

Spring 2024 Child Development 455 Seminar in Family Relations

Classroom: Modoc Hall 123

Class Time: Monday 11:00 am-1:50 pm

Instructor: Dr. Yeojoo Yoon

Office Location: Modoc 107

Student Hours: Monday 2:30 pm - 4:30 pm, Tuesday 11:00 am - 12:00 pm, or by appointment

Email: yoon@csuchico.edu

Course Messages: Please use [Canvas Message](#) for all class communication.

COURSE DESCRIPTION

Through readings, discussions, presentations, and written assignments, students will learn about family experiences within the United States. Specifically, we will study interpersonal relationships between couples and among family members applying relevant theories and empirical research. Emphasis will be on socio-cultural meanings of couple relationships, family experience, effective communication, child guidance strategies, and resource management in modern U.S. society.

***Course Prerequisites:** CHLD 252 or CHLD 255 or PSYC 355

REQUIRED TEXTS

- Family Theories: An Introduction (5th ed). By James M. White, Todd F. Martin, and Kari Adamsons (2019). Thousand Oaks, CA: Sage Publications Ltd. ISBN: 9781506394893
- The Defining Decade: Why your Twenties Matter by Meg Jay (2021). New York, NY: Hachette Book Group ISBN: 9781538754238
- Other readings will be accessible on Canvas

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Participation

Regular attendance and active participation are crucial for your success in this course. Attending lectures, discussions, and other class activities enhances your understanding of the material and contributes to a positive learning environment.

a. Attendance

Attendance Record:

Your attendance will be recorded for each class session. It is your responsibility to participate in the attendance tracking method (e.g. sign-in sheet, roll call, or in-class written work) employed by the instructor.

Excused Absences:

Excused absences will be granted for valid reasons such as illness, family emergencies, official university activities, or religious observances. It is your responsibility to inform the instructor in advance, if possible, and provide appropriate documentation to support your absence.

Missed Work:

If you miss a class, it is your responsibility to obtain notes from a classmate and catch up on any missed assignments, announcements, or materials covered during the absence.

Communication:

If you need to miss a class due to a valid reason, please send a Canvas message at least 24 hours in advance, if possible. If you anticipate an absence or encounter difficulties attending class regularly, please communicate with the instructor as soon as possible to discuss your situation and explore possible solutions.

b. In-class Activities

Engaging in in-class activities, including discussions, group work, and other interactive exercises, is essential for a comprehensive understanding of the material and for fostering a collaborative learning environment. You will be expected to participate in in-class activities each week. Each

Expectations:

Discussion Contributions: Actively contribute to class discussions by sharing your insights, asking questions, and responding to the ideas presented by your peers.

Group Activities: Collaborate effectively with your classmates during group activities. Participation in group projects or exercises is a valuable opportunity to enhance your teamwork and communication skills.

Preparation: Come to class prepared by completing assigned readings, homework, or any pre-class tasks. This will enable you to contribute meaningfully to discussions and activities.

c. Readings

This course requires active engagement with assigned readings to enhance your understanding of the subject matter. Readings are carefully selected to complement lectures, discussions, and other learning activities. A detailed reading schedule will be provided through the course schedule at the beginning of the semester, outlining the required readings for each class session. To maximize the value of in-class discussions and activities, it is crucial that you come to class having thoroughly read the assigned material.

2. Weekly Quizzes

Weekly quizzes about your assigned reading will be given in Canvas. They are available after Monday's class and are due on Sunday at 11:59 pm. Each week's quiz has 10 questions based on the assigned readings for the week. Each quiz allows you thirty minutes and TWO attempts, of which I will keep the higher score.

3. Assignments

you will engage in weekly assignments designed to enhance your critical literacy and critical thinking skills and deepen your understanding of family relations and related social issues.

a. Reflective essays

You will be tasked with crafting reflective essays on various topics related to family relations. Reflective essays aim to demonstrate critical analysis, thoughtful consideration, and engagement with course content. Your essays should be a reflection of your personal thoughts and ideas, fostering the development of your unique perspective. Prompts and resources will be provided to guide your exploration of specific themes.

b. Museum post & responses

As part of our exploration into contemporary issues surrounding family structures and their intersection with political approaches, you will engage in Museum Posts and Responses each week. This assignment aims to foster a dynamic online discussion where you share multimedia resources and engage in thoughtful conversations with your peers.

- Choose a relevant media resource (video, photo, audio file, etc.) that represents the weekly topic.
- Share this resource on the Discussion board on Canvas.

- Each week, specific prompt questions will be provided to guide your analysis and reflections on the chosen media resource.
- Ensure your post addresses these questions to stimulate meaningful discussion.
- Your Museum Post is due on Canvas by Thursday at 11:59 pm in the assigned week.
- From Friday 12:00 AM to Sunday 11:59 PM, respond to TWO posts created by your classmates.
- Engage in meaningful discussions by providing insights, reflections, or posing additional questions.
- The Museum Post is worth 30 points, evaluating the quality of your contribution. Two Responses are worth 20 points, emphasizing the importance of active participation in the discussion.

***Assignments Evaluation Criteria:**

- You are expected to write two pages long and 12-point font essays.
- Assignments will be assessed based on the depth of critical analysis, coherence of ideas, adherence to guidelines, and the integration of course concepts.
- Originality and creativity in your reflections are highly encouraged.

4. Presentation

As we approach the end of the semester, the culmination of your learning journey will be a collaborative final presentation. This presentation is an opportunity for you to delve into contemporary issues surrounding family and relationships, showcasing your understanding and insights gained throughout the course.

The final presentation is a group work. Your group will choose one contemporary issue related to family and relationships. Topics will be discussed and finalized in coordination with your group members. The final presentations will be scheduled for specific weeks at the end of the semester. Specific instructions for the presentation will be provided in class.

LATE ASSIGNMENTS

Late submissions will be subject to a deduction schedule: 10% for the initial 24 hours, 20% for two days, 30% for three days, 40% for four days, and 50% for five days. A grace period of 5 days is allotted to accommodate unforeseen circumstances. However, submissions beyond this grace period will not be accepted.

Please see individual assignment descriptions for specific information on each assignment as well as additional assignments that may be due throughout the semester. The student is responsible for setting up any arrangements for past-due work.

DIGITAL DEVICES POLICY

This course recognizes the importance of technology in education and allows students to use laptops during specific in-class activities to enhance their learning experience. However, to maintain a focused and productive learning environment, the general use of digital devices, including laptops, is restricted outside of these designated activities.

- Laptops are permitted during designated in-class activities, such as group discussions, collaborative projects, or specific exercises that require digital tools.
- Students are expected to use laptops responsibly and solely for course-related activities during these times.
- Outside of designated in-class activities, the use of laptops and other digital devices is not allowed.
- Students are expected to respect the instructor and their peers by refraining from distractions caused by digital devices.

COURSE REQUIREMENTS AND POINTS

Course Requirements	Frequency	Points Each	Total Point Value
Participation	16 weeks		(480)
Attendance		10	160
Preparation (Readings)		10	160
In-class activities		10	160
Quizzes	10	10	100
Assignments			
Reflective essays	7	50	350
Museum posts & Responses	6	50	300
Final Presentation (Group)	1	200	200
Total			1430

GRADING SCALE

A	100-93%	B-	82-80%	D+	69-67%
A-	92-90%	C+	79-77%	D	66-60%
B+	89-87%	C	76-73%	F	59% or below
B	86-83%	C-	72-70%		

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.

*Elements of all the Child Development Department's SLOs are found throughout this course.

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.

STUDENTS WITH SPECIAL NEEDS

Students with disabilities should meet with me early in the semester to discuss any needs for support services. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center, Student Services Center, 170: 530-898-5959.

ACADEMIC HONESTY

Statement for all Child Development courses regarding academic honesty; taken from Student Judicial Affairs website:

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

*This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning. Changes will be posted on Canvas and announced in class as possible.

- 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, falsified internship hours and/or signatures, altered class material or scores, has inappropriate possession of exams, works with others on an assignment that is designed for individual work, shares confidential information (including photos) or violates professional behavior, the incident will be referred to and investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, including failure of this course, dismissal from the CHLD major, academic probation, and expulsion from the University.
- See additions that address assignments in addition to written work.

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 the 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.

COVID-19 INFORMATION

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 this course when in person. When face coverings are optional, they are always welcome on campus. 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. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

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 is (530) 898- 2222 or covidhotline@csuchico.edu.