



Instructor: Valerie Singleton, M.A.

Office Phone: (530) 898-6712 (you will leave a message that will go to my email)

Preferred Communication: Blackboard Messages

Email: For typical class communication, please use Messages in Blackboard; for urgent messages, please email me at vsingleton@csuchico.edu

Office Hours: Monday 9:00-11:00am and Thursdays 11:30am-1:30pm online [Zoom or email]

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 social 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., & Jensen, L. A (2020). Child development: A cultural approach (3rd Ed.). Boston, MA: Pearson Education, Inc. [ISBN-13: 9780135163535]

The textbook listed above (make sure to match the ISBN) includes access to a fully mobile online platform consisting of the required text and interactive materials (REVEL and My Virtual Child). 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. **Please note that the quickest and easiest way to purchase the digital access codes is to get it from our Blackboard class**

site directly. On the left menu of our course, click on **REVEL & MVC Access**. Then follow the on screen directions.

If this method does not work for you, please contact Pearson Support ASAP. They are available 24/7 to help. If you continue to have issues, please do not hesitate to reach out to me and we will work it out!

Course Format

This section is in a fully online, asynchronous format and does not have scheduled meeting days and times. Students complete course activities and assignments as detailed in the course syllabus. Internet access required. The course is based on the philosophy that active engagement with the material fosters quality learning. Participation is crucial to the learning process and demonstrates 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 7.5 – 9 hours per week on 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). Finally, class activities may require your text.

Grading

This course has a possible **835 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:

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

Course Requirements (please read carefully):	Points
<p>1. Exams (300 points): Three 100-point non-cumulative exams will be completed. Dates are noted in the class schedule. These exams will consist of 50 multiple choice/matching/fill in questions drawn from the text & Blackboard activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed 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.</p>	300
<p>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</p>	100

Course Requirements (please read carefully):	Points
activities cannot be completed for <u>any points</u> . Chapter 1-4 activities will be accepted until the day of Exam 1, Chapter 5-8 activities will be accepted until the day of Exam 2, and Chapter 9-12 activities will be accepted until the day of Exam 3.	
<p>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 Bb). A typed, double-spaced, copy will be submitted via Blackboard. It is expected these responses will be ~2 pages in length.</p> <p>Please note that simply raising the child to the expected age will earn you NO points. To earn points for MyVirtualChild:</p> <p>1) Raise the child to EXPECTED age before completing essay 2) Write a reflection essay answering the prompt on Bb and turn it in via TurnItIn before deadline.</p>	60
<p>4. Various Blackboard Assignments (375 points): Since we do not meet in person, there will be assignments in Blackboard that will take the place of lectures and in class time. Some are videos, some build on the text, some are discussions...be sure to check the folder weekly for your assignments. They are due at the end of each week and correspond directly with the week's topic.</p>	375
Total:	835

How to Contact your Professor

Office 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 the office hours. I encourage you to contact me or attend office 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 **Blackboard Messages**.

How to Access Course Materials

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

- **BlackBoard Learn (Bb):** Copies of the syllabus, schedule, and some assignments are available on Bb. Exams will be completed online via Bb. You are responsible for regularly checking the course website; plan to log in **at least** once a week to get any updates on course materials.
- **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). You will need to click on the REVEL link on the left menu in Bb and follow the prompts to purchase – **this will be your textbook AND access to REVEL/MVC.**
 - **MyVirtualChild (MVC): (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 will be penalized 20% for the first 24 hours late, 50% up to 48 hours late.

Student Professional Behavior

The campus, both physical and virtual, 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 Conduct, Rights and Responsibilities. The consequences for academic dishonesty are severe, including zero points for the assignment, failing the course, and dismissal from the university. If you have any questions regarding these policies/issues please see me or access the Student Conduct, Rights and Responsibilities website at www.csuchico.edu/scrr

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).

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.

WellCat 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 or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). 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.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 10am–2:00pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>
2. The Center for Healthy Communities, CalFresh Outreach physical office is open Monday – Friday 8am-5pm. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>

Land Acknowledgement

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

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:

1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

General Education (GE) Student Learning Objectives (SLO's):

CHLD 252 is found in the Diversity Studies Lower Division GE Pathway 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 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

General Education (GE) Student Learning Objectives (SLO's):

CHLD 252 is found in the Diversity Studies Lower Division GE Pathway and meets the (E) Lifelong Learning requirement. The following SLO's will be addressed through course activities:

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.