TurnItIn, late work will be accepted for one week, penalized a minimum of 10% for each day late. In-class work, group projects and TurnItIn assignments are an exception to the late assignment policy; they will not be given credit if missed or submitted late.

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<th>Grade</th>
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<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<td>B-</td>
<td>82-80</td>
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