



CHLD 252  
**Introduction to Child Development**  
Online  
Spring 2024

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**COURSE SYLLABUS**

**Instructor:** Cate Szczepanski, MA

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**Preferred Communication:** Please communicate in Canvas

**Student Hours:** By appointment

***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 social-emotional. This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children from conception through adolescence. There will be an emphasis on interactions between developmental processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages. Additionally, we will discuss diversity and cultural influences involving children's identity, language development, inequity, access, and family attachment patterns.

*\*\*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:***

**Revel:** You are required to purchase the **Revel** version of **Jensen and Arnett, *Child Development: A Cultural Approach, 3e*** for this course. I will assign reading, quizzes, and other homework activities in Revel.

While access to Revel is required, the printed version of this text is optional - There are two ways to purchase Revel access.

**Follow these steps to get started or watch a short video**

**([www.pearsonhighered.com/Revel/students/registration](http://www.pearsonhighered.com/Revel/students/registration)) on how to register for Revel:**

1. Your textbook is already integrated with Canvas. When you click on the Chapter One reading assignment in the module you will automatically be redirected to the Pearson site.
2. If you already have a Username and Password for another Pearson technology, go ahead and sign in. If you do not have one, you'll need to create one using a valid email that you check regularly, like your school email

address. Once you've signed in or created your Pearson Account, you'll immediately be directed to your Revel account. Here you'll see your course appear.

3. To access Revel throughout the semester click on the assignments in Canvas, OR log onto <http://console.pearson.com>. Make sure to bookmark this URL and NOT the course invite link. Remember to always use the same username and password to logon.

If you encounter any issues, support materials are available at [www.pearsonhighered.com/Revel/students/support/index.html](http://www.pearsonhighered.com/Revel/students/support/index.html), including a call in number: 855-875-1801. Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your Revel assignments. Please let me know if you need information on computers available for use on campus.

**Course Objectives:**

<b>CHLD 252 Learning Objectives</b>	<b>...As Measured By...</b>	<b>SLO</b>
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

**How will I learn these objectives?**

The most important thing to ensure your success during this course is to show up. In an online format this means: checking canvas regularly, participating in posts and using the weekly module to track assignments and our progress. Your regular participation will be required in person in the form of discussions, reflective questions and readings that include weekly quizzes. Checking in on Canvas each week, contributing to discussions and watching video lectures will help you learn, pass, and maybe even enjoy your time this semester.

**Grading:**

This course has a total of 530 *possible* points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that 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
77-79% = C+	73-76% = C
67-69% = D+	60-66% = D
	80-82% = B
	70-72% = C
	0-59% = F

<b>Course Requirements:</b>	<b>Points</b>
<b>1. Quizzes/Readings:</b> Throughout your reading assignments you will see checkpoints for short 5-10 questions quizzes. The use of books, notes and other class materials is acceptable and encouraged during this portion of your reading. There are approximately 18 reading assignments that are worth 60-125 points per reading.	<b>1080-2250</b>
<b>2. Check IN Discussions:</b> Ticket In discussion topics will start off the modules. You will need to be able to log in to Canvas from class to submit these assignments. There are usually answered in less than 5 minutes and are a log of baseline information, sharing of experiences and designed to help you retain the material. You may only make up <i>a maximum of 3</i> of these discussions.	<b>280+</b>
<b>3. Check Out Assignments:</b> Each module includes a variety of Check Out assignments that are designed to confirm your understanding. These will be offered as review and integration of information. These assignments are worth 25-50 points each.	<b>375+</b>
<b>4. Exams:</b> While a significant amount of learning involves low stakes testing and evaluation, you will have two (2) exams. There will be significant review prior and following each of these exams. Exams are based on lectures, discussions, and Revel assignments. See class schedule and Canvas for which chapters will be covered on each exam	<b>150</b>
<b>5. Written Assignments:</b> There are four (4) writing assignments that will be required. These typically pair personal experience, similar to journaling and is paired with the text alongside an additional reading. Assignments are typically posted in the “check out” section of the module. These assignments will need to be APA format that include a works cited.	<b>250</b>
<b>Total</b>	<b>4250+</b>

**How to Contact your professor:**

Online Student hours are available. Appointments are preferred. The best way to contact me is via **CANVAS MESSAGE**.

**How to Access Course Materials:**

**Canvas:** Materials such as 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 regularly each week to get any updates on course materials and plans. You will also be required to complete assignments and discussions on Canvas. Please make sure to have a phone, tablet, laptop, or some device to submit these assignments.

**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).

### ***Course and University Policies:***

**Make-up Exams, Late Work, and Missing Work:** The course material moves quickly, and it can be difficult to catch up once you fall behind. I strongly encourage and expect assignments to be completed on time for full credit. **Late work is accepted throughout the semester for \*most\* assignments.** I will be as flexible as possible when it comes to supporting you in submitting your coursework. Make up exams can only be made up at my discretion with a compelling reason when contacted in a timely manner.

**Student Professional Behavior:** The campus is in 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 for 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.

**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."

Plagiarism is representing the work or ideas of someone else as your own. Examples of plagiarism include, but are not limited to, the following:

- Use of the ideas, conclusions, words, or other intellectual property of another without appropriate citation.
- Turning in someone else's work as your own.
- Copying media (especially images) from other websites to paste them into your own papers or websites without appropriate citation. I also have access to Google and Wikipedia. I can tell when large chunks of information are copied and pasted.
- Artificial Intelligence and resources: Technology advances quickly and sometimes outpaces that of ethics. Technology can support innovation, creativity, and inspiration. But submitting work that is formed from an open AI resource does not allow me to hear your own authentic *human* voice. Your work does not need to be perfect; it does need to be yours. All written assignments, including discussions will be screened for AI resources and will be considered plagiarism.
- 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](http://www.csuchico.edu/sjd).

### ***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](http://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. Please visit [www.csuchico.edu/slc](http://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](http://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 demonstrate knowledge of the theoretical and empirical foundations of the discipline.

**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.

**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.

**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

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**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 instructional settings. Students will demonstrate knowledge of and apply research techniques and information technology appropriate to the intellectual and disciplinary context.

**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.

**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.

**One more thing:**

Everyone signs up for a Child Development course for different reasons. The reason I have chosen to become a college level instructor is because I truly believe that understanding Child Development does not only better the lives of children, but it can also better adults. We will cover a *lot* of content over a short period of time, but my primary request is that each of you is present and take new information in. Child Development has the capacity to change your life if you're taking an active role in your own learning. Thank you for showing up, being present and participating. We are going to have a great semester.