

**California State University, Chico**  
**Department of Child Development**  
**Children in a Changing World**  
**Child Development 272**

<b>Instructor:</b>	Lisa Jackson, M.Ed.
<b>Office:</b>	Modoc 102
<b>Office phone:</b>	(530) 898-4761 (only answered during office hours)
<b>Student Hours:</b>	Wednesday 8:45-10:45 am and by appointment
<b>E-mail:</b>	<a href="mailto:ldjackson@csuchico.edu">ldjackson@csuchico.edu</a>
<b>Meeting times:</b>	Tuesday and Thursday, 8:00 - 9:15 am, Modoc 120

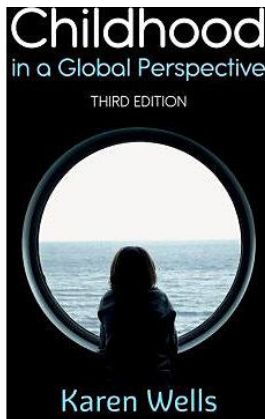
**Canvas**

Class announcements, emails, the syllabus, class schedule, assignment instructions, submission links, and readings are in Canvas. I encourage you to log in regularly through your CSU Portal <http://portal.csuchico.edu>. Or from the TLP page <http://www.csuchico.edu/tlp>

The best way to contact me is through email in the Canvas course. I check this a few times per week. Please don't send emails through campus email because student messages typically end up in faculty junk mail and I don't want to miss your communication.

**Course Prerequisites:** No other child development classes are required before taking this one.

**Required Texts/Readings**



Wells, K. (2021). *Childhood in a Global Perspective* (3rd edition). Malden, MA: Polity Press.

- **ISBN-13:**  
9781509541713
- **DIGITAL ISBN-13:**  
9781509541720
- **ISBN-10:**  
1509541713

**Other class readings:** These are available in Canvas, within the weekly Learning Modules (LMs) in digital formats.

### **Course Description**

This course is part of the Global Development Studies GE Pathway in the area of Lifelong Learning. This course will provide a global investigation of critical issues influencing the lives of children, to increase understanding of “development” in its many contexts and manifestations.

The course will examine family and societal influences on children’s development with a focus on how ideas and beliefs about childhood are shaped by cultural and societal practices and policies. Specific emphasis will be given to understand children’s vulnerability due to their age, status, gender, societal norms, and the threat of economic exploitation.

We will have opportunities to explore issues impacting the health and wellbeing of children in the U.S. and throughout the world through class discussion, small group activities, presentations, and written assignments.

### **Course Objectives**

At the end of this course, you will be able to:

- 1) Describe relevant theories and research on children’s development and identify their appropriate application, strengths, and limitations.
- 2) Describe how children’s lives and development (i.e., physical, cognitive, social- emotional) are influenced by cultural practices and social policies that are moderated by social class, ethnicity, and gender.
- 3) Understand more about current issues regarding diverse childhood experiences within the United States and other countries (SLO 3).
- 4) Understand how violence (family, peer, societal, and global) impacts the lives of children.
- 5) Describe risk in the lives of children and understand how relationships or environments can protect children and support resiliency.

### **Child Development Student Learning Objectives (SLOs)**

1. Foundations of Child Development: Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.
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.
3. 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 well-being.
4. Professionalism: Students will engage in professional behavior appropriate to the discipline in professional contexts.
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.

As a General Education course, additional student learning outcomes will be addressed and assessed through class discussion, activities, and assignments (as defined by (EM 10-01:2-3).

1. **Oral Communication:** Students will demonstrate effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience.  
Assessed through class discussions and formal group presentations.
2. **Written Communication:** Students 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. Demonstrated through written work.
3. **Critical Thinking:** Students 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.  
Demonstrated through written work and class discussions.
4. **Diversity:** 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.  
Demonstrated through class discussions, written work and formal group presentations.
5. **Global Engagement:** Students will demonstrate knowledge and skills necessary to engage global cultures and peoples.  
Demonstrated through class discussions, written work and formal group presentations

### Student Responsibilities

1. Students are responsible for attending class. If a student misses a class, it is the student's responsibility to determine what needs to be done to keep up with the class and make up missed work. Participation points for attendance can typically not be made up.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems in submitting an assignment in Canvas, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. *Write this number down and keep it near*

*your computer in the event that you can't access Canvas.* I cannot solve your computer problems.

5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Canvas for announcements and emails on a daily basis, Monday through Friday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .pdf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a "0."*
7. Students are responsible for being able to navigate Canvas to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to extended illness (with a Drs note), this does not indicate or include appointments, those should be made outside of class meeting times whenever possible.

### Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered within 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner (prior to next assignment being due).
5. The instructor is responsible for giving instruction regarding the course content and how student work is to be submitted.
6. The instructor is responsible for answering specific questions regarding assignments; therefore, the instructor will *not* proofread or edit any portion of your assignments for you. The instructor is *not* responsible for giving instruction regarding spelling, semantics, grammar and syntax. In other words, *do not* ask the instructor to "read over" parts of your assignments. You should contact the writing tutor at the writing center (free of charge) in a timely manner to get feedback prior to due date.

### **Assignments**

<b>Assignments</b>	<b>Percentage</b>
A. Preparation and Participation: Attendance, Class Activities, Discussion Board Activities, Weekly Online Quizzes	30
B. Two Papers	20
C. Group Presentations	13
D. Three Exams + Final Exam Activity	37
Total	100%

**Grading Policy** <http://www.csuchico.edu/pres/em/2010/10-018.shtml>

Although grades are clearly important to students, I hope you will recognize the value of exposure to new information and learning experiences, which at times may be frustrating or challenging. Challenging ourselves fosters growth and increases our understanding of not just ourselves but others. Not earning full points doesn't mean you didn't benefit from your efforts put toward an assignment, exam, or course materials. Success isn't always measured by a letter grade. Try to keep each activity, assignment, exam in perspective as you review the intended meanings behind letter grades and please remember that the grades you earn do not define you as a person.

Grade	%				
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

All assignments are due by the start of class on their due dates.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in, or worked on in class unless you can provide confirmable reasons why you were unable to attend.
- Assignments are due BEFORE class begins on the given due date unless otherwise specified in Canvas– anything turned in after that is considered late. Check the Class Schedule for assignment due dates.
- Written assignments will be accepted after their due dates, but will be penalized 10% per day late, up to a maximum of 50%, weekend days are counted.

How Late?	Penalty
Up to 24 hours	10%
25-48 hours	20%
49 hours +	To be determined

- Work that is copied, plagiarized, or claimed to be the student's own work but is not, will receive a ZERO for the assignment and the issue may be referred to Judicial Affairs. Please see following pages regarding academic honesty and plagiarism. <http://catalogcsuchico.edu/viewer/18/ACAREGShtml>
- Make-up for exams will be allowed if students can provide a documented, legitimate reason for being unable to take the exam on the scheduled day.

Arrangements must be made in advance of the exam date.

### **In the Classroom**

- Please come on time and stay the entire class period. Coming in late and leaving early can be disruptive for other students and myself. Please keep conversations focused on the class rather than personal topics which may also distract others who are speaking or working. Let me know in advance if you will be missing class; notification, however does not necessarily constitute an excused absence.
- Cell phones should not be out during class period. Please silence them before class begins.
- Laptops or iPads/ tablets can be used to review readings during specific class activities. You will be instructed as to when a laptop, iPad or tablet may used. This is not at your discretion. Laptops should not be open or used for activities that do not pertain to this class. Personal messages being sent/ received during class or checking sites for other classes, work or personal will not be permitted. If you are using a laptop, iPad or tablet in any way or at any time that is distracting to the professor or other students, you will be asked to leave class and not get credit for attendance or activities that day.

### **Assignments and evaluation criteria**

#### **I. Preparation: Attendance, Class Participation and Discussion Board Activities**

This course emphasizes student-centered learning through active class participation. In order to get the most out of this course, you must engage with the class materials (i.e., readings, videos, Ted Talks) and with other students via class activities. Research shows that writing about something increases memory retention, thus you will have many informal writing opportunities via the weekly class discussion board topics in Canvas and through in-class activities.

About 30% of your grade is comprised of these these individual, paired, and group activities. Strive to contribute to our discussion board weekly topics, but know that if you miss a few, this will not have a significant impact on your participation points. These activities are designed to foster class participation and learning, not penalize students if they are unable to participate occasionally.

Points earned for these activities will vary between 1-5 point each depending on the depth, detail, and in some cases, accuracy of the responses.

**A. In-class activities** include taking notes on videos watched in class, completing activities related to class readings, and attendance. *Makeups for missed in-class activities are typically not possible* because students miss out on class discussion with classmates.

**B. Discussion Board activities** are another way to earn participation points in this course. About once a week a new Discussion Board topic will appear under the Discussion Board link in Canvas. Students can respond to specific questions

posed for that week, or comment on class topics, readings or assignments. Questions and responses to other students can also be posted. Each post will be available only for one week, **to earn participation credit students must post during the week each forum is open.**

**C. Weekly quizzes** will open in Canvas on Fridays at 6 am and remain open until the following Tuesday at 11:59 pm. The multiple choice questions will be based on the required readings (in the textbook and the electronic readings in Canvas) and what we discuss in class. Each quiz is worth 5 total points. You may look at your class notes, or the readings while taking the quiz. The quizzes are intended to help you prepare for the three in-class exams, by having you review key information from this course. Items on the exams will be very similar in format and content to the quiz items.

**If you miss the time frame when the quiz is open; it cannot be made up.** Quiz grades are available immediately and will be entered into the Grade Center. You will have two attempts, of which I will take the higher of your two scores. There are 11 quizzes offered and at the end of the semester you will receive 5 extra credit points that will help offset one missed quiz.

**D. Peer Feedback on Group Presentations.** Each student can earn points by providing feedback to other students' presentations. A rubric is provided for this. Please, provide specific and professional suggestions; avoid generic comments such as "it was really good." Providing feedback will count toward your Class Participation points. You should plan on completing these for each of the other groups that present. You must be in class for the full time to watch the presentations and will receive points for submitting these on the day the presentation is given. These are not points that can be made up.

## **II. Paper Assignments**

The objective of these assignments is to provide an opportunity for students to demonstrate their abilities in accurately and concisely summarizing or applying information learned through readings, lectures, discussions, and activities presented in the class.

Paper One is worth 25 points; Paper Two is worth 50 points. Complete instructions for these writing assignments and grade rubrics will be available in Canvas.

The completed papers will be turned in as electronic Word documents through Canvas. This part of the class constitutes 20% of your possible grade.

## **III. Three Exams + Final Exam Activity**

The exams address material presented in class and in the class readings (textbook chapters and other course materials). Exam dates are listed in the Class Schedule. This part of the class constitutes 40% of your possible grade.

Study guides: content specific study guides will be available prior to the exams. These are typically posted about one to two weeks before the exam date under Exam Study Guides.

#### **IV. Group Presentation**

Working within small groups, students will research and present information about an important issue influencing the lives of children on a local, national, or global level. Additionally, groups will research and share information about a local community program that serve children and families; hopefully this will inspire other students to advocate or volunteer. Complete instructions are provided under the Link called Assignment Instructions and Submission Drop boxes. This part of the class constitutes 10% of your possible grade.

#### ***Incompletes***

Students must speak with me in person regarding the possibility of an incomplete.

Incompletes are given only if:

1. the student has a passing grade for all other work at the end of the semester
2. the student is up-to-date on previous work, and
3. other University criteria are met

#### **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.

#### **Software requirements**

The University supports Microsoft Word and Power Point. You can obtain these programs for free from this link:

<https://products.office.com/en-us/student/office-in-education>

I know that students often work in Google programs; these should be converted in Microsoft Word before their submission, particularly for written assignments, to ensure that required formatting is maintained and so and I can provide feedback within your assignment. I cannot open other software programs such as Mac Pages. If I can't open your files, I can't grade them.

If you experience computer problems contact the Student Computing help desk:



(530) 898-Help. Please email me through class email, but they are probably better able to address technical issues you may be having.

## **University Policies and Campus Resources**

### **Academic integrity**

All written work is to be individually produced unless otherwise noted in the assignment. 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. The policy on academic integrity and other resources related to student conduct can be found at:

<http://www.csuchico.edu/sjd/integrity.shtml>.

**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)

### **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:

<http://www.csuchico.edu/current-students>.

### **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 <http://www.csuchico.edu/slc>. 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 Arcs 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>

### **Title IX: Confidentiality and Mandatory Reporting**

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