CSU, Chico • Department of Child Development

CHLD 354: The School-Aged Child, Spring 2024

Instructor:	Dr. Lindsey Nenadal
Office location:	Modoc 103
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E-mail:	lnenadal@csuchico.edu
Student hours:	Mondays on Zoom from 11:00 am - 1:00 pm
	Tuesdays in Modoc 103 from 12:00 - 2:00 pm
	Please sign up for a 15 minute meeting time using this link.
Class days and times:	Monday/Wednesday 2:30 - 3:45 pm
Classroom:	On Zoom:
	https://csuchico.zoom.us/j/85489433900?pwd=VE8xOUJNaFdZcX pleitkRnFKTzM1dz09
	Meeting ID: 854 8943 3900, Passcode: 292007
Prerequisites:	CHLD 252 or PSYC 355

Course Usage of Canvas

Copies of the course syllabus and major assignments may be found on Canvas. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at http://portal.csuchico.edu.

Course Description and Mode of Instruction

This class examines the physical, cognitive, emotional, and psychosocial aspects of growth during the school-aged years (ages 5 through 12), as well as contextual influences (e.g., family, school, peer group) on children's development. Particular attention is paid to the implications of developmental patterns for those who work with school-aged children.

This class meets online on Mondays and Wednesdays from 2:30 - 3:45. Class attendance is mandatory. This class involves lecture, discussions, and independent work.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:	Assessment:
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.	- Class Participation and Class Discussions - Topic Quizzes - Service Learning Project
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.	Service Learning Project
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.	- Class Participation and Class Discussions - Service Learning Project
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.	- Class Participation and Class Discussions - Class Readings - Topic Quizzes - Service Learning Project
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.	- Class Participation and Class Discussions - Topic Quizzes
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.	- Class Participation and Class Discussions - Service Learning Project

Required Text and Resources

Required Textbook & Readings
- All readings will be available on Canvas. There is not a required textbook to purchase for this class.

Classroom Protocol

Commitment to Equality and Respect
I want my 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 reach out to me, the more I can do to try to work with you to alleviate the unique disadvantages you might face.

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.

Grading Policy

It is important that you keep track of your grade throughout the semester and reach out to me if you are struggling or have any questions. You will receive a letter grade based on the points you have earned at the end of the course (e.g., 350 out of 445 points = 79%). The following grades will be assigned according to your percentage:

		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

Late assignments will be accepted **up to five days after the due date** and will receive a deduction of 10% per day late. Quizzes cannot be submitted late and will not be available after the due date.

Assignments

1. **Attendance & Participation** – (29 class meetings x 5 points = 145 points): To foster a productive learning environment, you are expected to come to our class on time and participate in whole and small group discussions. You will receive 5 points per lecture for attendance and participation. You are allowed to miss two classes this semester and still receive credit. All other absences will result in missed points. Repeated tardiness will also result in a point deduction. <mark>**No make-up assignments will be given.**</mark>

2. **Topic Quizzes** – (6 quizzes x 25 points = 150 points): To ensure that you are learning content focused on the developmental domains across the school-aged years, there will be a quiz at the end of each topic we cover in class (e.g., physical development, trauma). These quizzes will be on Canvas and will cover your readings and lectures. They are open-note and open-book, but you are not allowed to work with anyone else on the quizzes.

3. **Service Learning Project** – (150 points): To situate your learning in a context meaningful to you, you will have the opportunity to apply what you are learning in this class to a service learning project in the real world. You will identify an organization, school, or group that aligns with your professional interest and will spend 5 hours over the course of this semester collaborating with them. This is a collaboration between you and the organization - you will offer them 5 hours of your service to help them with any aspect of supporting school-aged children (5 - 12 years old) and/or their families, and they will provide you the chance to get real-world experience. More information is provided in your Service Learning Project Packet.

   TOTAL POSSIBLE POINTS = 445 points

Writing Format

APA (American Psychological Association) is the writing format often used by the child development 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

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.

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.

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 Judicial Affairs. 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.

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. You can also visit the Student Learning Center website.

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 website](#).