

Instructor	Dr. Gail Walton
E-mail	Blackboard Learn messages only
Student Hours	Zoom: Monday and Wednesday 12:30 – 2 pm In person Modoc 107: Thursday 10:45 am – 11:45 am
Class Meetings	Tuesday and Thursday 9:30 am – 10:45 p.m. online
Required Texts	Gross, D. (2019). <i>Infancy: Development from birth to age 3</i> (3 rd ed.). Rowman and Littlefield ISBN 978-1-5381-0673-0 You may obtain the second edition of the text for use in this class.
Additional Required Readings	Located in the content areas in Blackboard Learn (Bb Learn).

Prerequisites: CHLD 252 or PSYC 355

You *must* have previously taken one of these courses or you may not enroll in this class.

Course Description

This course studies characteristic developmental changes in and environmental influences on human infants from conception to approximately two years of age. Special emphasis is on sensory-perceptual abilities, social-emotional interactions, and cognitive developmental processes. Guided observations of infants are required.

Reminder: The CSU requires students to be **fully vaccinated against COVID-19 by September 30, 2021**, 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.

Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Child Development Department 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.

Department of Child Development Student Learning Objectives (SLOs)

1. Foundations of Child Development: Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.
2. Child and Environmental Assessment and Study: Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
3. Developmental Context: Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.
4. Professionalism: Students will engage in professional behavior appropriate to the discipline in professional contexts.
5. Critical Thinking: Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

Course Learning Objectives

The following course objectives describe competencies that students will have following the completion of this course. For CD majors, the objectives of this course correspond to the following Learning Priorities (SLOs) as outlined by the Child Development Program Committee.

Course Objectives	Learning Priority	Assignments
a. Engage in logical and empirical reasoning regarding major concepts, research methods, and research results in prenatal development and infancy.	Critical Thinking Skills Foundations of Child Development Child and Environmental Assessment Developmental Context	Exams Infant Observations Assignments
b. Evaluate scientific research about prenatal and infant development.	Critical Thinking Skills Foundations of Child Development Developmental Context	Exams
c. Identify the major research strategies used in studying infants.	Child Assessment and Study Critical Thinking Skills Developmental Context	Exams Assignments
d. Apply developmental theory and research to observations of infants.	Child and Environmental Assessment Developmental Context Foundations of Child Development	Infant Observations
e. Interpret infant behavior within a developmental learning environment.	Child and Environmental Assessment Foundations of Child Development Critical Thinking Skills	Infant Observations Assignments

Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.

2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner.
5. The instructor is responsible for answering specific questions regarding the assignments, including the infant observation assignment; however, these assignments are representative of your writing proficiency. Therefore, the instructor will *not* proofread or edit any portion of your assignments for you.
6. It is the instructor's responsibility to attend to enrollment issues. Students who do not attend class may be disenrolled.

Student Responsibilities

1. Students are responsible for attending class. Students are responsible for all material presented whether present or not. If a student misses a class, it is the student's responsibility to determine what needs to be done to keep up with the class and make up missed work.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the Bb Learn course page. *Write this number down and keep it near your computer in the event that you can't access Bb Learn. I can not solve your computer problems.*
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Bb Learn for announcements and emails on a daily basis, Monday through Friday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university and for fulfilling technology requirements associated with taking the class and completing assignments. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a "0."*
7. Students are responsible for being able to navigate Bb Learn to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness or registration with ARC.
9. Students *may not* turn in work from previous courses. Those assignments will earn a "0."

Class Structure of Materials

Course material will be housed within the Chico State Connection Bb Learn. Adobe Reader can be downloaded from www.adobe.com. There are known conflicts with the AOL access and the University's programs.

HOW TO SUCCEED IN THIS CLASS:

1. Attend every class. Missing classes means missing critical course material.
2. Read the course materials before it is covered in class. Take notes while you read.
3. Keep up on the assignments.
4. Don't be afraid to ask for help from your fellow students or the professor.
5. Don't put off the required work until the last minute.
6. Study for exams in advance. Form study groups for exams.

Disability Services at the Accessibility Resource Center (ARC)

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. Accommodations for exams must be made through their office. Information about their services can be found here: [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 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 about campus reporting obligations and other Title IX related resources are available here: [Title IX](#)

Course Policies

PLEASE NOTE: Your enrollment in this class implies that you agree to these policies. **Do not ask for these requirements to change due to your personal circumstances;** such requests are unfair to your fellow students and are contrary to University policies.

Cell Phones and Electronic Devices

All Electronic devices must be turned off and put away during class. Out of courtesy to your classmates and the instructor, turn off or silence cell phones in class. Do not leave class to answer your cell phone (which is just as disruptive as a ringing cell phone). Here's one reason why-- recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it's *not smart* to interrupt your college education to answer a cell phone or to text (and aren't you paying for this?).

Professional Behavior

An online university campus is a professional setting. Please follow standards for professional and ethical behavior in the classroom and when communicating with your fellow students and your professor. Students who are disruptive will be told to leave the classroom. If you have questions about what constitutes professional behavior, feel free to talk to me. 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: [SCRR](#)

These behaviors are considered disruptive and are grounds for the instructor asking you to leave the classroom: disrupting class (e.g., making loud or inappropriate noises, interrupting the professor, rudeness), talking while the instructor is teaching, disturbing fellow classmates, and making aggressive, racist, or discriminatory remarks.

Attendance and Participation

Students are expected to attend all classes throughout the semester or to watch the Zoom recorded class. Participation beyond your small group discussions is expected and encouraged. Please share your questions or comments with the class; they may help others as well. I realize that some students want to keep their video off during class. It's Ok if your video is off; however, please realize that I need to see some human faces during class to gauge your reactions – I need social cues. If you are confused and your video is off, then you need to speak up and ask your question.

Grading Policies and Penalties

Exams

Exams consist of multiple choice and true/false formats. The final exam is cumulative; it is primarily focused on material from the exam 3 study guide, and consists of some material from previous exams. Exams can be accessed in the Study Guides and Exam links folder.

Assignments

Assignments consist of in class and out of class work. Assignments provide opportunities to apply course content, and may involve written work that is graded for writing mechanics. In class assignments are due the day they are worked on in class and may not be made up. Links for accessing assignments and submitting assignments are in Blackboard in the Assignments folder.

Observation Assignments

Students will complete online observations of infants regarding 3 developmental domains (social emotional, cognitive, and motor development). Students will be asked to apply concepts learned during the course to answer questions about infant development. Descriptions of infant development should be written objectively (avoid inferences). Links for accessing assignments and submitting assignments are in Blackboard in the assignments folder.

Competencies acquired in research review, observation, and communication will be measured through observation assignments, class activities, and exams. Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Class assignments will be introduced across the semester to practice new skills and demonstrate competencies. The student is expected to cite sources using APA style.

Make-up and late submissions of student work

1. No make-ups of exams will be allowed except in the case of registration with ARC.
2. Unless specifically noted by the instructor or in assignment instructions, work is to be

completed individually.

3. Assignments: Student work received after the due date will be penalized 10% per day late, up to a maximum of 20%, weekend days are counted.

4. All student work must be completed by the last day of class, prior to finals week. All students' challenges (asking that a grade be changed) to a graded assignment must be made by the end of week 15 on the course schedule, and the student must present a copy of the assignment in question; otherwise the grade stands as it is recorded in Blackboard.

Incompletes

Students must speak with me in person regarding the possibility of an incomplete. Incompletes are given only if, 1) the student has a passing grade for all other work at the end of the semester, 2) the student is up-to- date on previous work, and 3) University criteria are met.

Academic honesty

Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Having another student complete your work for course requirements that are to be done individually is also considered cheating. Students who cheat on exams or assignments earn a "0" for that exam or assignment, and will be referred to the Student Conduct, Rights, and Responsibilities Office. A student caught cheating or plagiarizing twice will earn a grade of "F" for the course. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity.

[Academic Honesty EM04](#)

Please note this is taken from the student conduct website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. 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.
3. 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, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Conduct, Rights, and Responsibilities Office. The consequences for academic dishonesty are severe.

Academic Honesty as it relates to all student work

All assignments, and exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Summary of Assignments & Evaluation

	Point Values
Assignments	50* Total - the value of each assignment may vary.
Observations (2 @ 25 points each)	50

Exams (1 @ 60; 2 @ 70 points each)	200
Total Points Possible	300

At the end of the semester, a student's total points will be converted to a percentage out of the total points possible to calculate the final grade as follows:

A: 94% - 100%

A-: 90% - 93.9%

B+: 87% - 89.9%

B: 83% - 86.9%

B-: 80% - 82.9%

C+: 77% - 79.9%

C: 73% - 76.9%

C-: 70% - 72.9%

D+: 67% - 69.9%

D: 60% - 66.9% 60% indicates the minimum for a passing grade

F: < 60%