CHLD 353w: METHODS OF INQUIRY IN CHILD DEVELOPMENT
Course Syllabus

"Research has formalized curiosity. It is poking and prying with a purpose." – Zora Neale Hurston

Instructor:	Jennifer Swisher, MSW
Email:	jkswisher@csuchico.edu
Office Location:	Modoc 102
Student Hours:	• Mondays 11:00am – 1:00pm (Modoc 102) • Tuesdays 12:30pm – 1:30pm (Modoc 102 &/or zoom) By appointment (if students are unavailable during the above timeframes)
Class Days & Times:	Mondays & Wednesdays 2:00pm – 3:50 pm
Class Location:	Modoc 220
Prerequisites:	Completion of GE Written Communication (A2) requirement; GE Quantitative Reasoning (A4) (MATH 110, MATH 210 for Liberal Studies majors); CHLD 251; CHLD 252

Required Texts/Readings

Casson, L. E. (2018). *A writer's handbook: Developing writing skills for university students*. (4th ed.). Broadview Press. [*ISBN: 9781554813704*]

McBride, D.M. (2024). *The process of research in psychology,* (5th Edition). Sage. [*ISBN: 978-1-0718-4747-3*]

Course Description and Goals

Students will increase their knowledge and application of critical thinking skills while learning the fundamentals of scientific methodology. This knowledge base includes quantitative and qualitative research methods, quantitative skills in measurement of theoretical constructs, statistical analysis, and interpretation of statistical results. These skills will be applied through reviewing and evaluating published research articles, writing assignments, statistics and practice worksheets, and exams. Competencies acquired in this course will be applied in subsequent child development classes.

Per the Department of Education and accrediting bodies of higher education, ***in total, students are expected to spend at least 11.5 hours per week on this course*** (for each 50-minutes in class, students should expect to spend at least two hours out of class each week). This class is 3 hours and 40 minutes per week in direct instruction, meaning approximately 8 out-of-class hours. To set yourself up for success, please ensure you are available to dedicate this time to *CHLD 353w*.

Course Requirements

Assignments	%
Exams: Two online, open resources exams will be completed.	30
Integrative Literature Review Activities: Multiple writing activities will be completed throughout the semester.	40

Attendance: Attendance is crucial, and as such, will be taken each class period. Note: see the section below on Attendance and Late Policy for additional important information regarding attendance.	5
In-Class Activities: We will engage in Journal Club (Mondays) and Content Collabs plus Methods Activities (Wednesdays) in class. In most cases, make-up assignments are not available. Partial credit can be earned for the independent (out-of-class) aspects of our Content Collabs.	25
Total	**100 %**

The Class Schedule

This is a crucial document that contains a weekly schedule of topics that will be covered in class, required readings, and due dates for class activities, assignments, and exams. This schedule is subject to change at the discretion of the professor. However, this will only aim to benefit students (e.g., extension on a due date). Updates or changes to the class schedule will be announced if needed. I would strongly recommend printing it out and keeping it handy throughout the semester.

Attendance and Late Assignments

Attendance will be taken each class period. I will use a mixture of PowerPoint slides and writing content on the board during class—this is a pedagogical decision to help ensure understanding. For example, if I'm writing on the board, it's hard for me to keep talking, and my writing pace more closely matches yours. This means that it is very important that you are present during class. Additionally, we will be engaged in many activities throughout the semester to clarify content. To participate in those activities and discussions, you must be present. I recognize that things come up during the semester, however, if you are not present, you are not able to engage and therefore, in this class even "excused" (or unavoidable) absences will still be noted as an absence. In terms of coming to class late or leaving class early, if you are missing more than 25% of the class period (~30mins), it will be documented as partial (half-credit) attendance. If you miss more than 50% of the class (~50mins), it will be a complete absence. Additionally, if you miss more than 50% of the class periods, you will not be able to pass the course and will receive a failing grade.

All assignments are due by the time and day listed in the Course Schedule. In-class assignments are not accepted after class is over. There are some activities that we will start out-of-class and finish in-class. If out-of-class portions of the assignments are completed, partial credit may be earned. Integrative Literature Review Assignments turned in after the listed time will accrue late points or earn no points. Depending on the assignment, feedback may be more limited if your work is turned in late. The *late policy* for this class includes a late penalty: *10% (of the total possible points) per day* for *up to 5 days* (i.e., a maximum of 50% of the possible points for the assignment). *After 5 days late, assignments will not be accepted for a grade.* Make-up for exams will *only* be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day. Except in the case of an emergency, arrangements must be made *in advance*.

How Late?	**Penalty**
Up to 24 hours (1 day)	10%
25-48 hours (up to 2 days)	20%
49-72 hours (up to 3 days)	30%
73-96 hours (up to 4 days)	40%

How Late?	Penalty
97-120 hours (up to 5 days)	50%
121+ hours (more than 5 days)	No Credit

Classroom Protocol

Professional behavior includes proper time management. Part of that includes being on time and seated when class begins and remaining throughout the course period. It can be very distracting for other students when someone arrives late or leaves early. At times there may be unforeseen issues that require you to be late or to need to leave early. I appreciate it when students communicate about those issues in advance but recognize that may not be possible. As attendance is taken each class period and factored into your grade, partial credit may be given for days when you arrive more than 5 minutes late or leave 5 minutes early.

Additionally, professional classroom behavior is expected. This includes being respectful of other students, turning off your cell phones or having them in silent mode and kept in your bags, and containing your laptop usage for classroom activities. We will engage in group work in class; therefore, completing your independent work prior to class beginning is essential. It is disrespectful to your group when your portion is not completed for the in-class work. We will also have planned days to work on writing assignments. During these workdays, it is expected that we create a "study hall" that is quiet and conducive to all students working. On these days, it is acceptable to bring headphones or air pods to listen to your own music. If you need to engage in a discussion with a classmate or have questions for me, I'll ask you to step out into the hallway so that others can continue working.

Perspective on WI/WP courses, Grades and Grading

Writing Intensive courses are designed to provide ample writing practice and revision opportunities. This course is also the writing proficiency course in our major. For many students this is their first intensive introduction to using the American Psychological Association (APA) writing guidelines. This adds to the challenge of learning to write in a concise but objective style with a very specific set of rules.

Sometimes, the time and effort spent on assignments doesn't earn us what we think it will. Be assured that with continual practice and revision your writing will improve. It's extremely rare that a student would take this course and already be very proficient in this writing style. Writers of all ability levels benefit from constructive feedback and revision work that helps improve their writing skills. That being said, on your writing assignments I will offer some pretty intensive feedback, regardless of how "good" your paper is— if you do not understand it or it isn't clear to you, please reach out during Student Hours (or our Writing Workshops during class)! This class was designed to simulate real work situations where individuals are required to meet multiple deadlines and to work on individual writing and partnered assignments that require diverse intra- and interpersonal skills.

The in-class activities contribute to your grade but in small increments (as we have so many throughout the semester). Missing a few points here and there should not make a significant difference in your final grade. However, you also don't want to miss these "easy" points unnecessarily. Class attendance is really important!

In contrast, writing assignments should be planned for, allowing enough time to be carefully written and reviewed before submission. I'm happy to answer specific questions that you may have about formatting and content. One important suggestion is that you take recommendations very seriously as the goal is to improve when given feedback.

Do not spend undue time worrying about a few points missed here and there; try to maintain a balanced perspective about the relative importance of different types of assignments and the potential value of practice and learning, rather than focusing solely on points.

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

A work: "A" work is generally associated with *exemplary, stellar, and of extraordinary quality.* An "A" is not the typical grade earned (i.e., it is not the "average").

B work: "B" work is generally associated with *"above and beyond," with some, but not all, of the qualities of an A and is worthy of recognition.* A "B" grade means your work is above average.

C work: "C" work is average. That means, that you have done *competent work. You have done what has been asked of you.* Your work (not you, of course!) *is typical and meets minimum assignment criteria.* You are just fine! It means *everything is okay*.

D work: "D" work fails to meet the minimum criteria for the course. A "D" can also indicate a late or incomplete work that doesn't meet course standards.

"F" work: Perhaps it is a very rough time in your life. Remember, though, that it is your *work* that is being assessed—not you, not your potential, and not your past performance in other academic endeavors.

*CHLD 353w is the writing in the major course. Per University policies, a student **must receive a C- or better in this course to continue in the major***. Students who receive a C- or better in CHLD 353w are automatically certified as having satisfied the minimum graduation writing requirements of the Child Development major. Students who receive a grade lower than C- must repeat this course until they earn a grade of C- or better. Student can repeat this course only twice.

Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Students are responsible for all material covered in class whether present or not. However, in-class assignments cannot be "made up" for credit. In order to earn a passing grade in this course, students must earn 70% (C-) or higher.

Canvas Course Shell

The Course Syllabus and Class Schedule may be found in our Canvas course shell. Additional materials are available there as well. Most assignments will be submitted via Canvas. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal.

Class Communication

I encourage you to contact me or attend **Student Hours** if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi! This semester, ***virtual AND in-person*** Student Hours are available. Be sure to let me know if you'd prefer Zoom or In-Person so I can be in the right place at the right time! In-person hours will take place in my office (Modoc 102). Here is a link to my Office Hours Zoom Room https://csuchico.zoom.us/j/83626665630?pwd=aHNyeXZSdXdNSjdWNHVKVFRaYVVXQT09. If prompted, enter passcode- 864854. The "Wait Room" will be enabled, so please be patient, I will be notified when you join and will be with you as quickly as I can.

Finally, you may contact me to arrange an appointment if you cannot make the Student Hours listed. It is always very helpful if you identify several options of times that will work for you when you request an appointment. The best way to contact me is via the **Inbox Email** in Canvas.

Additionally, **Announcements** will be made throughout the semester to call your attention to important deadlines or to communicate specific information.

Incompletes

To receive an Incomplete, a student must have a "serious and compelling reason" to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

Laptops

Laptop computers will be used regularly for in-class activities and note-taking, plan on bringing yours, if possible, to class with you each time. If you do not have a laptop or other device that will allow you to work in a word or google doc, please come see me.

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.

Student Learning Objectives and Course Learning Outcomes

The six Student Learning Outcomes (SLOs) of the Department of Child Development are:

SLO 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.

SLO 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.

SLO 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.

SLO 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.

SLO 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.

SLO 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.

This course focuses on four primary Child Development Student Learning Outcomes. Of primary importance in this course are:
- SLO I: Critical Thinking in Child Development
- SLO 2: Written Communication in Child Development
- SLO 4: Information Literacy in Child Development
- SLO 5: Quantitative Literacy in Child Development

Course Objectives	Learning Priority	Assignments
1. Demonstrate an understanding of, and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children and families.	SLO 4 SLO 1 SLO 2	Exams Literature Review Class Activities
2. Demonstrate currency in information technology by locating scholarly works used in child development.	SLO 1 SLO 5 SLO 2	Literature Review Class Activities
3. Understand both qualitative and quantitative research designs.	SLO 4 SLO 5 SLO 1	Exams Literature Review Class Activities
4. Evaluate research studies in terms of validity, reliability, and generalizability.	SLO 1 SLO 5	Exams Literature Review Class Activities

Course Objectives	Learning Priority	Assignments
5. Create a literate and coherent integrative literature review on a particular topic in the field of child development, using APA guidelines.	SLO 4 SLO 1	Literature Review

University Policies and Campus Resources

Academic Integrity

Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Because of the importance of these terms for your successful completion in 353w, we'll go into more detail (these definitions can be found in EM 18-011 here: https://www.csuchico.edu/pres/em/2018/18-011.shtml).

> **Cheating**: "…intentional fraud or deception for the purpose of improving a grade or obtaining course credit and includes all behavior intended to gain unearned academic advantage. Cheating includes either helping or attempting to help another person cheat."
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> **Unauthorized Collaboration**: "… working with others on assignments without the permission of the instructor. This rule includes but is not limited to in-class, take home, or online tests; writing assignments; lab work; or any homework assignment or class project. Students may not collaborate without authorization from the instructor."
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> **Plagiarism**: "…the use of someone else's work, including words, ideas, projects and/or any other material without citing the source."
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> **Self-Plagiarism**: "Re-use of a student's original work, in part or in its entirety, without the express permission of the course instructor…. This can occur when a student:
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> - Hands in the same or similar work for separate, unrelated classes in previous or current semesters without the knowledge or express permission of instructors;
> - Retakes a class and hands in work completed during a previous semester for the same or a different instructor, without the current instructor's express permission."

Misuse of Sources: "…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. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources has not plagiarized. Instead, such a student [has] failed to cite and document sources appropriately."

When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

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 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 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: www.csuchico.edu/title-ix

Student Resources

Software Requirements and Resources
All electronically submitted assignments must be in Microsoft Word, PDF, or Excel. The University supports Microsoft Word (you can access Office 365 software and many others here). University computers are unable to read documents created in any other program (e.g., Pages). Late points will be deducted for assignments sent in file formats the instructor cannot open. All students have access to the Microsoft Suite. Additionally, if you prefer to work in Google, please convert into Word documents or PDF to preserve formatting.

Technology Support Services
If you experience computer problems, challenges with Eduroam Wi-Fi, or need help with campus supported software, contact Information Technology Support Services (ITSS) either by phone (530) 898-4357, email (itss@csuchico.edu) or in Meriam Library (Room 142).Wildcat Computing Support is also available on the second floor of Meriam Library to answer any questions about technology Monday through Friday 9am to 5pm (wildcatcomputing@csuchico.edu).

Disability Services
If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898- 5959. More information about ARC services can be accessed at www.csuchico.edu/arc

Student 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 an community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Please visit www.csuc.edu/slc for more information.

WellCat 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 or a friend is struggling, please access this resource. You may find information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (9-8-8), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students
CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry. Check the website for information about hours of operation and procedures (https://www.csuchico.edu/basic-needs/pantry.shtml).

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Final Words

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We acknowledge and are mindful that CSU, Chico 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 and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

Finally, I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.

I know that the language in the syllabus can sound harsh and uninviting. This our contract as we move through the semester and there are things that I need to have included per University requirements. I hope that as we get to know each other over the next few months, that you will find me accessible and easy to talk to. I recognize this content might be intimidating and many may find it frustrating and confusing. I want you to be able to come to me to share that frustration as well as get guidance and help. I'm looking forward to our time together!