CSU, Chico • Department of Child Development

CHLD 255 Child Development SPRING 2024

Instructor:	Valerie Singleton, M.A.
Office location:	Anywhere! I'm virtual!
Telephone:	530.898.6712
E-mail:	vsingleton@csuchico.edu
Student hours:	Wednesdays 11am-1pm; Thursdays 1-2pm
Class days and times:	Online, asynchronous

Course Usage of Canvas

Copies of the course syllabus, calendar and major assignments will be found on Canvas. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal.

Course Description and Goals

This is an introductory course to marriage and family, including psychological, physiological, and social aspects of close personal relationships. The class explores the social-historical construction of family and intimate relationships and the intersectionality of race, ethnicity, gender, social class and age that influence the pursuit and experience of romantic and family relationships, including parent-child relationships. Contemporary topics such as dating, courtship, marriage, family life, divorce practices, parenting practices, family economics, intimate partner violence, and sexuality are considered through a contextual lens and the impact of ethnicity, gender and social class on these topics is presented.

Course Objectives

1. To introduce student knowledge about historical and theoretical perspectives of marriage and family relationships, including issues of human rights and personal responsibility related to human rights.

2. To increase student understanding of the variations in marriage and family relationships, including issues of composition, age, culture, gender, sexuality, and function.
3. To increase student knowledge about the dating process and other issues concerning intimate relationships including issues of composition, age, culture, gender, sexuality, and function.
4. To increase student awareness of the physiological, psychological, and social contributions of intimate relationships in marriage and the family.
5. To help the student make informed decisions in his/her own life regarding marriage and family issues, including aspects of personal identity, gender expression, family, religion, and profession.
6. To facilitate student appreciation of and respect for various paired relationships and family lifestyles in cultures across the globe.

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.

Pathway Description

Gender and Sexuality Studies is a pathway focused on the exploration of diversity and the development of critical thinking. Few of us are aware of just how complex and fascinating gender and sexuality actually are. Sexuality includes all aspects of our sexual desires, behaviors, and identities. This could include whom we are attracted to and why, what excites us, what we choose to do about that, and anything to do with biological reproduction. Gender, on the other hand, has more to do with social and cultural expectations, and we are bombarded by messages about gender everywhere-from our families, at our schools, and in the media for example. There are many stereotypes and assumptions about gender and sexuality, so we investigate related scientific, intellectual, and creative work. We come to understand how sexuality and gender are related to practically every academic major, profession, and aspect of life. We learn about the significance of promoting gender and sexuality for all people, including those who don't fit neatly into the mainstream gender and

sexuality identities of our culture, for example LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning). Finally, in this pathway we can become more comfortable and sensitive working with a broad spectrum of people, thereby becoming more successful in our diverse world.

Gender and Sexuality Studies Pathway SLOs Covered By This Course

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

1. Identify, understand and discuss (orally and in written form) various theories, perspectives and methods of studying gender and sexuality. This SLO is assessed through exams.
2. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality. This SLO is assessed through exams and assignments.
3. Apply knowledge of complexity of sexuality and gender in order to make informed decisions in all areas of daily life, including personal identity, gender expression, relationships, family, religion, profession, politics, recreation, and enjoyment of the arts. This SLO is assessed through assignments.
4. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe. This SLO is assessed through exams and assignments.

General Education SLOs

The GE Program promotes student learning and engagement with academic course content conducive to developing intellectual and practical skills. This course addresses the following GE student learning objectives (SLOs).

Critical Thinking: Identifies 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. In this course, you will analyze, synthesize, and evaluate perspectives of gender and sexuality, including social, cultural, cognitive, and biological perspectives. Critical thinking will be assessed through assignments.

Personal and Social Responsibility: Demonstrates knowledge and skills necessary to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities. This SLO will be assessed through assignments.

Diversity: Diversity within families and partnerships is an underpinning of the course. Within all course assignments, activities, and discussions, attention to the wide range of practices and ideas about families and partnerships will be represented. Diversity will be a component the exams and assignments.

Student Learning Objectives & Contribution to the Child Development Major:

Upon completion of CHLD 255: 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:

1. Critical Thinking in Child Development
Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development
Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development
Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development
Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development
Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development
Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

Required Text, Recommended Readings, and Resources

Textbook & Resources
Additional readings may be assigned via Canvas.

- Seccombe, K. (2017). *Exploring marriages and families Revel Access Code* (3rd ed.). Pearson. [ISBN-13: 9780134719665]

The textbook listed above (make sure to match the ISBN) includes access to a fully mobile online platform consisting of the required text and interactive materials (REVEL). 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. <mark>Please note that the quickest and easiest way to purchase the digital access codes is to get it from our Canvas class site directly.</mark> **In our Canvas course, click on Access Pearson on the left menu. Then follow the on-screen directions.**
If this method does not work for you, please contact Pearson Support ASAP. They are available 24/7 to help. If you continue to have issues, please do not hesitate to reach out to me and we will work it out!

Additional REQUIRED book (can be purchased on Amazon/other retailers):
- Levine, A & Heller, R (2012). Attached: The New Science of Adult Attachment and How It Can Help You Find - and Keep – Love [ISBN-10 1585429139, ISBN-13 978-1585429134]

Classroom Protocol

Student Professional Behavior
The campus, both physical and virtual, 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.

Respectful Interaction with Others
One of the basic tenets (and requirements) of the course is that everybody be both open-minded and respectful of one another's ideas, while maintaining intellectual rigor. We assume that LGBTQ+ identities and issues are an important area of study. Regardless of any personal opinions held by the professor or class members, we will not engage in the debate over whether they are "right" or "wrong". Enrolling in this course means you will abide by these statements and honor everyone's point of view.

Email and Internet Access Requirements
For typical class communication, please use Canvas messages. For urgent messages, please email me at vsingleton@csuchico.edu.

Attendance and Participation Requirements
Since this is an asynchronous course, there are no required in person requirements. 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 **Canvas Messages**.

Mode of Instruction (MOI) Details and Instructions

This section is in a fully online, asynchronous format and does not have scheduled meeting days and times. Students complete course activities and assignments as detailed in the course syllabus. Internet access and photo/video capabilities required. The course is based on the philosophy that active engagement with the material fosters quality learning. Participation is crucial to the learning process and demonstrates 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 7.5 – 9 hours per week on 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.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found http://www.csuchico.edu/catalog/. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assessment

Course Requirements (please read carefully):	Points
1. **Exams (200 points)**: Two 100-point exams will be completed. Dates are noted in the class schedule. These exams will consist of 50 multiple choice/matching/fill in questions drawn from the text & Canvas 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.	*300*
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 without any penalty up until specific dates listed (and highlighted) on the schedule. After these specific dates, REVEL activities cannot be completed for <u>any points</u>. Chapter 1-4 activities will be accepted until the day of Exam 1, Chapter 5-8 activities will be accepted until the day of Exam 2, and Chapter 9-12 activities will be accepted until the day of Exam 3.	*100*

Course Requirements (please read carefully):	Points
3. **"Attached" Reflections (80 points):** Four reflections over the course of the semester will be written based on provided prompts. A typed, double-spaced reflection will be submitted via Canvas. It is expected these responses will be ~2 pages in length.	*60*
4. **Canvas Assignments (~390 points):** Since we do not meet in person, there will be assignments in Canvas that will take the place of lectures and in class time. Some are videos, some build on the text, some are discussions…be sure to check the folder weekly for your assignments. They are due at the end of each week and correspond directly with the week's topic.	*~390*
5. **Final:** You will be able to select from an exam, essay or public service announcement for your final exam. More details will be given in class.	*100*
Total:	*~950*

Late Policy

Late assignments will be accepted for one week past the due date, penalized 10% for each 24-hour period (INCLUDING weekends and holidays). No assignments will be accepted past one week after the due date; this means that the most credit you can receive on an assignment that is one week late is 30% of the original points. *Exception to this policy are the exams and section REVEL due dates, for which no late submissions will be accepted/offered.*

Grading Policy

This course has approximately **780 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

Writing Format

APA (American Psychological Association) is the writing format used by the Education profession. The reference for this academic writing format is American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Online references and examples of APA writing format can be found at [apastyle.org](#).

University Policies and Campus Resources

Land Acknowledgement

We acknowledge and are mindful that Chico State stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive

spiritual relationship with this land, the flora, the fauna, and the waters that run through campus. We are humbled that our campus resides upon sacred lands that since time immemorial have sustained the Mechoopda people and continue to do so today.

Basic Needs and Hungry Wildcat Food Pantry

Services to address food and housing insecurity, including pantry with food and hygiene items, rapid-rehousing and emergency housing assistance, CalFresh application support, and financial wellness and literacy programs. basicneeds@csuchico.edu 530-898-4098 Student Services Center, Room 196

Academic Integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your 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 coursework. Faculty members are required to report all infractions to the Office of Student Conduct, Rights and Responsibilities. The policy on academic integrity and other resources related to student conduct can be found on the Student Conduct, Rights, and Responsibilities website.

Specifically, use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct as described above.

IT Support Services and Wildcat Computing Support

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the ITSS website. Tutorials and guides are available for all of the programs and software that are provided to you at no cost through a campus license; access to these resources is available through the Wildcat Computing Support website.

Student Affairs, Services and Resources

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 on the Division of Student Affairs website. Information on available student resources can be located on the Student Resources and Services website.

WellCat Safe Place

WellCat Safe Place serves the Chico State community by providing confidential services for individuals impacted by sexual assault, intimate partner abuse, sexual exploitation, stalking, and harassment. They offer advocacy support, prevention education, and linkage to services on and off campus. They strive to create a culture of consent and healthy relationships that

foster a campus environment free of interpersonal harm for all students, faculty, and staff at Chico State. All of their services are free, confidential, and voluntary. Appointments with WellCat Safe Place are available through Zoom, over the phone, or through in-person sessions. To make an appointment, students can: email safeplace@csuchico.edu, call 530-898-3030 or visit Student Services building (SSC), room 430.

Americans with Disabilities Act

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 the Accessibility Resource Center (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 with further assistance with requesting and arranging accommodations. **Accessibility Resource Center** 530-898-5959 Student Services Center 170 arcdept@csuchico.edu

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 coursework 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 University Writing Center has been combined with the Student Learning Center.

ALLY

Chico State is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your courses. ALLY is a revolutionary product that focuses on making digital course content more accessible to all students. You will now be able to download any content in this course in the format that fits best with your learning style. PDF, HTML, .EPUB and Audio files are now available for most content items. Here is a link to more information on formats available as well as what each format offers. Should you have any questions or experience issues while using ALLY please contact the Office of Accessible Technology and Services at oats@csuchico.edu or 530-898-6532.

Mental Wellness

Mental health concerns or stressful events (ex: a global pandemic) may lead to diminished academic performance or reduce your ability to participate in daily activities. Free, easily accessible, confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of mental health services available on campus at the WellCat Counseling Center.

Important note about a work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. As of the time this syllabus is being created, the CFA is scheduled to conduct a strike during the first week of school. This would mean that your work

would be available to you, but I would not be responding to emails, grading assignments, or performing any other work-related duties. Please know that I will try to make sure that these actions will in no way impact your learning this semester. I promise to promptly inform you of any schedule disruption. **Our working conditions are your learning conditions; we seek to protect both.** For further information go to www.CFAbargaining.org.