

Methods of Inquiry in Child Development Child Development 353, Sec. 3 – 4

Instructor	Dr. Gail Walton
Office	Modoc 107
Contact Me	<i>Use Blackboard Learn messages only.</i> Do not use Chico State email because your email may inadvertently go to my junk mail.
Student Hours	Zoom: Monday and Wednesday 12:30 – 2 pm In Person: Thursday 10:45 am – 11:45 am. You may not come to in person office hours unless you have self-certified that you are vaccinated or have an approved exemption. If you are on campus you must have a booster by Feb. 28th. Contact me through Blackboard messages or Zoom. You can make an appointment to talk to me by phone – just send me a message and we'll set up an appointment. Please see meeting IDs and passcodes in Zoom link.
Class Meetings	Monday and Wednesday, 2 – 3:50 p.m., Synchronous Online This class will meet during these times to facilitate your learning and give you an opportunity to ask questions and work with your partners in real time.
Required Texts	McBride, D. M. (2013). <i>The process of research in psychology</i> , (3 rd ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-4129-9955-7 You have the opportunity to rent this textbook from the AS bookstore for cheaper than the purchase price.
Optional Text	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). https://doi.org/10.1037/0000165-000 If you are planning to go to graduate school, you may wish to purchase this book. ISBN 978-1-4338-3216-1

Please see the course schedule for assignment and paper due dates, and exam dates.

Software Required for this Class

The University supports **Microsoft Word**. University computers are not able to read documents created in WordPerfect or Pages. If you are creating documents on WordPerfect or Pages, it may be helpful to save them in Rich Text Format before sending, but this is not always successful and formatting is often not preserved- grades may be lowered for incorrect formatting on written assignments.

Optional Software: Statistic assignments may be completed using **SPSS** software. **You are not required to purchase this software.** This software is available on the computers within the BSS computer labs in Butte 207 & 211, many of the computers in Merriam library, and in other computer labs across campus. **Students will need to plan time to complete statistics assignments during class.**

Prerequisites

GE Written Communication (A2); GE Pathway Foundation Quantitative Reasoning (MATH 110, MATH 111 for Liberal Studies majors); CHLD 251, CHLD 252. You *must* have previously taken these courses or you may not enroll in this class.

Course Description

Students will learn the fundamentals of scientific methodology, increase knowledge of quantitative and qualitative research methods, acquire quantitative skills in measurement, statistical analysis and

interpretation. These skills will be applied through reviewing and evaluating published research articles and individual writing assignments. Competencies acquired in this course will be applied in subsequent classes in the child development major.

Student Responsibilities

1. Students are responsible for attending class. 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. If you can not attend class, let me know on the first day of class.
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 BbLearn 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. 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.
9. Students repeating CHLD 353 **may not turn in drafts or papers from previous semesters in which you were enrolled in CHLD 353.** Those assignments will earn a "0." The rationale is, if you didn't pass 353 the first time, then turning in previous unsuccessful papers will not help you. You need to start fresh and write your papers from scratch. Students *may not* turn in drafts of papers from previous courses.

These behaviors are considered disruptive and are grounds for the instructor asking you to leave the virtual classroom: disrupting class (e.g., making loud or inappropriate noises, interrupting the professor, rudeness), using unapproved electronic devices, using a computer for unapproved purposes, talking while the instructor is teaching, disturbing fellow classmates, and making aggressive, racist, or discriminatory remarks. Students may be reported to Student Judicial Affairs.

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 student 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. I will provide feedback for your papers prior to the next writing assignment due date.

5. The instructor is responsible for giving instruction regarding scientific writing, including APA style. The instructor is *not* responsible for giving instruction regarding basic English writing skills, including spelling, semantics, grammar and syntax.
6. The instructor is responsible for answering specific questions regarding the writing assignments, including the research paper; however, these assignments are representative of your writing proficiency. Therefore, the instructor will *not* proofread or edit any portion of your writing assignments for you. In other words, *do not* ask the instructor to “read over” parts of your papers.

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.

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 apply the theoretical and empirical foundations of human development.

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 and Diversity

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 appropriate professional behavior 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.

Contribution to the CD Major

CHLD 495: The completed, graded research paper may be used as a reflection for written work, such as reflecting on the CHLD Student Learning Objectives (SLOs). Other class assignments may also be relevant. Keep your work!

For CD majors, the objectives of this course correspond to the following Learning Priorities (SLOs) as outlined by the Child Development Department Committee:

Course Objectives	Learning Priority	Assignments
Define major concepts in the philosophy of science	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	WA 1, 2, 3 Exams Research paper

Course Objectives	Learning Priority	Assignments
Locate and research scientific literature	Child Assessment (SLO II) Critical Thinking Skills (SLO V)	WA 2, Research paper
Identify the major dimensions of research strategies used in child development and related fields	Child Assessment (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	WA 1, 2, 3 Exams Research paper Assignments Quizzes
Understand both qualitative and quantitative research designs	Child Assessment (SLO II) Critical Thinking Skills (SLO V)	Exams Research paper
Evaluate research studies in terms of validity, reliability, and generalizability	Child Assessment (SLO II) Critical Thinking Skills (SLO V) Professional Qualities (SLO IV)	Exams Research paper
Compute basic descriptive and inferential statistics	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V)	Stats Assignments Research paper
Prepare a literate and coherent review of research, propose a hypothesis and methodology in APA format	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Professional Qualities (SLO IV)	WA 2, 3 Research paper

Course Objectives

Upon completion of this course, students will be able to:

1. demonstrate an understanding of, and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children.
2. differentiate between their personal and subjective theories about children's development and scientific theories of development rooted in empirical research.
3. identify the primary research strategies and locate scholarly works used in child development and related fields.
4. understand both qualitative and quantitative research.
5. evaluate research studies in terms of their strengths and weaknesses, validity, reliability, and generalizability.
6. compute basic descriptive and inferential statistics.
7. demonstrate both currency in information technology appropriate to the discipline and an understanding of the ethical use of such technology.
8. prepare a literate and coherent literature review, propose a hypothesis and appropriate methodology on a particular topic in the field of child development in APA format.

Class Structure of Materials

Course material will be housed within the Chico State Connection Portal- Bb Learn section. Adobe Reader can be downloaded from [Here](#). There are known conflicts with the AOL access and the University's programs, students who use AOL to access their accounts need to be aware of these difficulties.

Competencies acquired in research review, evaluation, and communication will be measured through the preparation of writing assignments and a research paper. Knowledge of statistical methodology and quantitative skills in measurement and statistical evaluation will be assessed by Assignments and exams. Class exercises will be introduced across the semester to practice new skills and demonstrate competencies.

HOW TO SUCCEED IN THIS CLASS: Recommendations from previous 353 students

1. Attend every class. Missing classes will really put you behind and make understanding of the content difficult.
2. Print and read the lecture overviews and the chapters before they are covered in class.
3. Keep up on the reading assignments and the textbook. Take notes while you read.
4. Don't be afraid to ask for help from your fellow students or the professor.
5. Don't put off the required work for the writing assignments and the research paper until the last minute.
6. Study for exams in advance. Use index cards to study terms.
7. Form study groups - especially for exams.
8. Turn in all statistics assignments.
9. Don't stress out!

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. Exams need to be scheduled 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](#)

Instructions for Submitting Assignments

All assignments and papers not written at a college level (junior class standing) will be returned to the student ungraded for further revision and late points will be deducted. Some reasons that papers may be returned ungraded include but are not limited to: failure to use APA formatting style, excessive grammatical and spelling errors, writing in the first person, failure to follow instructions, and not following length requirements. In other words, take care to write a well-composed paper and revise it before you turn it in.

Papers will be submitted through Turnitin. This link is available in the Writing Assignment and Research Paper folders. A separate link is used for each writing assignment and the research paper. The objective for using this program is to provide students with feedback regarding potential copyright errors that may arise in the course of normal academic writing assignments. I strongly encourage students to use feedback from the reports generated by Turnitin.com to make corrections to their papers prior to submitting final versions of their papers for grading. Do not go to the Turnitin web site. Links for individual assignments will be found in the Research Paper Folders, under headings for individual assignments that include the word "Turnitin" at the end of the title. Participation in this class implies your consent to submit your papers for evaluation through Turnitin.com. If students have concerns about submitting their work through Turnitin they may communicate directly with me and an alternative method for verifying the originality of your work will be used.

Writing Assignments: these papers will be submitted through Turnitin. Submit prior to the due date so you have time to make corrections if needed. **Papers with an originality match over 20% OR not "in the**

green” *may be returned to the student for corrections prior to grading and late points will apply.* Your originality report should be “in the green.”

Final Research Paper: drafts of this paper must be submitted to Turnitin in the Research Paper Folder prior to their due date so that students have time to make corrections and avoid being penalized for unintentional copyright errors. For this assignment, the results of students’ final submission to Turnitin may affect individual grades for these assignments. **Your originality report MUST be a 20% match or less or the ungraded paper will be returned to the student for corrections and late points will apply. The university requires me to send plagiarized papers to Student Conduct, Rights, and Responsibilities and is considered a serious offense with serious consequences.**

Assignments and Quizzes: Assignments are designed to help you learn the course content and APA style. Some assignments are completed in class and with a partner, so non-attendance on these days will result in a 0 for the assignment. Assignments should be uploaded to Blackboard. Quizzes are based on lecture content. All quizzes are to be completed as an individual – collaboration on quizzes or access to questions prior to taking the quiz constitutes cheating.

Midterm and Final Exam: These exams are based on course content. Exams are to be completed as an individual – collaboration on exams or access to questions prior to the quiz constitutes cheating. You must take the exam at the designated time. If you are sick the day of the exam, let me know as soon as possible. Exams should be made up within 1 week of returning following an illness. Failure to take the final exam at the designated time may result in an incomplete for the semester, which may mean that you can not move forward in the major.

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.

Student Professional Behavior

The campus is a professional setting. 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/>)

Cell Phones and Electronic Devices

All electronic devices must be turned off and put away during class.

1. Out of courtesy to your classmates and the instructor, turn off cell phones in class. **Cell phones may be used for mathematical calculations during class.** Do not leave class to answer you 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 a lot for this?).
2. Do not perform non-class-related activities while in class.

Participation

Participation is expected and encouraged, but please stop chatting when class begins. Please share your questions or comments with the class; they may help others as well.

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. Violations have serious consequences. 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. Misuse of sources involves inaccurately citing sources. Students who plagiarize or misuse sources will earn a "0" on that assignment. This includes internet sources and papers that other students have written. Students who cheat on exams or assignments earn a "0" for that exam or assignment, and will be referred to the student conduct office. Giving other students test or quiz information, or copying from someone else's assignment is cheating. Two violations of any kind earns an "F" in the class. 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 wording is taken from the student conduct website <https://www.csuchico.edu/scrr/>

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. The consequences for academic dishonesty are severe and may be reported on your transcripts.

Academic Honesty as it relates to all student work

All assignments, quizzes, exams, and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment. Peer review and assistance from writing tutors is permissible.

Grading Policies and Penalties

The SLOs dictate that a student must receive a C- or better in the class. In addition, entrance to CD 492 and CD 495 requires that a student have a C- or better in the following course clusters: [251, 353, 492] and [252, 251, 353, 492, and PSY 355].

Note: Students who receive a C- or better in CHLD 353W are automatically certified as having satisfied the minimum graduation writing requirements of the Child Development major. Students who receive a grade lower than C- must repeat this course until they earn a grade of C- or better, and students may be limited in the number of times this course may be repeated (students may be put on contract after failing the class). Certain mandatory courses in the major may be denied while this requirement is being met. 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. Students are responsible for all material covered in class whether present or not. It is difficult to pass this class with a poor attendance record.

Paired Assignments

1. Late deductions apply for paired assignments with the following provisions outlined in 2 – 5:
2. Students who do not turn in their portion of writing assignments will be required to complete the research paper on their own.
3. Students who do turn in writing assignments after 48 hours after the due date will earn a "0" on the assignment. Contact me if your partner is not communicating with me.

4. Grading is determined according to the individual assignment instructions.
5. If a student is not in attendance the day of paired statistic assignment or other designated assignments related to the research paper, the student will earn a "0" for those assignments.

Make-ups and late submissions of student work

1. No make up of in-class activities or assignments will be allowed.
2. Students will not receive a deduction in points for drafts and peer feedback for sections of the research paper only if completed by the due date.
3. Late in-class assignments, drafts of sections of the research paper, and peer feedback for another student's research paper will not be accepted.
4. Writing assignments, statistics assignments, and the final research paper received after the due date will be penalized 10% per day late, up to a maximum of 20%, weekend days are counted. These are due at the beginning of class, so submissions after 2:00 p.m. are considered late.
5. No assignment will be accepted for credit more than 2 days after its due date. All makeup work must be turned in by the last day of class. No late assignments are accepted during 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 hardcopy of the assignment in question; otherwise the grade stands as it is recorded in Blackboard.
6. If you are sick the day an assignment is due, please contact me as soon as you are able. You may have to complete paired assignments by yourself.

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. other University criteria are met.

Summary of Assignments and Evaluation

Assignments	Point Values
In-class Activities and Assignments	30
Writing assignments	60
Research Paper related Assignments	35
Statistical worksheets (4 @ 5 points each)	20
Exams (midterm and final)	125
Chapter Quizzes	50
Research paper	100
Total points possible	420 points

Total points will be converted into a percentage and calculated for the final grade as follows:

Grade	Percent
A	94 - 100
A-	90 - 93.9
B+	87 - 89.9
B	84 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	74 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	60 - 66.9

Grade	Percent
F	<60

Note: C- (70%) is the minimum requirement to pass