California State University, Chico Department of Child Development
Spring 2024

CHLD 360: Social-Emotional Intelligence: Development and Learning

Instructor:	Dr. Diana Shepherd
Office location:	Modoc 216B - Child Development Department Office
Telephone:	530.898.4634
E-Communication:	Please use my campus email: ddshepherd@csuchico.edu
Student hours:	Tuesdays 11:30 am – 1:30pm **Zoom Meeting ID**: 822 311 633 / Passcode: 227368 Feel free to Zoom with me during this time. I can also schedule a phone call or meet in person during this time in Modoc 216B.
Class Location	ONLINE - Asynchronous

Course Description and Goals
The goal of this online course is to explore healthy social and emotional development including self-regulatory and interpersonal skills, empathy development, prosocial behavior, and well-being across development periods from birth to young adulthood. Course content is guided by interpersonal neurobiology (an interdisciplinary field that integrates attachment research and emerging findings from neuroscience) and interdisciplinary research on social emotional learning (SEL) programs. We will explore the interdependent relationships and contexts (family, peers, school, community) that shape social-emotional competencies, emotional intelligence, optimal health and well-being. This course will include critical evaluation of current evidence-based SEL programs across age groups, as well as analyze policies that promote programs designed to supplant out-of-school suspensions, address bullying, and other student challenges.

Required Texts/Readings
Mindsight: The New Science of Personal Transformation by Daniel Siegel (2011). New York, NY: Bantam Books Trade Paperbacks ISBN: 978-0-533-38639-4

Raising an Emotionally Intelligent Child by John Gottman. (1997). New York, NY: Simon and Schuster Paperbacks ISBN: 978-0-684-83865-6

The Roots of Empathy: Changing the World Child by Child by Mary Gordon (2009). New York, NY: The Experiment ISBN: 978-1-61519-007-2

CHLD 360 Learning Objectives	When/Where in Course	Measured By...	CHLD SLOs
1. Explain how attachment across developmental periods (i.e., infancy through young adulthood) shapes social and emotional competencies, self- and interpersonal regulatory skills, and well-being.	Unit One	Discussion 1 Unit One Notes Unit One Quiz Final Project	1, 2, 4
2. Explain how interpersonal neurobiology can be used to understand social and emotional intra- and interpersonal processes.	Unit One	Unit One Notes Unit One Quiz Final Project	1, 2, 4
3. Describe the development of empathy, emotional intelligence skills, and prosocial behavior that occurs across developmental periods.	Unit Two	Discussion 2 Unit Two Quiz Unit Two Notes Final Project	1, 2, 4
4. Evaluate current research on social emotional learning (SEL) curriculum within school and community-based programs for children, adolescents, and young adults.	Unit Three	Unit Three Notes Final Project	1, 2, 4
5. Review programs and policies that promote social-emotional learning programs in schools to supplant out-of-school suspensions, address bullying, and other student challenges.	Unit Three	Unit Three Notes Unit Three Quiz Final Project	1, 2, 4

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**.

Course Policies
The course week is from Monday through Sunday and **all work for the week is *due by 11:59pm on Friday of that week.***

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.

Quizzes cannot be re-opened. They are available from Monday at 8am until Friday at midnight during the week they are due. Quizzes occur in Week 5, 10, and 15.

The Final Project will be graded for literacy, spelling, and grammar. Please read the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. *Proofreading is essential.* If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the University Writing Center: https://www.csuchico.edu/slc/writing-center/index.shtml

Course Assignments and Activities and Percentage Grades

Requirement	Description	% of Grade
Activities	Individual Introduction Video + response to classmate (10pts) + Midpoint and exit surveys (each worth 5 pts).	6%
Discussions & Responses	Discussion Posts: Week 4: Attachment Week 9: Adversity and Resilience.	12%
Unit Notes	Unit Notes are submitted at the end of each unit. They are worth up to 50 points depending on level of thoroughness in responding to the instructor questions, the depth of your own questions and answers, and engagement in suggested optional activities. Three Unit Notes submissions x 50 points each.	45%
Unit Quizzes	30 item multiple choice quiz at the end of each unit. Three quizzes x 30 points each.	27%
Final Project	Final Project will be a Fact Sheet based on the course materials (readings, videos) within 1 of the 3 units and a specific child developmental period. Additional instructions will be provided. (50 points)	10%
	Total	100%

**Some extra credit opportunities will be available- watch in the Weekly Announcements for these.

Grading Policy
Grades will be assigned based on the completion of the course requirements outlined below.
Please not that a 60% constitutes a passing grade in this course. Students are referred to the
CSUC Grading Policy that can be found by using the Search box on the home page
www.csuchico.edu

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

Course Schedule, Topics and Assignments

Week	Unit and Topics	Assignments and Activities
1	**Unit One: Interpersonal Neurobiology, Attachment, Temperament, and Emotions** Mind, Brain functions and Emotions, Interpersonal Neurobiology	
2	Attachment During Infancy	Individual Introduction Video
3	Temperament, Emotions, and Emotion Regulation	
4	Attachment, Emotion and Social Development during Middle Childhood: Parents, Siblings, and Peers	Discussion Post / Response
5	Attachment, Emotions, and Brain Development During Adolescence	Unit Quiz #1
6	**Unit Two: The Development of Emotional Intelligence, Prosocial behavior, & Empathy** Emotional Intelligence (EI) and Emotion Coaching (EC)	Unit One Notes submission
7	Family Contexts and Emotion Coaching Across Developmental Periods	Midpoint Check in Survey
8	The Roots of Empathy and Prosocial Behaviors	
9	The 6 Strands and Emotional Literacy	Discussion Post / Response
10	8 Domains of Integration, Attachment, and The Neurobiology of "We"	Unit Quiz #2
11	**Unit Three: Social Emotional Learning (SEL) Programs and Policy** SEL For Parents and Attachment-based Parent-Infant Interventions	Unit Two Notes submission
12	SEL in Early Childhood Settings	
13	SEL in Elementary School Settings	Final Project
14	SEL for Adolescents and Young Adults	
15	Policies and Evidence-based Programs	Unit Quiz #3
16	FINALS WEEK	Unit Three Notes Exit Survey

How to Contact your professor

Student hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot meet during the scheduled student hours. I encourage you to contact me regarding any questions, clarifications, or problems in the course, or if you would just like to discuss concepts or ideas raised throughout the course. The best way to contact me is **Camps Email: ddshepherd@csuchico.edu**
My office is in Modoc building (behind the Bidwell Mansion) where the psychology and child development programs are located. **My Office: Modoc 216B**

Student Professional Behavior
The campus and your classes are professional settings. Please treat them as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person classes are not acceptable in our virtual space. If you would like to learn more about expectations, please visit the SCRR website: https://www.csuchico.edu/scrr/
If you have any questions about what constitutes professional behavior, please feel free to ask.

Respectful Interaction with Others
A critical component of this course is the recognition and respect of diverse individuals and perspectives that may be present among students within this course. Contributions to our diversity are often linked to gender, ethnicity, culture, sexual orientation (LGBTQ), age, abilities, social location, and other intersectionalities. Respect of other students' opinions and shared perspectives is essential in this, and all courses attended at this university. We have a shared responsibility to provide a safe learning environment in which everyone feels welcome and able to participate.

One of the basic tenets and requirements of the course is that everyone is open-minded and respectful of one another's ideas and that we remain non-judgmental. Sexist, racist, or discriminatory comments or shared opinions are unacceptable. The way you communicate with other often conveys your attitudes and beliefs about a person. Be mindful of how you express your views or respond to others (i.e., written, tone of voice, video, or other forms of communication). If you feel uncomfortable or unable to address a problem within the class or one-on-one with another classmate, please bring it to my attention right away.

Software requirements
- All electronically submitted assignments must be in Microsoft Word. The University supports Microsoft Word 2007. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive "O" points.
- Download free copy of Adobe reader for required electronic readings from www.adobe.com

- If you experience computer or connectivity problems, contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having.

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.

Department of Child Development Student Learning Outcomes (SLOs)

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

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

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

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

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

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

University Policies and Campus Resources

Academic integrity
All written work is to be individually produced unless otherwise noted in the assignment.

The objective in 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 are likely to be needed in your professional work.

AI writing programs
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.

- The best use of these tools is to improve your grammar, punctuation, clarity, and conciseness while working from your own original drafts.

- For our class, a minimal amount; **less than 8% of your papers) can include AI assistance AND 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)Links to an external site..

Remember that you really cheat yourself from growing your own skills by over-reliance on these types of tools.

I strongly recommend students 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)

If you have questions about this policy, please communicate with me via email or during Student Hours.

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.

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 offers lots of service- in person or electronically to help students improve their written assignments. https://www.csuchico.edu/slc/writing-center/index.shtml

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.

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 an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. 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

COVID-19
Currently, Chico State is **no longer requiring** everyone on campus to wear an approved face. Students are free to wear an appropriate face mask covering the nose and mouth while attending class if they so choose. Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in in-person classes. You will be notified if face coverings are required. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.
It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline can be reached at (530) 898-2222 or covidhotline@csuchico.edu