

CHAD 52: INTRODUCTION TO CULTURE AND CONTEXT IN DEVELOPMENTAL SCIENCE

In Workflow

1. UGSE Chair (sue.hobbs@csus.edu)
2. ED College Committee Chair (l.banes@csus.edu; b.rivas@csus.edu)
3. ED Dean (mae.chaplin@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. GE Crs Rev Subcommittee Chair (julian.fulton@csus.edu)
7. Dean of Undergraduate and Graduate (Dean of Undergraduate and Graduate@csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2026-05-07T19:39:24Z
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. 2026-05-14T20:55:18Z
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. 2026-05-14T20:58:23Z
Mae Chaplin (mae.chaplin): Approved for ED Dean

New Course Proposal

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Changes proposed by: Kristen Alexander (101054963)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kristen Alexander	kalexander@csus.edu	916-278-7829

Catalog Title:

Introduction to Culture and Context in Developmental Science

Class Schedule Title:

Composition & Culture in CHAD

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

CHAD - Child and Adolescent Development

Catalog Number: (course number)

52

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is being proposed in response to the Second Semester Composition call for courses that meet learning outcomes for the Comp II GR. This new course also meets GE Area 3 lower division course objectives and meets the need of our students for more lower-division courses related to our developmental science. It further promotes advanced knowledge and skills for writing in fields that use scientific evidence in communication with other scientists and laypersons. ELO 1-6 have been aligned exactly with the university's lower division writing intensive objectives (LDWI).

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Through discipline-specific reading and writing projects, this course explores how cultural and social forces shape human development. Students analyze and evaluate the credibility of a variety of sources of developmental knowledge, including non-fiction prose, media, and empirical articles, with a focus on ways that historical and cultural pressures have shaped written works. Students practice different styles of communication about socio-cultural influences on development by adjusting writing according to audience, purpose, and context. Specific developmental topics will vary by semester (e.g., identity, memory).

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Completion of ENGL 5 or ENGL 5M OR ENGL 11 or ENGL 11M or equivalent with a C- or better; sophomore standing (must have completed 30 units prior to registration)

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Demonstrate awareness of how disciplinary values influence how a writer approaches a topic, identifies audiences, develops a persona, and articulates a purpose for writing. (LDWI1)	online discussions; term paper
2	Develop an understanding of the ways texts are written, researched, organized, and disseminated in the appropriate disciplines. (LDWI2)	online discussions; weekly writing assignments
3	Synthesize and analyze credible and relevant evidence and/or sources to support ideas for specific rhetorical purposes appropriate to the discipline.(LDWI3)	online annotations; weekly writing assignments; term paper
4	Demonstrate use of conventions relative to the disciplines to develop organization, content, presentation, and style.(LDWI4)	online annotations; weekly writing assignments; Book Club written assignments and discussion
5	Construct texts in a variety of discipline-specific genres and media that communicate a controlling idea with clarity and fluency. (LDWI5)	Book Club written assignments and discussion; weekly writing assignments
6	Demonstrate consistent control of written language in response to disciplinary conventions. (LDWI6)	online annotations; weekly writing assignments; Book Club written assignments; term paper
7	Demonstrate knowledge of the conventions and methods of the study of the humanities. (Area 3B.1)	weekly writing assignments; term paper; online annotations; Book Club written assignments and discussion
8	Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies. (Area 3B.2)	weekly writing assignments; Book Club written assignments and discussion; term paper
9	Compare and analyze various conceptions of humankind. (Area 3B.3)	online discussion; weekly writing assignments; Book Club written assignments and discussion; term paper
10	Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values. (Area 3B.4)	weekly writing assignments; Book Club written assignments and discussion; term paper

11	Compare diverse socio-cultural views around a specific developmental issue with other discipline specific theoretical and/or empirical approaches (e.g., identity development; memory development).	weekly writing assignments; Book Club written assignments and discussion; term paper
12	Connect personal and observed human experiences with developmental science on a specific developmental issue.	online discussion; Book Club written assignments and discussion; term paper
13	Demonstrate how scientific knowledge can be explained to non-scientists.	weekly writing assignments; term paper
14	Demonstrate understanding and use of ethical principles in writing and communication.	weekly writing assignments; term paper
15	Distinguish between popular and scholarly sources of development, identifying assumptions, biases, and evidence quality.	weekly writing assignments

Attach a list of the required/recommended course readings and activities:

CHAD 52_working syllabus (5).docx
Sample Exit Ticket Assignments.docx
Analysis Paper Sample (1).docx

For whom is this course being developed?

Majors in the Dept
Majors of other Depts
Minors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)**Is this a General Education (GE) course or is it being considered for GE?**

Yes

In which GE area(s) does this apply?

3B. Humanities
Second Semester Composition

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
 Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
 Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
 Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

CHAD 52_working syllabus (4).docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will meet the course description and learning outcomes. The general outline of the analysis term paper and exit ticket assignments will be common across sections, though specific prompts may vary based on topic, readings, and instructor. Online discussion activities and course meetings will be free to vary based on instructor.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

A sample of student analysis papers will be gathered each semester across sections. Annually, these analysis papers will be rated for meeting each of the intended course objectives. Any anomalies will be identified.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

All instructors will be asked to submit a syllabus with clear backward map showing for each objective, which course assignments are meant to teach or assess it. The Department Chair and Undergraduate Coordinator will evaluate the syllabuses.

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Readings and assignments require students to compare various cultural and historical viewpoints; explore various genres of writing about socio-cultural views; application to a specific topic with the goal of students being able to apply the methods of writing, inquiry, and human understanding to approach a variety of topics. See reading list and key assignments for details.

Develops an understanding of and appreciation for the diversity of the human community.

This course takes the perspective of evaluating different writings about the human experience, reflecting on how the social, cultural, and historic influences shape individuals and societies through human development. See weekly course schedule of topics for details.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Through readings and lecture, students evaluate and apply methods such as textual analysis, perspective taking, evidence-based reasoning, and approaching ideas with critical theoretical perspectives. Students demonstrate this through weekly exit tickets and the term paper.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students read a memoir as well as academic readings including both Western and Non-Western perspectives, all related to students synthesizing cultural understandings of human development to provide scientific and personal views of culture and social pressures on society and individuals. Students demonstrate this through weekly exit tickets and the term paper.

Compare and analyze various conceptions of humankind.

Students compare different cultural, historical, and theoretical perspectives on human development through readings, discussions, and written assignments. Students engage in comparative and textual analysis of diverse cultural texts to examine differing conceptions of human development. They analyze how different societies and disciplines understand human behavior, identity, and

development, using evidence-based reasoning and critical perspectives. Students demonstrate this skill through weekly writing assignments, online discussions, and the book club in class and online discussions.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Through course readings and assignments, students examine generally how cultures and civilizations have developed over time, including evaluating the ideas, values, and social contexts that shape them. Students analyze how diverse historical and cultural influences impact human development and written works. Students demonstrate this skill through weekly writing assignments and in class activities.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

This course explicitly deals with social and cultural perspectives on ethnicity and socio-economic status. Most iterations of this course will also include religion, disabilities, and sexuality because of the relevance of these topics to understanding the texts. Specifically, analysis of the research includes ethnicity and SES. Research is specifically chosen to represent Western and non-Western viewpoints. Finally, the novel and Book club assignments include all of these aspects, as it is chosen specifically to incorporate a non-Western, diverse viewpoint.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course requires periodic formal writing assignments, termed "exit tickets" in this course. These almost-weekly assignments provide students with an opportunity to write short, formal texts while fulfilling a variety of additional content-based course objectives. Sample exit ticket prompts are included in the "reading list and activity" section of this proposal. Numerous other types of writing are assigned to provide a variety of communication styles and audiences, including peers (online discussions, online annotations) and applied settings/laypersons (book club, term paper).

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The final paper assignment sample is also included in the "activities" section of this proposal. This further demonstrates how the paper requires students to meet Area 3B GELOs as well as LDWI GELOs, by writing their analysis paper using a socio-historical cultural analysis of their readings.

Key: 15559