

California State University,  
Chico Department of Child  
Development Spring 2022

## CHLD 360: Social-Emotional Intelligence: Development and Learning



Instructor:	Dr. Diana Shepherd
Office location:	Modoc 216A
Telephone:	530.898.4634
E-Communication:	Please use <a href="#">Class Email</a> in Blackboard Learn.
Student hours:	Mondays 10:00am – 12:00 pm Wednesdays 11:30am – 12:30pm In <b>Modoc 216A</b> or <b>Zoom Meeting ID:</b> 822 311 633 Passcode: 227368
Class Location	ONLINE

### Course Description and Goals

The goal of this online course is to explore healthy social and emotional development including self-regulatory and interpersonal skills, empathy development, prosocial behavior, and well-being across development periods from birth to young adulthood. Course content is guided by interpersonal neurobiology (an interdisciplinary field that integrates attachment research and emerging findings from neuroscience) and interdisciplinary research on social emotional learning (SEL) programs. We will explore the interdependent relationships and contexts (family, peers, school, community) that shape social-emotional competencies, emotional intelligence, optimal health and well-being. This course will include critical evaluation of current evidence-based SEL programs across age groups, as well as analyze policies that promote programs designed to supplant out-of-school suspensions, address bullying, and other student challenges.

### Required Texts/Readings

*Mindsight: The New Science of Personal Transformation* by Daniel Siegel (2011). New York, NY: Bantam Books Trade Paperbacks ISBN: 978-0-533-38639-4

*Raising an Emotionally Intelligent Child* by John Gottman. (1997). New York, NY: Simon and Schuster Paperbacks ISBN: 978-0-684-83865-6

*The Roots of Empathy: Changing the World Child by Child* by Mary Gordon (2009). New York, NY: The Experiment ISBN: 978-1-61519-007-2

CHLD 360 Learning Objectives	When/Where in Course	Measured By...	CHLD SLOs
1. Explain how attachment across developmental periods (i.e., infancy through young adulthood) shapes social and emotional competencies, self- and interpersonal regulatory skills, and well-being.	Unit One	Discussions Unit Notes Final Project	1, 3, 5
2. Explain how interpersonal neurobiology can be used to understand social and emotional intra- and interpersonal processes.	Unit One	Discussions Unit Notes Final Project	1, 3, 4, 5
3. Describe the development of empathy, emotional intelligence skills, and prosocial behavior that occurs across developmental periods.	Unit Two	Discussions Unit Notes Final Project	1, 3, 5
4. Evaluate current research on social emotional learning (SEL) curriculum within school and community-based programs for children, adolescents, and young adults.	Unit Three	Discussions Unit Notes Final Project	3, 4, 5
5. Review programs and policies that promote social-emotional learning programs in schools to supplant out-of-school suspensions, address bullying, and other student challenges.	Unit Three	Discussions Unit Notes Final Project	3, 5

### Course Involvement and Structure

Online courses offer the advantages of higher education learning and credit without the time and location constraints of typical college courses. **They also require significant self-monitoring and time-management skills to progress through the course materials and complete assignments.** This course is designed to engage students on a *weekly basis*. Certain assignments are available within a limited window of time and will not be available later. Thus, checking into the course regularly (at least weekly) is essential for completing readings and activities in their designated time periods. Regular and consistent progress is crucial for success in this class.

**Our class meets online throughout the semester on Thursdays from 4:00 – 5:50pm  
Attendance is mandatory for full participation credit.**

The Meeting ID is: 822 311 5633. The passcode is 227368.

<https://csuchico.zoom.us/j/8223115633?pwd=NFhiekVmMzlpYlMxbng2dXFoVTFBQT09>

***Students can estimate spending between 6 – 9 hours per week on this course.***

**How to Contact your Professor**

Student hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot meet during the scheduled student hours. I encourage you to contact me regarding any questions, clarifications, or problems in the course, or if you would just like to discuss concepts or ideas raised throughout the course. The best way to contact me is **Class Email** in our BBL course shell. Emails sent to my CSUC email may run the risk of being sent to junk mail. My office is in Modoc building (behind the Bidwell Mansion) where the psychology and child development programs are located. **My Office: Modoc 216A**

**COVID 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 campus courses.

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).

**If you are experiencing COVID-19 symptoms**, do not attend classes on campus. **Call the COVID hotline at 530-898-2222.** Please notify me if you need to quarantine. **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 [atcovidhotline@csuchico.edu](mailto:atcovidhotline@csuchico.edu)

**Protocols for students**, faculty and staff. There's a flowchart on this page for what actions you need to take: <https://www.csuchico.edu/coronavirus/combatcovid.shtml>

**Boosters are required by Feb. 28th, 2022**, unless you have an approved exemption  
**Here's the link to the Booster Clinic:** <https://www.csuchico.edu/coronavirus/vaccinations.shtml>

**Student Professional Behavior**

The campus and your classes are professional settings. Please treat them as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. 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.

**Respectful Interaction with Others**

A critical component of this course is the recognition and respect of diverse individuals and perspectives that may be present among students within this course. Contributions to our diversity are often linked to gender, ethnicity, culture, sexual orientation (LGBTQ), age, abilities, social location, and other intersectionalities. Respect of other students’ opinions and shared perspectives is essential in this and all courses attended at this university. We have a shared responsibility to provide a safe learning environment in which everyone feels welcome and able to participate.

One of the basic tenets and requirements of the course is that everyone is open-minded and respectful of one another’s ideas and that we remain non-judgmental. Sexist, racist, or discriminatory comments or shared opinions are unacceptable. The way you communicate with other often conveys your attitudes and beliefs about a person. Be mindful of how you express your views or respond to others (i.e., written, tone of voice, video, or other forms of communication). If you feel uncomfortable or unable to address a problem within the class or one-on-one with another classmate, please bring it to my attention right away.

**Grading Policy**

Grades will be assigned based on the completion of the course requirements outlined below. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy that can be found by using the Search box on the home page [www.csuchico.edu](http://www.csuchico.edu)

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

### Course Assignments and Activities and Percentage Grades

Requirement	Description	% of Grade
<b>Class Participation</b>	During our weekly meetings in Zoom, attendance will be taken, and students will complete activities that cannot be made up outside of these meetings.	9%
<b>Activities</b>	Individual Introduction Video. Beginning, midpoint and exit surveys. Each worth 5 points.	6%
<b>Discussions &amp; Responses</b>	Discussion Posts have 3 components: 1) create questions for other students to respond to, 2) provide answers for 2 questions posed by other students, 3) respond to another students' answers. Must be completed no later than 11:59 pm on Sunday of the week they are due. 3 Posts and responses x 20 points each.	15%
<b>Unit Notes</b>	Unit Notes are submitted at the end of each unit. They are worth up to 50 points depending on level of thoroughness in responding to the instructor questions, the depth of your own questions and answers, and engagement in suggested optional activities. 3 Unit Notes submissions x 40 points each.	36%
<b>Unit Quizzes</b>	30 item multiple choice quiz at the end of the each unit. 3 quizzes x 30 points each.	22%
<b>Final Project</b>	Final Project will be a Fact Sheet based on the course materials (readings, videos) within 1 of the 3 units and a specific child developmental period. Additional instructions will be provided. (50 points)	12%
	Total	100%

### Course and University Policies

**Missing and Making up Late Work:** The course week is from Monday through Sunday and **all work for the week is due by 11:59pm on Sunday of that week.**

### Blackboard Learn

Copies of the course syllabus, class schedule, Course Content, and Assignments are contained within BB Learn. You are responsible for regularly checking the online resources, Announcements and Class Email in BB Learn, through your Chico State Portal account.

### Notifications – Every Time you Log In

Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Announcements”. In here you’ll see My Announcements (for all students) and Class Email (email communication for specific students).

### Software requirements

- All electronically submitted assignments must be in Microsoft Word. The University supports Microsoft Word 2007. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive “0” points.

- Download free copy of Adobe reader for required electronic readings from [www.adobe.com](http://www.adobe.com)
- If you experience computer or connectivity problems, contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having.

### **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.

### **Department of Child Development Student Learning Outcomes (SLOs)**

#### **SLO 1: Foundations of Child Development**

Students will apply the theoretical and empirical foundations of human development.

#### **SLO 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.

#### **SLO 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.

#### **SLO 4: Professionalism**

Students will engage in appropriate professional behavior in professional contexts.

#### **SLO 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.

## University Policies and Campus Resources

### Literacy Requirements

All major writing assignments will be graded for literacy, spelling, and grammar. Please read the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. *Proofreading is essential.* If you have difficulties with spelling and grammar, please take advantage of campus resources (e.g., Student Learning Center – see below and the Child Development Writing Tutor-please ask about hours).

### Academic integrity

All written work is to be individually produced unless otherwise noted in the assignment.

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)

When there is evidence that a student has committed plagiarism, misused sources of information, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Students are expected to be familiar with the University's Academic Integrity Policy. 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. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: [Student Judicial Affairs](#).

### 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: [Student Learning Center](#). 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 ARC as 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>

**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: [Student Services](#).

**Title IX: Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. 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](#)