



CHLD 252-02-1267

INTRODUCTION TO CHILD DEVELOPMENT

Fall 2022 COURSE SYLLABUS



Instructor: Jennifer Swisher, MSW

Office: Modoc 102 Zoom via Blackboard Learn (BBL)

Office Phone: (530) 898-3095

Email: jkswisher@csuchico.edu, please use **Class Email** in BBL

Office Hours: Wednesdays 9:45-11:45 PM (in person or via Zoom) or by appointment

Class Days: Monday Wednesday, and Friday

Class Time: 12:00-12:50 PM

Class Location: Modoc 220

Reminder

All students were required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccinecertification-student.shtml>. Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required. 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 COVID-19 related safety policy or mandate 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. It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898-2222 or covidhotline@csuchico.edu.

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., & 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 way to purchase the digital access codes is to get it from the Pearson website directly.**

How to sign up for Revel

1. Go to this course in Blackboard Learn (BBL) and locate the heading "Content," then find the subheading "Revel," and open it. Next select link "Open Pearson."
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:

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for naturalistic observations, in-class discussion, in- and out-of-class activities, reflection about the information being presented, 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. The exams will be given online, with the exception of Unit 3 Exam/Final Exam Activity

Grading:

This course has a possible **555** 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. Exams (300 points): Three 100-point non-cumulative exams will be completed. Dates are noted in the class schedule. The first two exams will consist of 50 multiple choice and true/false questions drawn from text, lectures, and in-class activities. The UNIT THREE/Final Exam will include an in-class portion that will occur during Finals Week and an online portion that will be available this same week. 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 and Quizzes (100 points): This fully mobile online resource will contain readings, activities, and chapter quizzes. There are 12 chapters and each score earned will be averaged. This will translate into points for this area. For example, if someone earns an overall average of 92% on all assigned chapter activities and quizzes, they earned 92 of the 100 points possible for this course requirement. The chapter activities and quizzes have completion dates listed on the class schedule; these are soft due dates. It is recommended that these readings, activities, and quizzes be completed on time. Late work in Revel will be accepted at 50% credit.</p>	100
<p>3. My Virtual Child (MVC) Activities and Reflection Essays (90 points): Accessed through Revel, the MVC Assignment allows for exploration of 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 Turnitin. 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:</p> <ol style="list-style-type: none"> 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 BBL) 2) Write a reflection essay answering the prompt on BBL and submit via Turnitin before deadline. 	90
<p>4. Participation/Attendance (65 points): Attendance and participation is crucial to your success. There will numerous in class activities worth points throughout the semester. Poor attendance will impact the ability to earn these points. Showing up to class matters.</p>	65
Total:	555

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. The best way to contact me is via **EMAIL** in **BBL**. When you send me an email, please be sure to mention that you are enrolled in CHLD 252.

What is expected of students in regards to participation and attendance for this course: We will meet synchronously on Monday, Wednesday, and Friday from 12:00 to 12:50 PM. I will lecture, we will have group discussions, and also watch course related media content. Consistent attendance is expected of all students. If an extenuating circumstance (i.e., illness, natural disaster, etc..) occurs, it is the student's responsibility to reach out and communicate the reasons behind the absence.

How to Access Course Materials:

Throughout this course we will be using two major online platforms: BBL and REVEL (which includes My Virtual Child).

Blackboard Learn (BBL): Our class Zoom room for synchronous instruction, my office hour Zoom room, the syllabus, our class schedule, week 1-16 folders (all released in sequence as the semester progresses), Turnitin links for My Virtual Child Reflection Essays and other assignments plus Exams will be available on BBL. Students are responsible for regularly checking BBL for course content and announcements. Additionally, it is expected that students will consistently check their email for important information.

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 this course in Blackboard Learn (BBL) and locate the heading "Content," then find the subheading "Revel," and open it. Next select link "Open Pearson."
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.)

My Virtual Child (MVC): (Situated within REVEL) We will be using the My Virtual Child 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 MVC Reflection Essays will be penalized 10% per day late. After 5 days, late work will not be accepted.

Late Arrivals, Early Departures and Missed Class: Late arrival to class is distracting and should be avoided; consistent or excessive tardiness (more than three 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. Points earned for attendance cannot be made up. Notifying the professor that class will be missed does not, by default, constitute an “excused absence”.

Cell Phones & Electronic Devices: It is tempting to tend to other tasks, check social media, or work on class assignments for our class or perhaps another one during our class meetings. It is each student’s responsibility to be fully present during our class meeting. Everyone’s undivided attention is necessary and expected.

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in our and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as 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 from yourself. 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 lecturer, 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 Computing: If you are in the Chico, CA area there are outdoor study spaces on the main campus and the university farm with WIFI accessibility. [Map of these locations can be accessed here](#). Just click on the Services options on the left to find them.

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.

Student Resources: Keep Learning: In order to support students during these challenging times, the Keep Learning resource provides online tutorials, and tips and resources about technologies and strategies for successful online learning. Keep Learning can be accessed at www.csuchico.edu/keep-learning.

COVID-19 Response: Please see the Combating COVID-19 Together website here for information about COVID-19, steps to take if you or someone you know may have been exposed, and other information regarding the campus response: <https://www.csuchico.edu/coronavirus/combatacovid.shtml>

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 10:00am–2:00pm or by appointment. 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 currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>

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:

**SLO I:
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

**SLO II:
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

**SLO III:
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.

**SLO IV:
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.

**SLO V:
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.

**SLO VI:
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.

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, IV
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, II, IV
Discuss the role of genetics and hereditary factors (including maturation) in the cognitive, behavioral, and psychosocial development of children.	Exams, Activities, Written Assignments	I, II
Articulate an understanding of competing environmental influences on development.	Exams, Activities, Written Assignments	I, II
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, IV, VI
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, IV

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 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.

***Note:** Changes in the syllabus are at the discretion of the instructor. Due dates are firm and are spaced across the semester. Assignments are due before the start of class on the day listed. Makeup exams will ONLY occur when a compelling reason is agreed upon AND the professor agrees to a make-up date. All readings are required to be completed by the date they appear.*