



Instructor: Valerie Singleton, M. A.
Meeting Days: Tuesdays
Meeting Time: 5:00pm – 7:50pm
Class Location: Join using this link
<https://csuchico.zoom.us/j/88679349067?pwd=ZHpGdmsrMVR0Wnc4Q0xZMHIHc3B0Zz09>
or the Meeting ID and Passcode:
Meeting ID: 886 7934 9067
Passcode: 266103

Email*: vsingleton@csuchico.edu
Preferred Communication: *Please use **Messages** in BlackBoard Learn course shell*

Student Hours Mondays 9:00-11:00am and Thursdays 11:30-1:30pm
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 will be explored and analyzed.

Course Format:

CHLD 382 is a *seminar*, a format that emphasizes smaller groups with in-class discussions driving the exchange of ideas and knowledge. Additionally, this course is viewed as an opportunity for further “professional development” in our field. As such, it is vital that students come prepared and ready to engage in discussions and activities. Our goal is to think critically about the concepts and issues of our field in order to integrate and synthesize information. CHLD 382 will be using a **hybrid model of synchronous and asynchronous formats**. We will discuss further how this will look each week, but know that we will be meeting each Tuesday, starting at 5:00pm.

Per the Department of Education and accrediting bodies of higher education, **in total**,

students can estimate spending approximately 7.5-9 hours per week on this course (2.5-3 hours "in class" and 5-6 hours out of class).

Prerequisites:

CHLD 251, 252, CHLD 282, CHLD 353W, Junior Standing, declared Child Development Major.

Corequisites:

CHLD 392S

Required Readings & Required Text:

There is one required text and additional required readings, videos and weblinks are provided on our BlackBoard Learn (Bb) course site (see How to Access Course Materials below if you're unclear about using Bb).

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. Bantam Books. ISBN: 978-0345528438

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 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.

Course Objectives & Contribution to the Child Development Major:

For Child Development majors, 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.

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 above.

Unifying Principles across CHLD 382, CHLD 392, and CHLD 440

As professors of these courses, we recognize that child development majors:

- Are reflective professionals, and as such are continually:
 - a) Evaluating ourselves both internally (e.g., biases), and externally (e.g., practices that worked or didn't with children);
 - b) Work to understand the children and families we work with;
 - c) Engage in evaluation of the organizations we work with and for;
- Use best practices, which are evidence-based and theoretically driven, with intentionality; and
- Are learning more about what it means to be a professional in our field.

As you take these courses in some predictable sequences, we've attempted to capitalize on this opportunity. We have sought to integrate across these courses in an attempt to deepen your understanding—geared toward those three principles (reflection, best-practices used with intentionality, and developmentally appropriate) in meaningful ways through:

- Shared organizational structure
- Shared readings
- Shared activities

This does not mean that you have to be engaged in any particular sequence across these courses, simply that if you are, you'll be pushed to think about certain readings and reflect on activities from different lenses. We're hoping that you find value in this enhanced learning opportunity and take advantage of our attempts to push you deeper in your learning.

How to Access Course Materials:

BlackBoard Learn: Copies of the syllabus, schedule, additional readings, and major assignments are available on Bb. You are responsible for regularly checking the course website; plan to log in at least several times per week to access course materials and complete the activities required. Assignments will be submitted via links in Bb.

Grading:

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 (<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>).

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:

1. **Attendance (15 class meetings x 8 points = 120 points):** To encourage engagement in our coursework, attendance will be taken each class period. 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. You are expected to remain in our synchronous class meetings for the entire period and participate in class discussions or activities via voice or chat. The expectation is also that you will have your video on and you will be engaged and

attentive to our time together. It is not allowable to be working, driving, running errands, or participating in any other activity other than our class time (just as you would if you were sitting in a classroom on campus). One absence will be "allowable"; however, even "excused" (or unavoidable) absences will still be noted as an absence.

2. **Preparation and Reflections:** (13 responses x 10 points = 130 points): To encourage student understanding and participation during class discussions, there will be 13 Reading Circle Tasks based on weekly readings. Each is worth 10 points and is to be completed before coming to class. You will create a word document that is added to each week based on reactions to our readings. During our final period for the course, you will look back over these weekly responses to craft a final reflection about what you've learned throughout the semester.
3. **Professional Development Assignments – Enhancing Job-Seeking & Job Performance Skills Assignments** (160 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. There will be multiple activities and assignments related to this component of your grade worth varying points.
 - Job/Grad Program Description (15 points)
 - Resume and Cover Letter (40 points)
 - Draft Response to Interview Questions (15 points)
 - Mock Interview Recording (50 points) & Reflection (15 points)
 - Final Professional Documents (25 points)
4. **Professional Critical Thinking Skills – Connecting Research to Practice Paper & Activities** (100 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 & Draft Sections (3 articles x 15 points each = 45 points)
 - Final *Connecting Research to Practice Paper* (50 points)
5. **Finals Week Reflection** (20 points)
 - To help you transfer your learning to future contexts, you'll complete a final class activity.

TOTAL POSSIBLE POINTS: 530

How to Contact your Professor:

I encourage you to contact me or attend Student Hours if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi! Virtual Student Hours are available using my Student Hours Zoom Room. You may drop into Student Hours, make an appointment for a meeting outside of student hours, or set up a specific drop in time by sending a message in Bb.

The links or Meeting ID and Passcode for Student Hours are listed on the first page of the syllabus. The links are also available in "Student Hours" on the left hand side of our Bb course shell. The "Waiting Room" will be enabled, so please be patient; I will be notified when you join and will be with you as quickly as we can.

Note that our Course Zoom Room and the Student Hours Zoom Meeting Rooms are different

spaces—much like a physical place, you can go to the wrong door—and you might find that no one is “home”. Double check that the time and place identified are correct.

You may contact me to arrange an appointment if you cannot make the Student Hours listed. The best way to contact me is via **Messages** in our Bb course shell. Emails sent to my Chico State email may run the risk of being sent to junk mail. *I cannot guarantee a response if you email me instead of using the Messages link in Bb.*

Course and University Policies:

Late Work and Missing Work: It is not typical that class-based late work will be accepted for credit; however, in those rare exceptions, any late work will be penalized **20% for the first 24 hour period and 50% for the second 24 hour period. Late work is not accepted after 48 hours late. Weekend days DO count.** Finally, as certain activities build upon each other, students may come to student hours for verbal input even if credit is not assigned.

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 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, the BSS Student Success Center, or the Child Development Writing Tutors—hours for tutoring are posted in Bb).

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. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz 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). Additionally, plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). 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 and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the [Student Conduct, Rights and Responsibilities website](#).

Title IX Confidentiality and Mandatory Reporting: As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for all students. I also have a mandatory reporting responsibility related to my role as faculty. 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 (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

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/combatepidemic.shtml>

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. Virtual services will be available during this period of COVID-19 response. 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. Virtual services are also available during this period of COVID-19 response. Please visit www.csuc.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 9:30am–12:30pm 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 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>

Final Words

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.

I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted to this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations we can't anticipate. The earlier you come to see me, the more we can do to try to work with you to alleviate the unique challenges you might face. We prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in Bb, a time outside of those hours to meet. I look forward to an amazing semester together ♥