

CALIFORNIA STATE UNIVERSITY, CHICO
CHLD 382: Professional Seminar in Child Development: Current Issues
Fall 2022

Instructor: Dr. Lindsey Nenadal

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Office Location: Modoc 103

Class Day, Time, and Location: Tuesdays 5:00 – 7:50 pm in Modoc 120

Student Hours: Mondays 11 - 1 pm online, Tuesdays 12 - 2 pm in person, or by appointment

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 are explored and analyzed. *Prerequisites: CHLD 251, CHLD 252, CHLD 282, CHLD 353W, junior standing, CHLD majors only.*

COURSE OUTCOMES

During this course, you will be building your professional capacity by enhancing your critical thinking skills, engaging in lifelong reflective thinking practices, and enhancing job-seeking and job performance skills. After completing this course, you should be able to:

- Reflect on your own beliefs and practices that influence who are as a professional (SLO 6)
- Examine various biases that may present themselves in the field of child development and, if applicable, identify ways to address such biases (SLO 1, 4, 6)
- Understand the cultural and political influences on the practices of professionals in the field (SLO 1, 2, 3, 4)
- Connect research to practice by evaluating and presenting research focused on a specific developmental domain (assigned in CHLD 392) (SLO 1, 4, 5)
- Assemble a collection of thoughtful professional documents (e.g., resume, cover letter) that can be updated and adjusted for future use in the job market (SLO 6)
- Share your ideas, thinking, questions, and connections about current and professional issues in various formats, including written reflections, whole class and small group discussions, and academic writing (SLO 1, 2, 3, 6)

For Child Development majors and minors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Department of Child Development. Please refer to SLO's on page 5 of this syllabus.

COURSE FORMAT

CHLD 382 is a “Professional Seminar in Child Development”. A *seminar* emphasizes smaller groups with advanced, in-class discussions driving the exchange of ideas and knowledge. The 2-hour and 50-minute class will be divided into two parts: a discussion time and a workshop time. During the discussion, you will participate in small group and whole class discussions about your readings, assignments, and the current content presented that day. During the workshop, you will apply what you are learning to activities that support your professional development.

REQUIRED READING

The following book is required and any other additional readings will be posted on Blackboard:

- Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Bantam Books. ISBN: 978-1491528860

COURSE ASSIGNMENTS

Participation & Preparation (175 possible points, see breakdown below)

Participation (15 class meetings x 8 points = 120 points): To foster a productive learning environment, you are expected to arrive on time, and come prepared to participate in discussions. If you miss more than 10 minutes of class, you will receive a point deduction from your 10 points. **If you are absent due to illness and want to make up points, it is your responsibility to:** 1) contact me ahead of time (email or Pronto), 2) review the lecture slides, 3) answer all questions asked during lecture (including individual, small group, and whole group questions), 4) email me your responses before you come to the next class, and 5) complete the workshop activity on your own to stay on track with the class.

Preparation for Class Discussions: Reading Circle Tasks (11 responses x 5 points = 55 points): To encourage student understanding and participation during class discussions, there will be 11 Reading Circle Tasks based on weekly readings. Each is worth 5 points and is to be completed before coming to class.

Professional Development Assignments (200 possible points, see breakdown below)

Connecting Research to Practice Paper & Activities (120 points): To strengthen your research skills and understanding of a specific developmental domain, you will gather research that is focused on your CHLD 392 Curriculum Inquiry (if you are not in CHLD 392, you will choose an area of inquiry), complete activities, and write a research paper.

- DRDP Domain Description (5 points)
- Finding Research Articles (3 articles x 5 points each = 15 points)
- Final *Connecting Research to Practice Paper* (100 points)

Enhancing Job-Seeking & Job Performance Skills Assignments (80 points): To help you prepare to transfer your skills and knowledge about child development to a future career, you will complete activities focused on searching for a job and preparing for an interview.

- Job/Grad Program Description (5 points)
- Resume or Cover Letter (10 points)
- Draft Response to Interview Questions (10 points)
- Mock Interview Recording (50 points)
- Mock Interview Reflection (5 points)

Finals Week Reflection (10 points)

To help you transfer your learning to future contexts, you'll complete a final class activity.

TOTAL POSSIBLE POINTS: 385 POINTS

LATE WORK

Late work will be accepted **up to five days** after the due date and will receive a deduction of **10% per day late**.

GRADING

There are 415 possible points in this class. It is important that you keep track of your grade throughout the semester and reach out to me if you are struggling or have any questions. You will receive a letter grade based on the points you have earned at the end of the course (e.g., 350 out of 415 points = 84%). The following grades will be assigned according to your percentage:

	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

DISABILITY SERVICES

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found at <http://www.csuchico.edu/arc/students/register.shtml>.

ACADEMIC HONESTY

- All written work is to be individually produced unless otherwise noted in the assignment.
- All assignments are expected to be individually produced without assistance from others 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 suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, 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.

CELL PHONES & ELECTRONIC DEVICES

At the beginning of class, please place any cell phones or electronic devices in silent mode. As we will be using electronically available items throughout the course, it is expected that students will have laptops, tablets, or cell phones available in order to participate. After the activities requiring Internet access have been completed, it will be expected that devices are placed out of sight. Additionally, students found to be engaging in off-task behavior (e.g., checking email, visiting non-related course websites, or doing work for other classes) will be given one warning. Additional violations of these policies will result in further consequences, which may include asking a student to leave class for the day.

STUDENT PROFESSIONAL BEHAVIOR

College is a professional setting. Please treat it as such by following standards for professional and ethical behavior in our in-person and online classroom and when communicating with students and faculty in discussions and through email. This includes engaging in mutual respect and cooperation. Additionally, for those “attending” class from our homes, cars or other places, the line between what’s acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more, please visit the SCRR website (<https://www.csuchico.edu/scrr/>). If you have any questions about what constitutes professional behavior, please feel free to ask.

TITLE IX: CONFIDENTIALITY AND MANDATORY REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. 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 harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

DEPARTMENT OF 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 learning 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.

DEPARTMENT OF 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.

DEPARTMENT OF CHILD DEVELOPMENT STUDENT LEARNING OBJECTIVES

For Child Development majors and minors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Department of Child Development:

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.

ACKNOWLEDGEMENT OF MECHOOPDA TRIBE

We are meeting on the traditional lands of the Mechoopda people. Without them, we would not have access to this campus or our education.

SYLLABUS

The syllabus constitutes a contract between instructor and student. The instructor reserves the right to alter elements of this syllabus as appropriate, with notice through Blackboard email or announcements. Changes in the course schedule 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. All readings are required to be completed by the date they appear in the schedule.

REMINDER

All students are 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/vaccine-certification-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.