

California State University, Chico
Department of Child Development
Children in a Changing World
Child Development 272
Spring 2022

Instructor:	Lisa Jackson, MA
Office:	Modoc 102
Office phone:	898-4761
Office Hours:	Tuesday and Thursday 9:30-10:45 am
E-mail:	ldjackson@csuchico.edu
Meeting times:	Tuesday and Thursday, 11:00 am-12:15 pm, Section 01 will meet in person in Modoc 120 and section 02 will be an online format through Blackboard and Zoom. Synchronous meeting will happen each Tuesday and Thursday during the scheduled class time for section 02.

Blackboard Learn

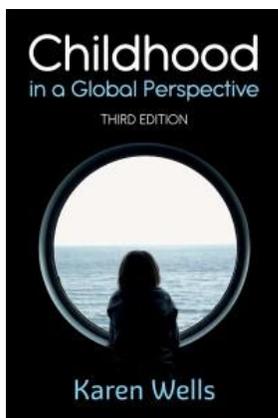
Class announcements, emails, the syllabus, class schedule, assignment instructions, Turnitin links, and readings are in Blackboard Learn. You will need to log in regularly through your CSU Portal <http://portal.csuchico.edu>. Or from the TLP page <http://www.csuchico.edu/tlp>

The best way to contact me is by using [Class Email](#) in Blackboard Learn. I check this regularly. Please don't send emails through campus email because student messages typically end up in faculty junk mail and I don't want to miss your communication.

Be sure to check for "[Notifications](#)" in Blackboard Learn. These are for all students in the class and will be a good way to stay on top of things coming up that you'll need to know.

Course Prerequisites: No other child development classes are required before taking this one.

Required Texts/Readings



Childhood in a Global Perspective By: Karen Wells

- Publisher: Polity
- Print ISBN: 9781509541713, 1509541713
- eText ISBN: 9781509541720, 1509541721
- Edition: 3rd
- Copyright year: 2021

Other class readings: These are available in Blackboard Learn, within the weekly Learning Modules (LMs) in digital formats.

Course Description and Goals

This course is part of the Global Development Studies GE Pathway in the area of Lifelong Learning. This course will provide a global investigation of critical issues influencing the lives of children, to increase understanding of “development” in its many contexts and manifestations.

The course will examine family and societal influences on children’s development with a focus on how ideas and beliefs about childhood are shaped by cultural and societal practices and policies. Specific emphasis will be given to understand children’s vulnerability due to their age, status, gender, societal norms, and the threat of economic exploitation.

We will have opportunities to explore issues impacting the health and wellbeing of children in the U.S. and throughout the world through class discussion, small group activities, presentations, and written assignments.

Child Development Student Learning Objectives and Course Learning Outcomes

This course focuses on three primary Child Development Student Learning Outcomes or SLOs. They are: SLO 3: Developmental Context which includes everything that surrounds and influences children’s development, SLO 1: Foundations of Child Development which focuses on research and theories relevant to children’s experiences and development, and SLO 5: Critical Thinking Skills will be applied through class activities and assignments.

At the end of this course, you will be able to:

- 1) Describe relevant theories and research on children’s development and identify their appropriate application, strengths, and limitations (SLO 1).
- 2) Describe how children’s lives and development (i.e., physical, cognitive, social- emotional) are influenced by cultural practices and social policies that are moderated by social class, ethnicity, and gender (SLO 3).
- 3) Understand more about current issues regarding diverse childhood experiences within the United States and other countries (SLO 3).
- 4) Understand how violence (family, peer, societal, and global) impacts the lives of children (SLO 3).
- 5) Describe risk in the lives of children and understand how relationships or environments can protect children and support resiliency (SLO 5).

As a General Education course, additional student learning outcomes will be addressed and assessed through class discussion, activities, and assignments (as defined by (EM 10-01:2-3).

1. **Oral Communication:** Students will demonstrate effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience.
Assessed through class discussions and formal group presentations.

2. **Written Communication:** Students 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. Demonstrated through written work.

3. **Critical Thinking:** Students 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.
Demonstrated through written work and class discussions.

4. **Diversity:** 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.
Demonstrated through class discussions, written work and formal group presentations.

5. **Global Engagement:** Students will demonstrate knowledge and skills necessary to engage global cultures and peoples.
Demonstrated through class discussions, written work and formal group presentations

Class Calendar of Topics – Learning Modules (LMs), Assignments, and Exams

Week 1	Course Overview and Introductions, Study Skills and Growth Mindset LM 1: The Science of Child Development/ Quiz One
Week 2	LM 2: Developmental Concepts, Research, and Theories LM 3: Childhood in Global Context / Quiz Two
Week 3	LM 4: Gender, Race, Class, Stereotyping, Microaggressions, and Implicit Bias/ Quiz Three
Week 4	LM 5: Family Experiences LM 6: School Experiences in the U.S./ Quiz Four
Week 5	LM 6: School Experiences continued Exam One (Learning Modules 1 - 5)
Week 6	LM 7: Conflict and Violence in Families and ACEs Part 1 LM 7: Corporal punishment and sibling violence / Quiz Five
Week 7	LM 7: Bullying, Antisocial Behavior, and Media Violence Part 2 LM 7: Child Trafficking in the U.S. and Internationally Part 3 Paper One / Quiz Six
Week 8	LM 7: Contemporary War and Its Impact on Children Part 4

	Documentary: God Grew Tired of Us – the Lost Boys of Sudan / Quiz Seven
Week 9	LM 8: Attachment Theory and Research Part 1 LM 8: Maltreatment, Trauma, and Attachment Disorders Part 2 / Quiz Eight
Week 10	LM 8: Maltreatment, Trauma, and Attachment Disorders continued Exam Two (Learning Modules 6 - 8)
Week 11	Learning Module 9: US Poverty, Homelessness, and Family Social Policy / Quiz Nine
Week 12	Learning Module 10: Environmental Risks and Children’s Resilience Learning Module 11: Child Advocacy and Play Paper Two / Quiz Ten
Week 13	Learning Module 12: Child Well-being and Child Welfare / Quiz Eleven Child Marriage and Child Labor – U.S. migrant farm working children
Week 14	Learning Module 13: The State of Children in the World – UNICEF Report Exam Three (Learning Modules 9 - 12)
Week 15	Group presentations
Finals	Group presentations and Final Activity (during the final meeting time)

Assignments

Assignments	Percentage
A. Preparation and Participation: Attendance, Class Activities, Discussion Board Activities, Weekly Online Quizzes	34%
B. Two Papers	18%
C. Group Presentations	12%
D. Three Exams + Final Exam Activity	36%
Total	100%

Grading Policy <http://www.csuchico.edu/pres/em/2010/10-018.shtml>

Although grades are clearly important to students, I hope you will recognize the value of exposure to new information and learning experiences, which at times may be frustrating or challenging. Challenging ourselves fosters growth and increases our understanding of not just ourselves but others. Not earning full points doesn’t mean you didn’t benefit from your efforts put toward an assignment, exam, or course materials. Success isn’t always measured by a letter grade. Try to keep each activity, assignment, exam in perspective as you review the intended meanings behind letter grades and please remember that the grades you earn do not define you as a person.

This is a description of our university’s grading policy for undergraduate courses with a little *commentary in italics*.

A = Superior work, a level of achievement so outstanding that it is normally attained by relatively few students. *This is work (a paper, presentation, or exam) that is exemplary, stellar, original, extraordinary, thought-provoking, truly remarkable.*

B = Very good work, a high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the unusual, superior achievement of students earning an A. *Remember a “B” is a good grade that you can be proud of.*

C = Adequate work, a level of achievement indicating adequate competence in the subject matter/skill. This level or higher will usually be met by a majority of students in the class. *You have done what has been asked of you, but not much more. You are just fine! It means everything is okay.*

D = Minimally acceptable work, a level of achievement that meets the minimum requirements of the course. *A “D” may indicate a lack of commitment to the deadlines or an incomplete version of the assignment or inadequate preparation for an exam.*

F = Unacceptable work, a level of achievement that fails to meet the minimum requirements of the course. Not passing. *Perhaps it was a very rough time in your life. Remember, though, that it is your work that is being assessed—not you, not your potential, and not your past performance in other academic endeavors.*

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

All assignments are due to be submitted by 11:59 pm on their due dates. Blackboard will time stamp the submission so please plan to submit in enough time prior to when it is due to make the 11:59 pm deadline in the event you have issues or hang ups.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in, or worked on in class unless you can provide confirmable reasons why you were unable to attend. These “excuses” will be evaluated and granted at the discretion of the professor.
- Assignments are due BEFORE 11:59 pm on the given due date – anything turned in after that is considered late. Check the Class Schedule for assignment due dates.
- Written assignments will be accepted after their due dates, but will be penalized 10% per day late, up to a maximum of 50%, weekend days are counted.

How Late?	Penalty
Up to 24 hours	10%
25-48 hours	20%
49 hours +	To be determined

- Work that is copied, plagiarized, or claimed to be the student's own work but is not, will receive a ZERO for the assignment and the issue may be referred to Judicial Affairs. Please see following pages regarding academic honesty and plagiarism. <http://catalogsuchico.edu/viewer/18/ACAREGShtml>
- Make-up for exams will be allowed if students can provide a documented, legitimate reason for being unable to take the exam on the scheduled day. Work schedules won't be counted as a legitimate reason. Arrangements must be made in advance of the exam date. Since all exams will be online, it is very unlikely that an exception will be made for a missed exam.

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.

Software requirements

The University supports Microsoft Word and Power Point. You can obtain these programs for free from this link:

<https://products.office.com/en-us/student/office-in-education>

I know that students often work in Google programs; these should be converted in Microsoft Word before their submission, particularly for written

assignments, to ensure that required formatting is maintained and so and I can provide feedback within your assignment. I cannot open other software programs such as Mac Pages. If I can't open your files, I can't grade them.

If you experience computer problems contact the Student Computing help desk: (530) 898-Help. Please email me through class email, but they are probably better able to address technical issues you may be having.

In the Classroom (or Zoom meeting)

Please arrive or sign in on time and stay the entire class period. Coming in late and leaving early can be disruptive for other students and myself and will not be counted as participation. Please keep conversations focused on the class rather than personal topics which may also distract others who are speaking or working. Let me know in advance if you will be missing class; notification, however does not necessarily constitute an excused absence.

Cell phones should not be out during class period (unless directed to do so).

Please silence them before class begins. You will need to treat Zoom meetings just like being in class. The expectation is that you are present, screen on and engaged. Please do not have your laptop set up in various areas of your house and be doing things like preparing meals during the meeting times.

Laptops can be used for notetaking or to review readings during specific class activities (you may need a dual screen to accomplish this). Laptops should not be used during meetings for activities that do not pertain to this class.

Reminder: The CSU requires students to be fully vaccinated against Covid-19 by September 30, 2021 and have a booster shot by Feb. 28, 2022 unless you have an approved exemption. 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. You can not assume that a mask will be available for you in class, you need to be responsible to bring a mask with you if you will be on campus or in a classroom. You may not come to an in person class if you have any symptoms at all of Covid-19. Even if your symptoms could be attributed to something else, you should follow the campus policies for if you have symptoms. Policies and requirements regarding Covid-19 are subject to change pursuant to campus, local, state and/or federal guidelines. You can go to <https://www.csuchico.edu/coronavirus/combatacovid.shtml> to find the most up to date information on campus policies and procedures surrounding Covid 19.

Please note that dishonest 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.

Incompletes

To receive an Incomplete, a student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

Dropping and Adding

The university policies and procedures about add/drops, academic renewal, etc. can be found from the Academic Policies and Regulations site:

<http://catalogsuchico.edu/viewer/18/ACAREGShtml>

You should be aware of the new deadlines and penalties for adding and dropping classes.

Check Messages and Notifications Weekly

- Within Blackboard learn check for **Class Email** (internal class email) before class and at least one other time, perhaps the end of the week. **If I send you message I typically require an immediate response.**
- Check for announcements under the Notifications Link in the top left column, prior to each class period and the end of the week.
- Class Schedule posted on the Course Content Page regularly for possible changes in topics and to be aware of assignment due dates.

Assignments and evaluation criteria

I, Preparation: Attendance, Class Participation and Discussion Board Activities

This course emphasizes student-centered learning through active class participation. In order to get the most out of this course, you must engage with the class materials (i.e., readings, videos, Ted Talks) and with other students via class activities. Research shows that writing about something increase memory retention, thus you will have many informal writing opportunities via the weekly class discussion board topics in Blackboard Learn and through in-class activities.

About 30% of your grade is comprised of these these individual, paired, and group activities. Strive to contribute to our discussion board weekly topics, but know that if you miss a couple, this will not have a significant impact on your participation points. These activities are designed to foster class participation and learning, not penalize students if they are unable to participate occasionally.

Points earned for this activities will vary between 1-3 point each depending on the depth, detail, and in some cases, accuracy of the responses.

A, In-class activities include taking notes on videos watched, completing activities related to class readings, and attendance. Makeups for missed in-class activities are typically not possible because students miss out on class discussion with classmates.

B, Discussion Board activities are another way to earn participation points in

this course. About once a week a new Discussion Board topic will appear under the Discussion Board link in Blackboard Learn. Students can respond to specific questions posed for that week, or comment on class topics, readings or assignments. Questions and responses to other students can also be posted. Each post will be available only for one week, to earn participation credit students must post during the week each forum is open.

C, Weekly quizzes will open in Blackboard on Fridays at noon and remain open until the following Tuesday at midnight. The multiple choice questions will be based on the required readings (in the textbook and the electronic readings in BB Learn) and what we discuss in class. Each quiz is worth 5 total points. You may look at your class notes, or the readings while taking the quiz, but do NOT take the quizzes with other students or ask other students about the items on the quizzes. The quizzes are intended to help you prepare for the three in-class exams, by having you review key information from this course. Items on the exams will be very similar in format and content to the quiz items.

If you miss the time frame when the quiz is open; it cannot be made up. Quiz grades are available immediately in Blackboard and will be entered into the Grade Center. You will have two attempts, of which I will take the higher of your two scores.

D, Peer Feedback on Group Presentations. Each student can earn points by providing feedback to other students' presentations. A rubric is provided for this. Please, provide specific and professional suggestions; avoid generic comments such as "it was really good." Providing feedback will count toward your Class Participation points.

II. Paper Assignments

The objective of these assignments is to provide an opportunity for students to demonstrate their abilities in accurately and concisely summarizing or applying information learned through readings, lectures, discussions, and activities presented in the class.

Paper One is worth 25 points; Paper Two is worth 50 points. Complete instructions for these writing assignments and grade rubrics will be available in Blackboard.

The completed papers will be turned in as electronic Word documents through the Assignments Turnitin link. This part of the class constitutes 20% of your possible grade.

III, Three Exams + Final Exam Activity

The exams address material presented in class and in the class readings (textbook chapters and other course materials). Exam dates are listed in the [Class Schedule](#). This part of the class constitutes nearly 40% of your possible grade.

Study guides: content specific study guides will be available prior to the exams. These are typically posted about one to two weeks before the exam date.

IV, Group Presentation

Working within small groups, students will research and present information about an important issue influencing the lives of children on a local, national, or global level. Additionally, groups will research and share information about a local community program that serve children and families; hopefully this will inspire other students to advocate or volunteer. Complete instructions will be provided in Blackboard. This part of the class constitutes 10% of your possible grade.

University Policies and Campus Resources

Academic integrity

All written work is to be individually produced unless otherwise noted in the assignment. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

Plagiarism occurs when a [student] deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." (EM04-36).

Misuse of sources is defined as "carelessly or inadequately citing ideas and words borrowed from another source. [...] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/current-students>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico 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. The SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

Accessibility Resource Center (ARC)

If you need course adaptations or accommodations because of a disability or

chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Arcs they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is <http://www.csuchico.edu/arc>

Title IX: Confidentiality and Mandatory Reporting

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