

## **Child Development 282: Developmentally Appropriate Curriculum for Children: Theory to Practice**

Spring 2022

Meets Synchronously each **Friday 9-10:50am**, in person in Modoc 120

California State University, Chico  
Department of Child Development

**Professor:** Tess Manley, M.Ed  
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**Phone:** tbd  
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**Office Hours:** Tuesdays from 3:00-5:00pm and Fridays from 11:00am-12:00noon & by appointment.

**Prerequisites:** CHLD 251 and CHLD 252. Prerequisites are enforced.

### **Course Description:**

This course examines the role of curriculum in effective learning programs in children's development. Students gain skills in applying knowledge of children's growth and development to appropriate experiences in the creative arts, play, math, science, literacy, and language. Planning, implementing and evaluating curriculum responses are key components of the course. Students in the class participate in 45 hours of civic engagement directly with children in an approved community program, which represents a diversity of age, settings, and family situations.

### **Required Texts:**

- Bredekamp, S. & Copple, C. (Eds.). (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 – Revised (3rd Ed.). Washington, DC: National Association for the Education of Young Children. ISBN: 978-1-928896-64-7
- Henniger, M. (2018). Teaching young children: An introduction (6th Ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-10: 0-13-456999-7 ISBN-13: 978-0-13-456999-4
- Other readings will be accessible on the course web page

### **Course Goals and Objectives**

The goal of this class is for the student to develop a conceptual framework with which to make effective curriculum decisions for children, youth and adolescents. The student will achieve this goal by demonstrating knowledge and application of the following objectives:

1. Understand child development theory and general principles of learning as a foundation for curriculum planning, design and implementation.
2. Develop competence in documenting and analyzing children's knowledge, skills, dispositions, and interests as a basis for appropriate and effective curriculum practice.
3. Explore the roles of the environment and the educators/caregivers in response to children's learning in creating developmentally appropriate and effective curriculum.
4. Relate knowledge of children's growth and development to appropriate experiences in a community-based civic engagement setting in content areas such as: language, literacy, creative arts, math, physical health, science, and technology.

**Please Note: Schedules and assignments are subject to change.**

## **COVID-19 Information for Spring Semester, 2022**

**Reminder:** *The CSU requires students to be **fully vaccinated against COVID-19 by September 30, 2021**, unless you have an approved exemption. **Boosters are required by Feb. 28<sup>th</sup>, 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. 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 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](mailto:arcdept@csuchico.edu).*

**Mandatory mask wearing: Please come to class and office hours with an approved mask. While the university will attempt to provide some masks in the classroom for those of you who do not have one, you should come to class assuming masks are unavailable.**

**Students may not attend in person classes without a mask, and will be asked to leave the classroom. If you are experiencing COVID-19 symptoms, do not come to class. Call the COVID hotline at 530-898-2222.**

**The hotline is staffed during University operating hours—8 a.m.-5 p.m., Monday-Friday. If calling outside of University business hours, please leave a confidential message with your name and phone number, and your call will be returned within 24 hours (even on weekends). You can also email hotline staff at [covidhotline@csuchico.edu](mailto:covidhotline@csuchico.edu)**

### **Participation and Attendance related to COVID-19:**

**Your participation and attendance in class and at your internship placement are integral components of CHLD 282; and, important to your success in the course and Child Development major.**

**Though not required, I appreciate when you communicate with me on Blackboard e-mail or during office hours (or by appointment) about absences; especially if you are quarantining due to COVID-19.**

### **CHLD 282 Internships and COVID-19:**

**In class, we will discuss absences related to COVID-19 and steps to take.**

### **Important Links related to COVID-19:**

**Protocols for students, faculty and staff. There's a flowchart on this page:**

**<https://www.csuchico.edu/coronavirus/combatacovid.shtml>**

**Link to the Booster Clinic: <https://www.csuchico.edu/coronavirus/vaccinations.shtml>**

### **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

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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.

### **Instructor's Statement:**

In this course, my role is to guide and support you in gaining and exploring your understanding of children's development and how you will use that knowledge to inform your professional planning and practices. My aim is that through examining and further building your theoretical framework about developmentally appropriate practice and curriculum, you will further your abilities and skills in working to value the uniqueness and diversity of children and their families. Through inquiry, active observation, civic engagement, reflection and practice, you will gain skills and deepen knowledge about children that will ultimately support your professional development, whether or not that path crosses and remains in a classroom environment. Your learning, experience and construction of knowledge during this course are very important to me. I am committed to supporting your efforts as you demonstrate the responsibility and interest in furthering your understanding of course readings, resources, discussions and supervised internship.

### **Course Hopes and Expectations**

1. We will work together as a community of learners during this course. Therefore, I expect the instructor and each student to be individually responsible for honest, respectful and ethical interaction during class; and, when representing our university's program in the community participation sites.
2. This course is meant to be an interactive and "hands-on" experience! I encourage participation and recognize that participation can look different in appearance.
3. Individual as well as collaborative work in small and large groups will be a regular practice in CHLD 282.
4. Full class attendance and participation is imperative to successful completion of the course. Many experiences will be available only in class. I urge students to devote their time and energy to fulfilling class assignments and asking questions to encourage understanding.
5. It is the responsibility of the student for all material covered in class whether present or not.
6. Details describing the parameters and expectations for assignments will be discussed in class.
7. **Civic Engagement participation at a community-based program for children is a required component of this course.** Professional conduct and ethical behavior will be maintained while participating at your supervised internship.
8. Students are expected to demonstrate behavior as specified in the NAEYC Code of Ethical Conduct at all times during your work in the community. If you have questions about this expectation, please speak with me. There will be opportunity to discuss your internship in each weekly class session.
9. Your experiences with children, families and professionals working within the community realm

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are meant to inspire and increase your understanding of children/youth/adolescents, their development and developmentally appropriate practice.

10. If you have challenges or questions with the course or material, please see me during office hours, utilize e-mail through Blackboard, or give me a call.
11. Changes to the course outline, including reading, writing and supervised internship assignments and/or weekly topics of study, may occur during the semester. The course instructors will inform students of changes verbally during class and /or via postings or communication through the course Blackboard homepage.

**Students with Special Needs:**

Students with disabilities should meet with me early in the semester to discuss any needs for support services. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center, Student Services Center, 170: 530-898-5959.

**Academic Honesty:**

**Statement for all Child Development courses regarding academic honesty; taken from Student Judicial Affairs website:**

- All written work is to be individually produced 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 that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, falsified internship hours and/or signatures, altered class material or scores, has inappropriate possession of exams, works with others on an assignment that is designed for individual work, shares confidential information (including photos) or violates professional behavior, the incident will be referred to and investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, including failure of this course, dismissal from the CHLD major, academic probation, and expulsion from the University.
- See additions that address assignments in addition to written work.

**Course Requirements and Assignments**

**1. Weekly Focus Assignments (WFA's)**

Each student will complete regular (weekly) assignments focusing upon observations, course content, related experiences and practice. Referencing course readings and discussion may be a requirement of this regular assignment. Submissions also request synthesis of theory to practice, focusing on personal and professional diverse experiences. Also included in this component may be requirements necessary for the experience of connecting with department approved community programs (for example, Proof of TB Screening/Vaccines, Completion of Criminal Clearance Form etc.) These assignments will be completed outside of class and submitted online or in class.

Weekly Focus Assignments (WFA's) are worth 140 points over the course of the semester.

**2. Reading Quizzes**

Weekly quizzes about your assigned reading will be given in Blackboard. They are available after Fridays class and are due on the following Thursday by 11:59pm. The intention is that your reading will be completed BEFORE Friday's class, so that we will be able to have a more productive learning

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environment ☺ Each quiz allows you twenty minutes and TWO attempts, of which I will keep the higher score. *NO late quiz assignments will be accepted.*

Reading Quizzes are worth 120 points over the course of the semester.

**3. Curriculum Responses**

Each student will create and implement curriculum responses based upon developmentally appropriate practice. Student's curriculum responses will connect theory, research, knowledge of development and observations to "real-life" practice.

Curriculum Responses are worth up to 80 points over the course of the semester.

**4. In-Class Discussion and Participation (Attendance)**

Each student will participate in class discussion, written reflection and participate in hands- on exploration of developmentally appropriate practice curriculum for children, youth, adolescents and staff. These discussions will be in class and online. Students that arrive late or leave early will lose points. Attendance is worth up to 80 points over the course of the semester.

**5. Midterm Exam (course readings will be referenced)**

Midterm Exam is worth 40 points.

**6. Final Exam/Project/Reflection (course readings will be referenced)**

The Final Project is worth up to 80 points. The Final Exam is in-class, a reflective piece and is worth up to 45 points.

**7. Supervised Internship: Civic Engagement at a Community Program**

Each student will participate at a community program for 4 hours a week for 11 weeks (45 hours total). This includes an orientation for an hour. Students must participate at programs that meet an additional quality standard and **on the class listing of "approved" programs**. I strongly recommend that you schedule your internship day on Tuesday, Wednesday or Thursday. It is my suggestion, due to the scheduling of our course on a Friday and to multiple closures at our partner programs, that you **DO NOT** schedule your internship on Mondays and/or Friday. More information will be given in class.

Each student will provide documentation of current negative TB status, MMR and TDap vaccines, COVID-19 vaccination (and booster by February 28, 2022) and complete a criminal record clearance exempt status form. Students and program site supervisors will each complete an evaluation of the student's participation performance prior to the end of the semester. Students must complete all assigned sessions at the community program and turn in appropriate documentation. Any missed hours must be made up as soon as possible and at the convenience of the community program. Alternate Virtual Internship assignment(s) will be made available in the case of COVID-19 circumstances. More details will be discussed during class meetings on Fridays.

**Please Note: Failure to complete the 45 hours within the community program will result in a failing grade for CHLD 282.**

The Civic Engagement experience is worth 25 points over the course of the semester (evidenced by a completed, signed time sheet and completed, signed evaluation).

**\*Late assignments**

There is a 10% deduction for the first 24 hour period for late assignments. There is a 50% deduction for the second 24 hour period for late assignments. No assignments will be accepted if late beyond two days. The student is responsible for setting up any arrangements for past due work. *NO late quiz assignments will be accepted.*

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Please see individual assignment descriptions for specific information on each assignment as well as additional assignments that may be due throughout semester.

**Student Learning Objectives (SLOs)**

The Student Learning Objectives (SLOs) encompasses five Strategic Learning Priorities. Upon graduation as a Child Development Major, you are expected to be knowledgeable in these five Strategic Learning Outcome Areas: *I. Foundations of Child Development, II. Child and Environmental Assessment and Study, III. Developmental Context and Diversity, IV. Professionalism and, V. Critical Thinking.* The material covered in CHLD 282 align with at least four of the Strategic Learning Priorities for the major (italicized above).

**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: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix).

Grading Scale

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

**Acknowledgements, Affirmation and Professional Behavior Agreement**

**Acknowledgements:** 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.

**Affirmation:** 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

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(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 I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during office hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.

**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 agreements. 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. This does not mean that we avoid sensitive topics—in fact it is precisely those topics that we most want to address in order to really promote learning and challenge or further understand our pre-existing beliefs! It does mean that we want to do so from a place of curiosity about other's perspectives and honor other's experiences.

Additionally, during these unique times of virtual classes—"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 about expectations, 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.