

## California State University, Chico, Child Development Department

<b>Instructor:</b>	Dr. Diana Shepherd
<b>Office location:</b>	Modoc 216B
<b>Contact Me:</b>	You can email through my Chico State email: ddshepherd@csuchico.edu
<b>Student hours:</b>	Tuesdays 11:30 am – 2:30 pm  Zoom Meeting ID is: 822 311 5633. The passcode is 227368. <a href="https://csuchico.zoom.us/j/8223115633?pwd=NFhiekVmMzlpYlMxbng2dXFoVTFBQT09">https://csuchico.zoom.us/j/8223115633?pwd=NFhiekVmMzlpYlMxbng2dXFoVTFBQT09</a>  We can also schedule a phone call or meet in person during this time in Modoc 216B if you'd prefer.
<b>Class days/time:</b>	Asynchronous Online
<b>Readings:</b>	Required readings are located in Bb Learn.  <b>One required book:</b> (Not in the bookstore – buy from your favorite retailer.) Savage, D. (1999). <i>The kid: What happened after my boyfriend and I decided to get pregnant</i> . New York: Penguin Books. ISBN 0452281768
<b>Technology:</b>	The student must determine how technology requirements are met. Access to course content requires an internet connection to the Portal or TLP website.

**Course Description This course fulfills a capstone and writing intensive requirement.**

This topical course is designed for students who wish to develop a broader and deeper understanding of children's gender and sexuality development. Students study multiple theoretical explanations of gender and sexuality development, and learn how cognitive, social, cultural and influences impact concepts of gender and sexuality. Students examine political and social sources of discrimination and oppression as they relate to children's psychological adjustment and consequences for parental rights. Students will apply their knowledge to their daily life, including personal identity, gender and sexuality expression.

**Attendance in the Course for Online Students**

Your instructor understands that online students choose this form of education so that they can attend higher education from a distance, continue to work, raise families, and attend classes simultaneously (or any combination of these). Online students are not required to be logged into the class at specific times during the day. It is essential that students make timely progress throughout the course. There are readings that are assigned, and class assignments that are due, so not logging in regularly will put a student very far behind. **Weekly progress is crucial for success in this class.** **The class schedule is designed for weekly engagement in course materials and activities.**

**I will send out weekly announcements/reminders, usually on Monday morning, be sure to check your Wildcat email each week so that you don't miss these.**

**Course Involvement and Structure**

Online courses offer the advantages of higher education learning and credit without the time and location constraints of typical college courses. **They also require significant self- monitoring and time-management skills to progress through the course materials and complete assignments.** **This course is designed to engage students on a weekly basis.** Certain assignments are available within a limited window of time and will not be available later. Thus, checking into the course regularly (at least weekly) is

essential for completing readings and activities in their designated time periods. Regular and consistent progress is crucial for success in this class.

Per the US Department of Education and accrediting bodies of higher education, in total, students can estimate **spending approximately 6-9 hours per week on this course.**

<b>Course Requirements</b>	<b>Points</b>
Discussions (4 @ 15 points each)	60
Papers (4 @ 35 points each)	140
Quizzes (4 @ 25 points each)	100
Total	300

Total points will be converted to an overall percentage to determine your final course grade. During the semester as assignments are graded, your “current class percentile” will be updated. This gives you’re a good idea of how you are doing in the class. I’ll send announcements when Percentile Updates are made. Please feel free to contact me if you have questions about specific assignments and points earned.

**Final grades will be calculated as follows:**

<b>Grade</b>	<b>%</b>
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+	69-97
D	66-60 <b>60% or above indicates a passing grade</b>
F	59 or below

**Assignments and Grading Policy**

**Make-ups, late submissions of student work, and extra credit**

Please turn in assignments by the due date. Students can submit assignments up to five days after the due date with a 10% of the total possible points deducted for each day an assignment is late; weekend days are counted. If you are sick or have a valid reason why you cannot submit on time, please contact me. No assignment will be accepted during finals week.

**Discussion Topics**

I will post discussion topics relevant to course content through the discussion tab. Students are required to provide a 300-word (minimum) response to the discussion topic and respond to a fellow student’s discussion response (150 word minimum).

### Papers

Papers are 3–4-page written assignments involving real world applications of content learned in class and are relatable to students' personal experiences. Instructions are accessed and completed assignments are submitted through the Assignments link in the Content Area Folder.

### Quizzes

Quizzes are non-cumulative, open book, multiple choice and true/false questions based on the course content (readings, weblinks, and videos) for the assigned topics. Study guides in each content area will help students prepare for the content on the quiz. Quizzes are accessed through the quiz and study guide folder. Students are expected to take quizzes as individuals; collaboration on a quiz constitutes cheating. Students may not share the quiz questions or their answers to quiz questions with other students. This constitutes unauthorized access to test materials; these students will be reported to the Student Conduct, Rights, and Responsibilities Office.

*Please see specific instructions for each course requirement for information on how to submit and how each assignment is graded located in Canvas.*

*Please see the course schedule for due dates for course requirements.*

### 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.

### 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 and that we be non-judgmental while maintaining intellectual rigor. We assume that LGBTQ identities and issues are an important area of study. Regardless of any personal opinions held by 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.

### Student Responsibilities

1. Students are responsible for knowing the content of the syllabus and the course schedule.
2. 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).
3. Students are responsible for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before computer help desk closes, so they can help you in the event of a problem. Students are responsible for contacting the computer help desk in the event that you experience technical difficulty. This contact information is on the course page. I can not solve your computer problems. *Write this number down and keep it near your computer in the event that you can't access the internet.*
4. Students are responsible for being aware of messages that the instructor sends to you. You should check for announcements and messages on a daily basis, Monday through Friday.

5. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps or as Pages; submissions in this format will not be graded. These submissions will receive a "0."
6. Students are responsible for being able to navigate Canvas to the extent that is required in this course.
7. Students are responsible for fulfilling technology requirements.

**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 in 48 hours. Emails and phone calls over the weekend may take up to 72 hours. Do not expect me to be online after 5 pm.
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 grading assignments in a timely manner. In most cases I will be able to get assignments back to you within 14 days. I grade in the order in which students submit their assignments, so students who submit assignments first are graded first.

**Software Required for this Class.**

The University supports **Microsoft Word**. University computers are not able to read documents created in WordPerfect or Pages. If you are creating documents on WordPerfect, it may be helpful to save them in Rich Text Format before sending, but this is not always successful and formatting is often not preserved- grades may be lowered for incorrect formatting on written assignments.

**Fulfillment of GE Requirements**

This course is a GE upper division social sciences course and a writing intensive course in GE.

**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.
2. Evaluate (orally and in written form) sexuality and gender as inherently connected to major areas of professional study, including history, politics, the media, sociology/social work, psychology, physical and mental health studies, medicine, scientific research, law and criminal justice, the arts, biology, international relations, cultural and religious studies.
3. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality.
4. Analyze as socially and ethically unsustainable the historical and current belief systems, institutions, politics and practices that maintain oppression and discrimination regarding gender and sexuality.
5. 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.
6. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe.
7. Produce unique intellectual/creative work by utilizing technology, performance, artistic expression, scientific inquiry, academic or creative writing, and research.

<p><b>General Education PLOs</b></p>	<p>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).</p>
<p>Written Communication GE SLO 2</p>	<p>Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience. You will have the opportunity to write in various forms of expression for this course, including discussion posts, activities, and an integrative paper. You will write about your own experiences with gender and sexuality, real world sources of information about gender and sexuality, and to integrate various perspectives of gender and sexuality.</p>
<p>Critical Thinking GE SLO 3</p>	<p>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. You will have the opportunity to evaluate current societal perspectives of gender and apply current social policy to issues of discrimination and oppression through assignments.</p>
<p>Personal and Social Responsibility GE SLO 6</p>	<p>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. You will have the opportunity to recognize unsustainable values, norms, perspectives, and practices that marginalize individuals as a result of their gender and sexuality. You will identify sources of your own biases and stereotypes and will be given the opportunity to develop a more fluid and inclusive view of gender and sexuality. This SLO will be assessed through discussions and assignments.</p>

**Student Learning Objectives for this course:**

1. Students will compare and contrast theories of gender and sexuality development, including real and mythical gender differences.
2. Students will investigate gender role expectations and stereotypes in real world settings and will apply their experiences to personal identity, gender and sexuality expression.
3. Students will compare and contrast cultural values and norms regarding gender and sexuality.
4. Students will identify influences of peer segregation on gender development, and explain developmental changes in establishing gender identity.
5. Students will modify a dichotomous (male versus female) view of gender to include inclusive and fluid expressions of gender.
6. Students will identify biological processes that contribute to sex and gender, including genetic, neurodevelopmental, and hormonal influences and variations in chromosomal expression.
7. Students will demonstrate comprehension of contemporary professional responses to genetic and biochemical variations in sex, and its impact on gender and sexuality development from infancy to adolescence.
8. Students will evaluate current unsustainable political and social sources of discrimination and oppression regarding GLBTQ youth and their families.
9. Students will appraise current social policy movements regarding limiting or expanding rights for GLBTQ parents and the ability of individuals to foster parent and adopt children.

**Course Content Learning Outcomes**

The following grid tells you how this course meets specific learning objectives of the Gender and Sexuality Studies pathway and the GE program, and how the learning objectives are assessed. Upon successful completion of this course, students will be able to:

Learning Outcomes	Pathway and GE SLOs	Course Assessment
Show comprehension of theories of gender development.	Pathway SLO 1, 2, 9 GE SLO 2, 3	Quizzes Papers Discussion post
Apply knowledge of cultural diversity regarding gender and sexuality values and norms.	Pathway SLO 2, 7 GE SLO 6	Quizzes Discussion post
Apply knowledge of social influences on gender and sexuality development, including media, peer, and family influences.	Pathway SLO 2, 6, 9 GE SLO 2, 6	Quizzes Papers
Apply knowledge of the complexity of gender and sexuality to make informed decisions about personal identity, gender and sexuality expression.	Pathway SLO 6 GE SLO 2, 3, 6	Papers Discussion post
Appraise current social policy, including oppressive and discriminative practices regarding gender and sexuality.	Pathway SLO 4, 6, 7, 9 GE SLO 3, 6	Quizzes Discussion Papers
Explain biological influences on gender and sexuality, including genetic, neurodevelopmental, and hormonal influences.	Pathway SLO 4, 7, 9 GE SLO 2	Quizzes Discussion post
Synthesize biological, social, cultural, and cognitive influences on gender and sexuality development.	Pathway SLO 1, 2, 7, 9 GE SLO 2, 3	Discussion post Papers

Copies of the course syllabus and major assignments may be found online in the course. You are responsible for regularly checking the online resources, which are accessed through the portal at [Portal](#). Plan to log on at least once every day (except holidays). **If the portal is down or not working, you can access Canvas through the TLP website at this link: [TLP](#)**

### Required Readings

Required readings are located in our Canvas course. You are responsible for making sure that you can open the readings. If you can not open a reading, contact student computing. A complete reading list with assigned dates is in the course schedule online.

### Internet communication

Please be respectful of your fellow students. You will be communicating with each other on the discussion board. Do not type in all capital letters; this is interpreted as yelling. Type in sentences and edit before you submit. Please be sensitive and do not communicate sexist, racist, or discriminatory comments or you will be referred to the Student Conduct Office.

### Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [Catalog](#). You should be aware of the new deadlines and penalties for adding and dropping classes.

### 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 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.

### **University Policies and Campus Resources**

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#### **Academic Integrity**

Have integrity. Unless otherwise indicated on individual assignment instructions, all student work is expected to be original and completed independently.

**AI writing programs:** As an instructor I recognize there are a variety of AI programs available to assist in creating text, images, audio, and video. However, I want to stress that, AI programs are not a replacement for developing students' creativity, originality, and critical thinking. Developing these skills is something you must nurture over time in order to develop your own individual voice, information literacy, and written communication style.

CHLD 333W is a writing intensive capstone course. Hence the "W" in the course abbreviation. This means you will be doing a significant amount of writing. The objective in these writing assignments is to develop YOUR information literacy and written communication skills – these are portable skills that you will take with you beyond this class, and it is likely they will be needed in your professional work.

**The best use of these tools is to improve your grammar, punctuation, clarity, and conciseness working from your own original drafts.** For our class, a minimal amount (less than 8% of your papers) can include AI assistance; you must cite your use of these tools in your assignments.

E.g., "Psychoanalytic perspectives of gender identity development emphasize . . ." (Copy.ai; <https://www.copy.ai/tools>).

*Remember that you really cheat yourself from growing your own skills by over-reliance on these types of tools.* I would strongly recommend you to work with the University Writing Center <https://www.csuchico.edu/slc/writing.shtml> or with me during our student office hours to assist when working on written assignments for this class. Over use and lack of citation of AI assistance that you do use constitutes a violation of Chico State's Integrity Policy and may result in students earning a Zero on such assignments and possibly being reported to the Office of Students Rights and Responsibilities.

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)

When there is evidence that a student has committed plagiarism, misused sources of information, 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 dishonesties are severe. Students are expected to be familiar with the University's Academic Integrity Policy. 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. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: [Student Judicial Affairs](#).

Students are expected to follow university policies for academic honesty and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on a quiz or having unauthorized access to quiz material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Misuse of sources includes incorrect citation of a source, such as failing to provide quotation marks or page numbers in copied material. Students who plagiarize, misuse sources, cheat on quizzes or assignments earn a "0" for that quiz or assignment, and will be referred to the Student Conduct, Rights, and Responsibilities Office. Students who plagiarize, misuse sources, or cheat on 2 or more requirements will earn an "F" for the course. Students are expected to be familiar with the University's Academic Integrity Policy. 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. Faculty members are required to report all infractions to the Office of Student Conduct. The policy on academic integrity and other resources related to student conduct can be found at: [SCRR](#)

***Please note this wording is taken from the student conduct website:***

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. 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 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 the Student Conduct Office. The consequences for academic dishonesty are severe.

**Academic Honesty as it relates to all student work**

All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.



**[Student Resources Webpage](#)**

One-stop-shop for resources related to safety, academic support, advising, food and well-being, housing, peer mentoring and more. This page is also linked from Canvas so students can access it from there.

**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 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 about campus reporting obligations and other Title IX related resources are available here: [Title IX](#)

**Disability Services at the Accessibility Resource Center (ARC)**

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found at: [ARC](#)

**Student Computing**

Computer labs for student use are available [here](#) and are located in Merriam Library, Tehama Hall Rm.131 and the BMU Room 301. Additional labs may be available to students in your department or college.

**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: [Student Services](#)

**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 [SLC](#). The University Writing Center has been combined with the Student Learning Center.