

California State University, Chico
Child Development Department

Working with Families in Diverse Communities
Child Development 451

Instructor	Lisa Jackson, M.Ed.
Office	Modoc 102
Office phone	(530) 898-4761 (only answered during office hours)
E-mail	ldjackson@csuchico.edu
Student Hours	Wednesday 8:45 – 10:45 AM and by appointment
Class Meetings	Wednesday; 11:00 am – 1:50 pm; Modoc 123
Required Text	<ul style="list-style-type: none"> ○ Gestwicki C., (2016) Home, School, and Community Relations (9th edition) ISBN: 9781305544963 ○ Mindel, C. H., Habenstein, R. W., & Wright, R. (2012) Ethnic Families in America: Patterns and Variations (5th Edition) ISBN-13: 978-0130918390 ○ Lareau, Annette (2011) Unequal Childhoods: Class, Race and Family Life, ISBN 9780520271425 ○ Nazario, Sonia (2007) Enrique’s Journey, ISBN 978-0812971781 ○ Yang, Kao Kalia (2005), The Latehomecomer: A Hmong Family Memoir, ISBN 9781566892087 ○ Kendi, Ibram (2019), How to be an Anti- Racist, ISBN 9780525509288 ○ Supplementary Textbook (Not required but recommended for additional information): Lynch, E. W., & Hanson, M. J. (2011). Developing cross-cultural competence: A guide to working
These four books are for discussion posts and analysis essays (ALL ARE REQUIRED)	

Canvas

Class announcements, emails, the syllabus, class schedule, assignment instructions, submission links, and readings are in Canvas. I encourage you to log in regularly through your CSU Portal

<http://portal.csuchico.edu>. Or from the TLP page <http://www.csuchico.edu/tlp>

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

Course Format

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for in-class discussion, in and out of class activities, and group work. Attendance and participation are crucial to the learning process and demonstrate respect for both your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending at least five hours per

week on outside activities related to this course (i.e. for most courses, two hours of out of class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours). Finally, class activities may require your text.

Course Objectives

1. Know and apply conceptual frameworks and research on diversity in service settings
2. Know and apply diverse cultural perspectives to develop cross-culture competence in working with staff, children and families
3. Understand how organizations can better meet the needs of children and families
4. Learn about the diversity within families and parenting approaches
5. Examine the influences of privilege, power, and social inequities in relation to families
6. Synthesize knowledge acquisition with personal experiences to construct new understandings about family dynamics and influences
7. Evaluate the impact of the image of families in the media

Child Development Student Learning Objectives (SLOs)

1. Foundations of Child Development: Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.
2. Child and Environmental Assessment and Study: Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
3. Developmental Context: Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children's well-being.
4. Professionalism: Students will engage in professional behavior appropriate to the discipline in professional contexts.
5. Critical Thinking: Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's well-being.

Student Responsibilities

1. Students are responsible for attending class. If a student misses a class, it is the student's responsibility to determine what needs to be done to keep up with the class and make up missed work. Participation points for attendance can typically not be made up.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in ***original work that was completed independently*** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems in submitting an assignment in Canvas, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. *Write this number down and keep it near your computer in the event that you can't access Canvas.* I cannot solve your computer problems.
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Canvas for announcements and emails on a daily basis, Monday through Friday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .pdf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded.*

7. Students are responsible for being able to navigate Canvas to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to extended illness (with a Drs note), this does not indicate or include appointments, those should be made outside of class meeting times whenever possible.

Instructor Responsibilities

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

Grading Policies and Penalties – Assignments and Evaluation

This course has a possible 420 points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course.

1.Attendance (150 pts): Regular attendance is necessary and mandatory for this course. Each of the classes is worth attendance points. If you are unable to attend class due to illness, please inform me personally prior to class meeting (via email). Students are allowed one “free” day for missing class regardless of the reason. Student will need to email professor prior to the start of class to cash in or make known that they are using their free day. Absence during each class meeting will result in deduction of attendance points (this includes all reasons). Attendance points will be given for being present on time in class and participating in discussions and class activities. Late arrivals and early departures may count as absences. If there are extenuating circumstances such as long term health issues or other personal issues impacting regular attendance, students must communicate with the instructor to make accommodations in a timely manner.

2.Discussion Forums & Applied Analysis Papers (140 pts): Through the semester, students will be expected to read and write analysis papers based on the FOUR memoirs/ books assigned. Class discussions/ activities in the form of groups will also be drawn from these books. Each paper will be turned in on Canvas before assignment due dates. This will be worth 20 points for each book. In addition, students will participate in four online discussion forums (one for each book) for up to 15 points each during the semester. Discussion forum responses will be turned in via Canvas before class on the due dates provided on schedule. Discussion forum and analysis paper details as well as rubrics will be provided.

3.Chapter Presentations (40 pts): Working in a pair, either elected by students or assigned by the professor, students will take leadership of one-chapter presentation from the required reading assignments. Each group will create a power point presentation for the class that summarizes key information from their assigned chapter. The group presentation is expected to be 20 minutes long. Rubrics and additional instructions will be provided.

4.Equity, Diversity and Inclusivity Educational/ Professional Practice (30 pts): In this individual assignment, students will choose and share with the class an anti-racism or ant-bias education or professional practice that they would like to implement in their future work with children and families. The instructor will share adequate resources and materials from which students can choose their preferred topic/ activity. Additionally, the rubric and expectations for the presentation will be shared. Although this can be a power point presentation, students may choose alternative means to share with peers a practice that promotes equity for students/ children/ families with diverse identities and experiences. This activity/ presentation is expected to be approximately 10 minutes long.

In the Classroom

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

Assignments	Point Values
Discussion forums and applied analysis papers	140 points
Equity, Diversity and Inclusivity Educational/ Professional Practice	30 points
Chapter Presentation	40 points
Attendance	150 points
Total points possible	360 points

Total points will be converted into a percentage and calculated for the final grade as follows:

Grade	Percent
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 – 86
B-	80 – 82

Grade	Percent
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	*60 – 66
F	<60

***60% is the minimum grade to pass the class**

Make-ups and late submissions of student work

1. No make-up of attendance will be allowed. No make up assignments (in lieu of attendance) will be accepted. Accepting late work is allowed only at the discretion of the professor, IF the student has a compelling AND documented reason for missing the due date AND has contacted the professor in a timely manner. If the professor agrees, a new “due date” will be assigned by with the assignment must be completed.

Incompletes

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

Incompletes are given only if:

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

Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Child Development Department 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.

Software requirements

The University supports Microsoft Word and Power Point. You can obtain these programs for free from this link: <https://products.office.com/en-us/student/office-in-education>

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

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

University Policies and Campus Resources

Academic integrity

All written work is to be individually produced unless otherwise noted in the assignment. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

Plagiarism occurs when a [student] deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." (EM04-36).

Misuse of sources is defined as "carelessly or inadequately citing ideas and words borrowed from another source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/current-students>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

Accessibility Resource Center (ARC)

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Arcs they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and

provide you further assistance with requesting and arranging accommodations. The ARC website is <http://www.csuchico.edu/arc>

Title IX: Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#)