

CHLD 252: INTRODUCTION TO CHILD DEVELOPMENT

Course Schedule

Spring 2024



Instructor: Souk Chiang, MA

Email: schiang1@csuchico.edu

Preferred Communication: Please use [Email](#)

Office Hours: Tuesdays via ZOOM 4-5PM

Class Format: *Asynchronous Online (No designated meeting time/day)*

Course Description:

This is a broad-based introductory lecture course that surveys child development from a multidisciplinary scientific perspective. Multiple theoretical and practical aspects of development are presented and examined within a multicultural context. Development from birth through emerging adulthood is explored in three primary areas, or domains: physical, cognitive and socio-emotional. This is not a course on parenting or how to properly raise a child, although there is considerable discussion of concepts relevant to this. Instead, the course is concerned primarily with historical and contemporary scientific theory and research on human development from conception through adolescence. This includes specific biological and environmental influences on development, addressing the longstanding debate of whether nature or nurture has the more powerful influence on human development. Additionally, the psychological and socio-cultural influences on development will be considered. Finally, diversity issues around children's identity, language development, inequity, access, and family patterns and practices are explored with an emphasis on identifying and challenging biases.

This course is in several Lower Division General Education pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement.

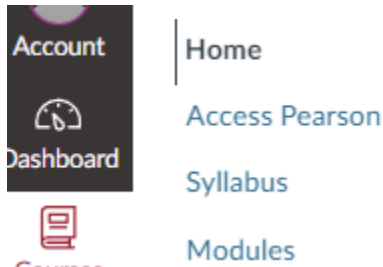
Required Text & Materials:

- I. **Arnett, J. J., & Maynard, A. E. (2020). *Child development: A cultural approach* (3rd Ed.). Boston, MA: Pearson Education, Inc. [ISBN-13: 9780135163535]**

The ISBN listed above grants you access to a fully mobile online platform consisting of the required text and interactive materials (REVEL and My Virtual Child). You may purchase the digital access code for the program **instantaneously** from the Pearson website or purchase a hard copy of the access code from the Wildcat Bookstore or other online vendors. **Please note that the quickest way to purchase the digital access codes is to get it from the Pearson website directly.**

REVEL: REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you).

It's time to access Revel Child Development: A Cultural Approach, 3e, the course materials for CHLD 252 Child Development Section 04. On the left navigation click on "Access Pearson":



If you need help, check out these Revel student resources:

<https://www.pearsonhighered.com/revel/students/support/>

Course Format:

Course format is asynchronous online and does not have a specified meeting date or time. Instead, you will be expected to check in with the material weekly. A suggestion for managing an online course is to set aside weekly block of times in your planner for each subject you are studying. *Do not forget to also include time for self-care and to connect with others!* It is important to pace your studying so that your mind has time to rest and reset.

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities throughout the course that will allow you to engage with the material via text, slides, videos, and application through a virtual child project.

Coursework will be available through Canvas and Revel. Weekly communications will be in the weekly modules, so be sure to check there first for any updated information that you will need to help you complete your coursework.

You are encouraged to think about (rather than simply memorize) the concepts and issues presented in the course in order to integrate and synthesize the information. Utilizing your critical thinking skills while studying will help your performance on your exams.

Grading:

This course has a possible **575** 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](#)

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

Course Requirements:	Points
<p>1. Exams (300 points): Three 100-point non-cumulative exams will be completed. Dates are noted in the class schedule. These exams will consist of 50 multiple choice questions drawn from text, lectures, and class activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed readings and have studied) in order to finish within the time constraints. Students also must complete exams by themselves, without help from peers. Any unauthorized collaboration with peers on exams will count as academic dishonesty, and result in students involved receiving a 0 on the exam.</p>	300
<p>2. REVEL Activities (100 points): This fully mobile online resource will contain readings and chapter quizzes. Completion of activities online will result in points on REVEL. These points will be translated into a percentage (e.g., if you earn 85% of the points on REVEL, this will translate into 85 points toward your course grade). Due dates are listed in the course schedule. Please note that revel activities will be accepted late up until specific dates listed on the schedule. After these specific dates, Revel activities cannot be completed for any points.</p>	100
<p>3. MyVirtualChild Activities (90 points): Through the MyVirtualChild online platform, you will explore issues related to child development by raising a virtual child. At three points throughout the course you will be expected to have raised your child to a certain age and complete reflection essay questions. A typed, double-spaced, copy will be submitted and your responses will be used to drive discussions (20 points each). It is expected these responses will be ~2 pages in length.</p> <p>Please note that simply raising the child to the expected age will earn you NO points. To earn points for My Virtual Child:</p> <ol style="list-style-type: none"> 1) Raise the child till EXPECTED age before completing essay (0 points if virtual child is less than expected age, even if you turn in the essay) 2) Write a reflection essay about your experience. Prompts will be provided for this assignment. 	90
<p>4. Reflection Essay for Finals (25 points): During Finals, in addition to an exam, you will be required to write a one page essay on one of the concepts you have learned in class. Instructions will be announced prior to Finals Week.</p>	25
Total:	515

How to Contact your Professor:

I am available to meet with you via ZOOM on Tuesdays between 4-5PM. If I am with another student, you will be waiting in the “waiting room” and I will bring you in once I have finished my meeting. Should you not be able to make office hours, please send me an email to set up a mutually convenient time to meet via ZOOM.

You may also wish to contact me via email (schiang1@csuchico.edu). Make sure in your Subject Heading you include the course name (CHLD 252) and your name. Be as specific as you can with your question. Being specific will help me respond with details.

How to Access Course Materials:

Throughout this course we will be using two major online platforms: **Canvas & REVEL** (which includes My Virtual Child).

Canvas: Copies of the syllabus, schedule, and some assignments are available on Canvas. Exams will be completed online via Canvas. You are responsible for regularly checking the course website. Plan to log in at least once a week to get any updates on course materials.

REVEL: REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you).

My Virtual Child: (Situated within REVEL) We will be using the My Virtual Child online module, in which you raise a virtual child. This is located within the REVEL account. This simulation allows you to experience the development of your “child” from birth through age 18. This experience will allow us to explore major concepts in the course including incorporation of theories you’re learning about, typical events occurring in certain developmental periods, and controversies that may exist. You will be making decisions at certain points, you will reflect on decisions and outcomes, and we will discuss in class. There will be due dates associated with certain events. This will be an integral part of our class-based activities and discussions.

Course and University Policies:

Make-up Exams, Late Work, and Missing Work: Make-up exams are 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 prior to the scheduled test. If the professor agrees, a new “due” date will be assigned by which the exam must be completed. Late work will be penalized 10% per day late, up to a maximum of 50% (after 5 days, late work will not be accepted).

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, online 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).

Chat GPT or Artificial Intelligence (AI): All work submitted must be written by the student submitting the assignment. Any work produced using Chat GPT or any type of AI will not receive credit. Turnitin and instructor's own assessment will be used to determine instances of possible Chat GPT or AI produced work.

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 Conduct, Rights, and Responsibilities](#).

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 ____ (specify as appropriate). 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 on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

Student Resources:

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

Student Computing: Computer labs for student use are available in multiple locations on campus (see [Computer labs](#) for locations). Monday through Friday (excepting University closure dates) from 8am-5pm there are computers available for Child Development Major students in Modoc 125 (Rainbow Room).

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. Please visit www.csuchico.edu/slc for more information.

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 are or you notice a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm, with walk-in hours from 9am-4pm. The Center is located in the Student Services Center, Room 430 and the phone number is (530) 898-6345. 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/counseling.

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.

Course Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 252: Introduction to Child Development, the following course objectives describe competencies that students will demonstrate after completion of the course. For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Child Development Department:

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 professional behavior appropriate to the discipline in professional contexts.
SLO V: Critical Thinking	Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's wellbeing.

CHLD 252 Learning Objectives	...As Measured By...	SLO
Describe physical, cognitive, and socio-emotional development from conception through adolescence, citing relevant theory and research.	Exams, Activities, Written Assignments	I, II
Demonstrate an understanding of competing theoretical perspectives of developmental influences, particularly as they relate to the influences of nature and nurture.	Exams, Activities, Written Assignments	I, III
Discuss the role of genetics and hereditary factors (including maturation) in the cognitive, behavioral, and psychosocial development of children.	Exams, Activities, Written Assignments	I, III
Articulate an understanding of competing environmental influences on development.	Exams, Activities, Written Assignments	III
Demonstrate a multi-level understanding of the influences of diversity issues in children's identity formation, including class systems, family patterns and practices, and impact of immigration within the influences of racism, sexism, classism, ableism, and ethnocentrism.	Exams, Activities,	I, III
Describe and discuss socio-cultural influences on development from the macro (cultural) to the micro (intra-familial) systems.	Exams, Activities, Written Assignments	I, II, III

<p>General Education (GE) Student Learning Objectives (SLO's): CHLD 252 is found in several Lower Division GE pathways including Diversity Studies and Great Books and Literature and meets the (E) Lifelong Learning requirement. The following SLO's will be addressed through course activities.</p>
<p>Diversity: An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. Students will demonstrate an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.</p>
<p>Active Inquiry: A spirit of curiosity to ask questions, seek answers, contemplate, and pursue investigations with intellectual rigor, incorporating appropriate information technology, while making connections between cognitive and personal development, both inside and outside traditional</p>

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<p>instructional settings. Students will demonstrate knowledge of and apply research techniques and information technology appropriate to the intellectual and disciplinary context.</p>
<p>Critical Thinking: Student will identify issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.</p>
<p>Written Communication: Student will demonstrate the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.</p>