



CHLD 451: WORKING WITH FAMILIES IN DIVERSE COMMUNITIES

Department of Child Development COURSE SYLLABUS Spring 2022



Instructor: Dr. Shrija Dirghangi

Office: Modoc Hall 105

Office Phone: (530) 898-5564

Email: sdirghangi@csuchico.edu

In person class: Wednesday, MODOC 118

Class Time: 11 am to 1:50 pm

Preferred Communication: Please use EMAIL

Office Hours: In-person – Wednesdays 9 am – 11 am

Zoom- Thursdays 12 pm – 2 pm or by appointment

Course Description:

Through discussion, presentations, and written assignments students will understand the nature of child development in diverse family contexts. Students will assess the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect development. Students will engage in active, experiential learning, synthesize theory and practice, and evaluate the impact of social, ethnic, gender and class contexts on themselves and their work with children and families.

Prerequisites:

CHLD 251, CHLD 252, and junior standing

Required Text & Materials:

Gestwicki C., (2016) **Home, School, and Community Relations** (9th edition) ISBN: 9781305544963

Mindel, C. H., Habenstein, R. W., & Wright, R. (2012) **Ethnic Families in America: Patterns and Variations** (5th Edition)

ISBN-13: 978-0130918390

Books for discussion posts and analysis essays (ALL ARE REQUIRED)

Title	Author	Year	ISBN
Unequal Childhoods: Class, Race and Family Life	Annette Lareau	2011	9780520271425
Enrique's Journey	Sonia Nazario	2007	978-0812971781
The Latehomecomer: A Hmong Family Memoir	Kao Kalia Yang	2005	9781566892087
How to be an Anti-Racist	Ibram Kendi	2019	9780525509288

Supplementary Textbook (Not required but recommended for additional information):

Lynch, E. W., & Hanson, M. J. (2011). Developing cross-cultural competence: A guide to working with children and families (4th ed.). Baltimore: Paul H. Brookes. ISBN: 978-1-59857-163-9

Course Format:

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for in-class discussion, in- and out-of-class activities, and group work. Attendance and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending at least five hours per week on outside activities related to this course (i.e., for most courses, two hours of out-of-class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours). Finally, class activities may require your text.

Grading:

This course has a possible **420** points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy: [EM](#)

87-89%	= B+	93-100%	= A	90-92%	= A-
77-79%	= C+	83-86%	= B	80-82%	= B-
67-69%	= D+	73-76%	= C	70-72%	= C-
		60-66%	= D	0-59%	= F

Assignments:

1. Attendance (150 points): Regular attendance is necessary and mandatory for this course. If students are unable to attend class for any reason, it is their responsibility to inform me personally prior to class meeting (via email). **Students are allowed one "free" day for missing class regardless of reasons. However, absence during each additional class may result in deduction of 10 attendance points.** Similarly, arriving late in class (more than 10 mins) or leaving early on two days will be counted as one absence. Late arrivals

and early departures will be recorded using a sign-in sheet. Students can earn **10 attendance points per class by arriving on time, participating in class discussions, class activities and participating in peer evaluations of class presentations.** Final attendance points will be calculated out of 150 points. If there are extenuating circumstances such as long term health issues or other personal issues impacting regular participation, students must communicate with the instructor to make accommodations in a timely manner.

2. Discussion forums & Applied analysis papers (140 points) Through the semester, students will be expected to read and write analysis papers based on the FOUR memoirs/books assigned. Class discussions/activities in the form of groups will also be drawn from these books. Each paper will be turned in on Blackboard before assignment due dates. This will be worth 20 points for each book. In addition, students will participate in four online discussion forums (one for each book) for 15 points each during the course of the semester. Discussion forum responses will be turned in via Blackboard before class on the due dates provided on schedule. Discussion forum and analysis paper details as well as rubrics will be provided.
3. Chapter PPTs (40 points): Working in a pair, either elected by students or assigned by the professor, students will take leadership of one-chapter presentation from the required reading assignments. Each group will create a power point presentation for the class that summarizes key information from their assigned chapter. The group presentation is expected to be 20 minutes long and will be graded out of 40 points. Rubrics and additional instructions will be provided.
4. Analysis of Media Portrayals of Families (60 points): In this assignment, in groups of 3-4 assigned by the professor, students will analyze a film that illustrates a racial or ethnic group within the US with an emphasis on family life. This analysis will focus on various media representations of families (both scripted and “reality”) and its effect on the development of familial norms, values, and ideals. Students are expected to view the film with group members (or individually, in their own time) and present a PPT on the analysis of the film to the class in about 20 minutes. Additional details, rubrics along with a list of suggested films/documentaries will be provided by instructor.
5. Equity, Diversity and Inclusivity Educational/Professional Practice (30 points): In this individual assignment, students will choose and share with the class an anti-racism or anti-bias educational or professional practice that they would like to implement in their future work with children and families. The instructor will share adequate resources and materials from which students can choose their preferred topic/activity. Additionally, examples of similar presentations, along with the rubric and expectations for the presentation will be shared. Although this can be a PPT presentation, students may choose alternative means to share with peers a practice that promotes equity for students/children/families with diverse identities and experiences. This activity/presentation is expected to be approximately 10 minutes long.

How to Contact your Professor:

Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. I encourage you to contact me or attend office hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to

contact me is via **EMAIL sent to** my CSUC email. Please use professional language such as shown below while sending emails. **Emails without professional salutations, body and conclusions will not be responded to.**

Example Email Template:

“Dear Professor/Dr. Dirghangi OR Professor/Dr. Shrija,

I am ___ (Name) from the CHLD 451 class. I would like to let you know/had a question/bring to your notice that.....

Thank you for your time,
Your First Name, Last Name.”

How to Access Course Materials:

Throughout this course we will be using BlackBoard Learn (BBL).

Course and University Policies:

Make-up Exams, Late Work, and Missing Work: Make-up work is allowed only at the discretion of the professor, IF the student has a compelling reason for missing the exam as scheduled AND has contacted the professor in a timely manner. If the professor agrees, a new “due” date will be assigned by which the assignments must be completed.

Late Arrivals, Early Departures and Missed Class: Late arrival to the class meetings is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, leaving in the middle of class or leaving early is equally distracting and disruptive. Attendance is crucial and students who miss more than three classes may be dropped from the course. Points earned for in-class activities can be made up only at the discretion of the professor. Informing the professor that class will be missed may not, by default, constitute an “excused absence”. In case of compelling reasons that hinder attendance and participation, please contact the professor in a timely manner.

Student 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, cooperation, and following course policies. 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. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements: All major writing assignments will be graded for literacy, spelling and grammar. Please read in 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 or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, OR the Child Development Writing Tutors—ask about hours).

Academic Integrity: Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is

the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. All written work is to be individually produced unless otherwise noted in the assignment. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz (including online exams) or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). 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 suggesting 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 Judicial Affairs. The consequences for academic dishonesty are severe. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting: As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for 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 (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#).

Student Resources:

Keep Learning: In order to support students during these challenging times, the Keep Learning resource provides online tutorials, and tips and resources about technologies and strategies for successful online learning. Keep Learning can be accessed at www.csuchico.edu/keep-learning.

COVID-19 Response: Please see the Combating COVID-19 Together website here for information about COVID-19, steps to take if you or someone you know may have been exposed, and other information regarding the campus response:

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

Per CSU policy, vaccinations against COVID-19 are required for students, faculty, and staff to access campus facilities and participate in in-person learning and activities. **Booster shots are required for the spring 2022 semester. You must be fully vaccinated and boosted or receive an approved exemption in order to access campus.**

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

COVID-19 Hotline

For all COVID-19-related questions and concerns—and to report possible COVID-19 exposure—call Chico State’s COVID-19 Hotline at 530-898-2222. Calls to the hotline are voluntary and all information will remain confidential. The hotline is staffed during University operating hours—8 a.m.-5 p.m., Monday-Friday.

Where to get tested on campus

COLUSA HALL: The University will open a **new COVID-19 testing site for Chico State students and employees ONLY that will provide PCR results within 48 hours.** Starting January 24, our campus community can get tested for free from noon to 4 p.m., Monday—Friday in Colusa Hall, Room 111/112.

The Colusa Hall testing center should be your first stop if you are experiencing symptoms, have been in close contact with someone who tested positive, or are required to undergo weekly testing.

All positive test results must be reported to the COVID-19 Hotline at 530-898-2222. A negative result on this supervised test would allow you to return to campus. No appointments are required for this testing site, but everyone must pre-register before their first visit at: <https://avellinocov2.com/patient/register>. Please pre-register with your Chico State email address. You will be asked to provide either your insurance information or your SSN or driver's license number if you choose "uninsured." Be sure to check the box at the bottom labeled "patient results" so you can obtain your results after testing.

WHITNEY HALL: Chico State has partnered with Butte County to provide an on-campus COVID-19 testing site in room 101 in Whitney Hall, open 7 days a week, 7 a.m.–7 p.m. Testing is free, open to the public, and walk-ins are welcome, however pre-registration is required. To pre-register and to schedule your appointment: Online at: <https://lhi.care/covidtesting> (opens in new window). By phone: 1-888-634-1123

Finally, please monitor your symptoms, including taking your temperature if you feel you have a fever, and stay home and self-isolate if you have symptoms. There will be opportunity for making up work missed due to health issues in this class, **so please do not attend in-person class if you feel unwell.** Rest up and take care of yourself!

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. Virtual services will be available during this period of COVID-19

response. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist 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. Virtual services will be available during this period of COVID-19 response. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 9:30am–12:30pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>

2. The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>

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.

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)

SLO I: Foundations of Child Development	Students will apply the theoretical and empirical foundations of human development.
SLO II: 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 III: 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 wellbeing.
SLO IV: Professionalism	Students will engage in appropriate professional behavior in professional contexts.
SLO V: Critical Thinking	

SLO I: Foundations of Child Development	Students will apply the theoretical and empirical foundations of human development.
	Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's wellbeing.

CHLD 451 Learning Objectives	...As Measured By...	SLO
1. Know and apply conceptual frameworks and research on diversity in service settings	Quizzes, Activities, Written Assignments.	I, II, III, V
2. Know and apply diverse cultural perspectives to develop cross-cultural competence in working with staff, children and families.	Quizzes, Activities, Written Assignments	I, II, III
3 Understand how organizations can better meet the needs of children and families	Quizzes, Activities, Written Assignments, Oral Presentations	I, II, III, IV
4 Learn about the diversity within families and parenting approaches	Quizzes, Activities, Written Assignments	III
5 Examine the influences of privilege, power, and social inequities in relation to families	Quizzes, Activities, Written Assignments	I, III
6 Synthesize knowledge acquisition with personal experiences to construct new understandings about family dynamics and influences	Quizzes, Activities, Written Assignments	I, II, III, V
7 Evaluate the impact of the image of families in the media	Quizzes, Activities, Written Assignments, Oral presentation	III, V

Note: Changes in the class schedule are at the discretion of the instructor. Due dates are firm and are spaced across the semester. Assignments are due before the start of class on the day listed. Makeup exams will **ONLY** occur when a compelling reason is agreed upon AND the professor agrees to a make-up date. All readings are required to be completed by the date they appear.