



CHLD 252: INTRODUCTION TO CHILD DEVELOPMENT

COURSE SYLLABUS

Spring 2022

Instructor: Dr. Shrija Dirghangi

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Preferred Communication: Please use EMAIL.

In- person classes on Mondays and Wednesdays 4 pm – 5 15 pm, MODOC 221

Student Hours: In-person- Wednesdays 9 am – 11 am

ZOOM- Thursdays 12 pm – 2 pm or by appointment

Course Description:

This is a broad-based introductory lecture course that surveys child development from a multidisciplinary scientific perspective. Multiple theoretical and practical aspects of development are presented and examined within a multicultural context. Development from birth through emerging adulthood is explored in three primary areas, or domains: physical, cognitive and socio-emotional. This is not a course on parenting or how to properly raise a child, although there is considerable discussion of concepts relevant to this. Instead, the course is concerned primarily with historical and contemporary scientific theory and research on human development from conception through adolescence. This includes specific biological and environmental influences on development, addressing the longstanding debate of whether nature or nurture has the more powerful influence on human development. Additionally, the psychological and socio-cultural influences on development will be considered. Finally, diversity issues around children's identity, language development, inequity, access, and family patterns and practices are explored with an emphasis on identifying and challenging biases.

*****This course is in several Lower Division General Education pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement. *****

Required Text & Materials:

Arnett, J. J., & Maynard, A. E. (2020). Child development: A cultural approach (3rd Ed.). Boston, MA: Pearson Education, Inc. [ISBN 13 : 9780135163504]

The ISBN listed above grants you access to a fully mobile online platform consisting of the required text and interactive materials (REVEL and MyVirtualChild). You may purchase the digital access code for the program **instantaneously** from the Pearson website or purchase a hard copy of the access code from the Wildcat Bookstore or other online vendors such. **Please note that the quickest way to purchase the digital access codes is to get it from the Pearson website directly.**

1. Go to: <https://console.pearson.com/enrollment/b3fpjd>

2. Sign in to your Pearson Account or create one.

3. Redeem your access code or purchase instant access online.
(Temporary access option for financial aid is also available.)

Course Format:

What is expected of students in regards to participation for this course: We will meet for in-person classes on Mondays and Wednesdays at 4 pm. I will lecture, we will have group discussions, and also watch course related media content. Additionally, there will be weekly participation activities based on material covered during in-person class that will account for attendance points. These will be housed in BBL within the Content Area. Please check the Weekly Content Folder for each week information about student work.

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for in-class discussion, in- and out-of-class activities, and group work. Attendance and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending at least five hours per week on outside activities related to this course (i.e., for most courses, two hours of out-of-class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours).

General Guidelines for in-person class attendance during COVID-19:

Please prioritize your health and well-being as well as those of others by following the guidelines on this page: <https://www.csuchico.edu/coronavirus/combatcovid.shtml#contact>

Per CSU policy, vaccinations against COVID-19 are required for students, faculty, and staff to access campus facilities and participate in in-person learning and activities. **Booster shots are required for the spring 2022 semester. You must be fully vaccinated and boosted or receive an approved exemption in order to access campus.**

Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.

Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

Individuals unable to wear a face covering due to a medical condition should contact the Accessibility Resource Center by phone at (530) 898-5959 or by email at arcdept@csuchico.edu

COVID-19 Hotline

For all COVID-19-related questions and concerns—and to report possible COVID-19 exposure—call Chico State’s COVID-19 Hotline at 530-898-2222. Calls to the hotline are voluntary and all information will remain confidential. The hotline is staffed during University operating hours—8 a.m.-5 p.m., Monday-Friday.

Where to get tested on campus

COLUSA HALL: The University will open a **new COVID-19 testing site for Chico State students and employees ONLY that will provide PCR results within 48 hours**. Starting January 24, our campus community can get tested for free from noon to 4 p.m., Monday—Friday in Colusa Hall, Room 111/112.

The Colusa Hall testing center should be your first stop if you are experiencing symptoms, have been in close contact with someone who tested positive, or are required to undergo weekly testing.

All positive test results must be reported to the COVID-19 Hotline at 530-898-2222.

A negative result on this supervised test would allow you to return to campus. No appointments are required for this testing site, but everyone must pre-register before their first visit at: <https://avellinocov2.com/patient/register>. Please pre-register with your Chico State email address. You will be asked to provide either your insurance information or your SSN or driver's license number if you choose "uninsured." Be sure to check the box at the bottom labeled "patient results" so you can obtain your results after testing.

WHITNEY HALL: Chico State has partnered with Butte County to provide an on-campus COVID-19 testing site in room 101 in Whitney Hall, open 7 days a week, 7 a.m.–7 p.m. Testing is free, open to the public, and walk-ins are welcome, however pre-registration is required. To pre-register and to schedule your appointment: Online at: <https://lhi.care/covidtesting> (opens in new window). By phone: 1-888-634-1123

Finally, please monitor your symptoms, including taking your temperature if you feel you have a fever, and stay home and self-isolate if you have symptoms. There will be opportunity for making up work missed due to health issues in this class, **so please do not attend in-person class if you feel unwell.** Rest up and take care of yourself!

Grading:

This course has a total of 350 possible points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy

87-89%	= B+	93-100%	= A	90-92%	= A-
77-79%	= C+	83-86%	= B	80-82%	= B-
67-69%	= D+	73-76%	= C	70-72%	= C-
		60-66%	= D	0-59%	= F

Course Requirements:	Points
<p>1. Tests (90): Three 30-point non-cumulative tests will be completed. Dates are noted in the class schedule. These online exams will consist of 30 multiple choice questions drawn from text, lectures, and in-class activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (60 minutes) and students must be prepared (e.g., completed</p>	

Course Requirements:	Points
readings and have studied) in order to finish within the time constraints. Students also must complete exams by themselves, without help from peers. Any unauthorized collaboration with peers on exams will count as academic dishonesty, and result in students involved receiving a 0 on the exam.	90
2. REVEL Activities (100 points): This fully mobile online resource will contain readings and chapter quizzes. Completion of activities online will result in points on REVEL. These points will be translated into a percentage (e.g., if you earn 85% of the points on REVEL, this will translate into 85 points toward your course grade). Due dates are listed in the course schedule. Please note that revel activities will be accepted late without any penalty up until specific dates listed (and highlighted) on the schedule. After these specific dates, Revel activities cannot be completed for any points. Chapter 1-4 activities will be accepted till the day of Exam 1, Chapter 5-7 activities will be accepted till the day of Exam 2, and Chapter 8-11 activities will be accepted till the day of Exam 3.	100
3. MyVirtualChild Activities (60 points): Through the MyVirtualChild online platform, you will explore issues related to child development by raising a virtual child. At three points throughout the course you will be expected to have raised your child to a certain age and complete reflection essay questions (available via BBL). A typed, double-spaced, copy will be submitted via Blackboard and your responses will be used to drive in-class discussions (20 points each). It is expected these responses will be ~2 pages in length. Please note that simply raising the child to the expected age will earn you NO points. To earn points for MyVirtualChild: 1) Raise the child till EXPECTED age before completing essay (0 points if virtual child is less than expected age, even if you turn in the essay on BB) 2) Write a reflection essay answering the prompt on BB and turn it in via TurnItIn before deadline.	60
4. Weekly participation points (100 points): Regular attendance of classes on Monday and Wednesday is expected for this course. Each week of class (barring the first day and the three exam days) is worth participation points which will be assessed via in-person or online activities. Participation points will be given for being present on time in class and participating in both in-class activities and online.	100
Total:	350

How to Contact your Professor:

Online Student hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make these hours. I encourage you to contact me or attend student hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to contact me is via **EMAIL sent to my CSUC email**. Please use professional language such as shown below while sending emails. **Emails without professional salutations, body and conclusions will not be responded to.**

Example Email Template:

“Dear Professor/Dr. Dirghangi OR Professor/Dr. Shrija,

I am ___ (Name) from the CHLD 252 class. I would like to let you know/had a question/bring to your notice that.....

**Thank you for your time,
Your First Name, Last Name.”**

How to Access Course Materials:

Throughout this course we will be using two major online platforms: BlackBoard Learn (BBL), REVEL (which includes MyVirtualChild).

BlackBoard Learn (BBL): We will be conducting online synchronous classes during class periods. Recordings of these classes will be made available after the class session for you to watch if you miss a session. Materials such as the syllabus, schedule, and some assignments are available on BBL. Exams will be completed online via BBL. You are responsible for regularly checking the course website; plan to log in regularly each week to get any updates on course materials and plans.

REVEL: REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you).

Follow these instructions for signing up to REVEL:

1. Go to: <https://console.pearson.com/enrollment/b3fpjd>

2. Sign in to your Pearson Account or create one.

3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.)

MyVirtualChild: (Situated within REVEL) We will be using the MyVirtualChild online module, in which you raise a virtual child. This is located within the REVEL account. This simulation allows you to experience the development of your “child” from birth through age 18. This experience will allow us to explore major concepts in the course including incorporation of theories you’re learning about, typical events occurring in certain developmental periods, and controversies that may exist. You will be making decisions at certain points, you will reflect on decisions and outcomes, and we will discuss in class. There will be due dates associated with certain events. This will be an integral part of our class-based activities and discussions.

Course and University Policies:

Make-up Exams, Late Work, and Missing Work: Make-up exams are allowed only at the discretion of the professor, IF the student has a compelling reason for missing the exam as scheduled AND has contacted the professor prior to the scheduled test. If the professor agrees, a new “due” date will be assigned by which the exam must be completed. Late work may be made up based on the discretion of the professor, given that the student provides compelling reasons for missed work and contacts professor in a timely manner about the same. Please note that this is not a guarantee and that students are encouraged and expected to complete assignments as per the schedule for full credit.

Late Arrivals, Early Departures and Missed Class: Late arrival to the class meetings is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, leaving in the middle of class or leaving early is equally distracting and disruptive. Participation is crucial and is assessed via in-person activities and online activities. Participation points can be earned via online activities, in case in person class is missed on occasion. Notifying the professor that class will be missed does not, by default, constitute an “excused absence”.

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect, cooperation, and following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students’ opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements: All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University’s literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. Proofreading is ESSENTIAL. If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, OR the Child Development Writing Tutors—ask about hours).

Academic Integrity: Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. All written work is to be individually produced unless otherwise noted in the assignment. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or quiz (including online exams) or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). 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. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting: As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for 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 (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#).

Student Resources:

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Please visit www.csuchico.edu/slc for more information.

Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you are or you notice a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm, with walk-in hours from 9am-4pm. The Center is located in the Student Services Center, Room 430 and the phone number is (530) 898-6345. You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico/counseling.

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 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.

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 Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 252: Introduction to Child Development, the following course objectives describe competencies that students will demonstrate after completion of the course. For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Child Development Department:

<p>SLO I: Foundations of Child Development</p>	<p>Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.</p>
<p>SLO II: Child and Environmental Assessment and Study</p>	<p>Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.</p>
<p>SLO III: Developmental Context</p>	<p>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 wellbeing.</p>
<p>SLO IV: Professionalism</p>	<p>Students will engage in professional behavior appropriate to the discipline in professional contexts.</p>
<p>SLO V: Critical Thinking</p>	<p>Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's wellbeing.</p>

CHLD 252 Learning Objectives	...As Measured By...	SLO
Describe physical, cognitive, and socio-emotional development from conception through adolescence, citing relevant theory and research.	Exams, Activities, Written Assignments	I, II
Demonstrate an understanding of competing theoretical perspectives of developmental influences, particularly as they relate to the influences of nature and nurture.	Exams, Activities, Written Assignments	I, III
Discuss the role of genetics and hereditary factors (including maturation) in the cognitive, behavioral, and psychosocial development of children.	Exams, Activities, Written Assignments	I, III
Articulate an understanding of competing environmental influences on development.	Exams, Activities, Written Assignments	III
Demonstrate a multi-level understanding of the influences of diversity issues in children's identity formation, including class systems, family patterns and practices, and impact of immigration within the influences of racism, sexism, classism, ableism, and ethnocentrism.	Exams, Activities,	I, III
Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems.	Exams, Activities, Written Assignments	I, II, III

General Education (GE) Student Learning Objectives (SLO's): CHLD 252 is found in several Lower Division GE pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement. The following SLO's will be addressed through course activities.

Diversity: An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. Students will demonstrate an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social

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attributes.

Active Inquiry: A spirit of curiosity to ask questions, seek answers, contemplate, and pursue investigations with intellectual rigor, incorporating appropriate information technology, while making connections between cognitive and personal development, both inside and outside traditional instructional settings. Students will demonstrate knowledge of and apply research techniques and information technology appropriate to the intellectual and disciplinary context.

Critical Thinking: Student will identify issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

Written Communication: Student will demonstrate the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.