TIME AND PLACE: Lecture: M & W 10:30-11:45
                  Wham 203

INSTRUCTOR:      Dr. Kimberly Crossman

Office: Wham 322J
Mailbox: Wham 322S
E-mail: kcrossman@siu.edu
Phone: 453-4245

Office hours: Mon and Wed, 12:00 – 3:00 pm, and by appointment
If you need to meet with me on a specific day or at a specific time, please set a formal appointment, even if it is during my office hours, so that I can be sure to reserve this time for you.


COURSE WEBSITE – D2L: http://online.siu.edu

COURSE DESCRIPTION: Examines the many facets of child abuse and neglect. Emphasis is on current research in the field, as well as the roles and responsibilities of various professionals who work with children and their families.

COURSE OBJECTIVES:
1. Delineate the various definitions and recognize the various types of abuse and neglect.
2. Discuss the history of abuse and neglect and relevant theories.
3. Identify the responsibilities of a mandated reporter.
4. Recognize the characteristics of victims of abuse/neglect and the characteristics of the abuser.
5. Analyze the role of various individuals involved in reporting and investigating cases of abuse and neglect.
6. Specify the effects of the violent family on the child.
7. Understand the effects of abuse and neglect on brain development and behavior.
8. Recognize preventative approaches to abuse and neglect.
# CI 403
## COURSE SCHEDULE

### Week 1
- **Jan. 18**  
  Martin Luther King, Jr. Day  
  ~~~~ NO Class
- **Jan. 20**  
  Introduction to CI 403

### Week 2
- **Jan. 25 & 27**  
  History and Definitions of Child Maltreatment  
  M & P Ch 1; Group sign up; find ethical code of conduct

### Week 3
- **Feb. 1 & 3**  
  The Study of Child Maltreatment: Theoretical & Methodological Issues  
  M & P Ch 2

### Week 4
- **Feb. 8**  
  Tina's World  
  P & S Ch 1
- **Feb. 10**  
  Child Physical Abuse  
  M & P Ch 3; Sign up for topic for information sheet

### Week 5
- **Feb. 15**  
  Exam #1 - Chapters: M&P 1, 2 & 3; P&S 1
- **Feb. 17**  
  Read manual & complete training  
  Mandated Reporter Certificate Due on D2L today by 11:59pm

### Week 6
- **Feb. 22**  
  For Your Own Good  
  P & S Ch 2
- **Feb. 24**  
  Child Sexual Abuse  
  M & P Ch 4

### Week 7
- **Feb. 29**  
  Stairway to Heaven  
  P & S Ch 3
- **March 2**  
  Child Neglect  
  P & S Ch 4

### Week 8
- **March 7**  
  Skin hunger  
  M & P Ch 5
- **March 9**  
  Exam #2 - Chapters: M&P 4 & 5; P&S 2, 3, & 4

### Week 9
- **March 14 & 16**  
  SPRING BREAK  
  No Class

### Week 10
- **March 21**  
  The Coldest Heart  
  P & S Ch 5
- **March 23**  
  Child Psychological Maltreatment  
  M & P Ch 6

### Week 11
- **March 28**  
  The Boy Who was Raised as a Dog  
  P & S Ch 6
- **March 30**  
  Additional Forms of Maltreatment  
  M & P Ch 7

### Week 12
- **April 4**  
  Satanic Panic  
  P & S Ch 7
- **April 6**  
  Key issues in Responding to Child Maltreatment  
  M & P Ch 8

### Week 13
- **April 11**  
  Exam #3 - Chapters: M&P 6, 7, & 8; P&S 5, 6, & 7
- **April 13**  
  Guest Speaker TBD  
  TBD

### Week 14
- **April 18**  
  Controversial Issues in the Study of Child Maltreatment  
  M & P Ch 9
- **April 20**  
  The Raven  
  P & S Ch 8

### Week 15
- **April 25**  
  "Mom is Lying. Mom is Hurting me. Please Call the Police."  
  P & S Ch 9
- **April 27**  
  Share information sheets  
  Information sheet due on D2L before class today

### Week 16
- **May 2**  
  What You Can Do to Help  
  M & P Ch 10
- **May 4**  
  The Kindness of Children  
  P & S Ch 10; reflecting writing assignment due before May 6, 11:59pm

### Finals Week
- **May 11 at 10:15am**  
  Exam #4 - Chapters: M&P 9 & 10; P&S 8, 9, & 10

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***This is a working syllabus and therefore subject to change***
COURSE REQUIREMENTS

Credit: This course is designed for 3 undergraduate credit hours.
Credit may be gained by:
- regular attendance and participation
- completion of in-class, out-of-class, and discussion group assignments ON the due date
- passing scores on exams

Assignments | Points | Grading Scale
--- | --- | ---
1. Exam #1 | 75 points | A = 90% and above
2. Exam #2 | 75 points | B = 80-89%
3. Exam #3 | 75 points | C = 70-79%
4. Exam #4 | 75 points | D = 60-69%
5. Presentation of P & S Chapter | 60 points | F = below 60%
6. Reflective Writing Assignment | 50 points |
7. Information Sheet on Type of Abuse | 40 points |
8. Mandated Reporter Certificate | 20 points |
9. Participation Activities | 50 points |

520 points

Exams (4 @ 75 points each)
Four (4) exams will be given (see schedule for dates). Exams will consist of multiple-choice, fill-in-the-blank and/or short-essay questions. Students will be expected to be familiar with course concepts and all readings assigned throughout the course for all exams. The last exam is NOT comprehensive. Students must bring their SIU ID and a #2 pencil to class on the days of exams. You must be on time to all exams.

Make-up exam policy: The instructor should be contacted before or immediately (within 24 hours) after a missed exam to request approval to take the make-up exam. The student must have official and acceptable documentation (e.g., a signed doctor’s letter; an obituary) about the reason for absence. The make-up exam will consist of 15 essay questions, comprehensive in nature, to be taken the week before finals. Only one make-up exam is offered.

Assignments
All assignments are expected to be turned in at the beginning of each class period they are due unless otherwise directed. Late assignments will be deducted 5 points per day late (including weekends and holidays), with deductions starting immediately after the deadline time.

♦ All written assignments are expected to be completed using correct grammar, spelling, and sentence structure. They are to be typed, double-spaced unless otherwise directed. These activities are meant to stimulate thinking and application of course content. Points will be deducted when a student does not follow these guidelines. Students are expected to prepare written assignments that look professional and indicate attention to detail that is expected in professional settings. Grading will be based upon quality and accuracy of your comments as well as spelling and grammar.

♦ If written work has more than 5 grammatical errors on the first page, it will be not be graded and will be returned for you to redo and hand in for a lesser grade.
Each of the assignments must be computer-generated, so you can easily revise them. There are computer labs in various locations on campus (including dorms) that are available to all SIUC students. The "Technology Fee" that you pay allows you to use these labs. Use this resource.

Graduate students are responsible for a graduate level assignment worth 50 additional points. See instructor for a list of possible assignments to choose from.

**CLASS PARTICIPATION POINTS (50 points)**

Participation in class discussions is crucial to your understanding and developing thinking about the course topics. Therefore, attendance in class and participation in discussions is required. Participation means listening and thinking about what others are saying and expressing your own opinions and thoughts out loud. You must talk. You should be respectful and pay attention when others are talking. This is essential to participation. If you are shy about talking in a group or in front of the class, just give it a try—we will help and support you. Through active participation you will gain much more out of the class than by passively attending.

There will be 6 unannounced in-class assignments to evaluate your understanding of the readings and/or lecture material. The in-class assignments are an incentive to attend class, as there are no opportunities to make up a missed activity. That is, missed in-class assignments cannot be made up or substituted for any reason. Students are expected to attend every lecture, be on time, and be prepared for class by reading all assigned readings. To receive credit for an in-class assignment, you must attend the entire class period.

Because illnesses, car troubles, computer crises, etc., do happen, students are allowed to drop 1 in-class assignment without penalty. Therefore, you must complete 5 of the 6 in-class assignments. If all 6 assignments are completed, the lowest score will be dropped.

Absences will hurt your grade. You are encouraged to prevent absences so that if an emergency occurs, you will not have caused yourself unnecessary problems later in the course. Any student who chooses to miss a class session is responsible for securing information from another student and completing any assignments related to the class session missed.

***Instructor reserves the right to give unannounced quizzes if students are not coming to class prepared. These will be in addition to the 50 points.***

**PRESENTATION OF CHAPTER (60 POINTS)**

DUE ON DATE OF SYLLABUS YOUR CHAPTER IS ASSIGNED

Present an engaging, informative talk on your chapter from Perry & Szalavitz, 2007. Include (in any order): 1) a summary of important points documented in the chapter you are presenting, 2) visuals or additional artifacts to support the chapter that you may find on the internet or in other resources, 3) a list of resources, and 4) talking points/discussion questions for the class to engage in through large classroom and/or small group discussions/activities. Your group should plan to present for 25–30 minutes, with class discussion/activity time extending beyond this.

**Point allocations:**

- 20 points. Summary of important points in the chapter
- 20 points. Engaging & informative talk/discussion/activity
- 12.5 points. Visuals/artifacts to support the chapter (e.g., video, pictures, article, blog/social media example)
- 7.5 points. List of resources (e.g., community resources and/or resources for further information)
MANDATORY REPORTER CERTIFICATE (20 POINTS)
DUE ON FEBRUARY 17, 2016 BY 11:59PM VIA DROPBOX ON D2L
Go to website and read material, take pre- and post-training assessments. Turn in copy of certificate.
https://www.dcfstraining.org/manrep/index.jsp

INFORMATION SHEET ON TYPES OF ABUSE (40 POINTS)
DUE ON APRIL 27, 2016 BEFORE CLASS VIA D2L
Pick a topic related to the course to create an informational sheet. The sheet should define the topic, provide information regarding the topic, and resources including books (both children and adult) and websites. Information presented should be in your words and never copied directly from your resources. Referenced material should include articles from the journals listed in your text on p. 48.
25 points. Information presented is correct and up to date. At least 2 references from the literature are used from journals discussed in chapter 1 and those provided by your professor.
10 points. Information is summarized in an easy to read format.
5 points. Includes resources.

REFLECTIVE WRITING ASSIGNMENT (50 POINTS)
Turn into D2L Dropbox before May 6, 2016, 11:59 pm
Write a 3-4 page letter to anyone you choose, describing what you have learned in this course about child abuse and neglect. You may use informal language common in letter writing. Incorporate at least 4 assigned readings from class. It is not necessary for you to provide a reference list, however, I expect you to cite information that you paraphrase or use directly (quote) in your letter using APA formatting. For paraphrasing include the author(s) and year (Perry & Szalavitz, 2007) and for direct quotes include author, year and page number. For example, “quoted material” (Perry & Szalavitz, 2007, p. 2) or (Perry & Szalavitz, 2007, pp. 23-24).

SPECIAL NEEDS: If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility for accommodations from the Office of Student Disabilities. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

ACADEMIC DISHONESTY:
Academic dishonesty by a student degrades the student’s character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for work that is not one’s own is considered academic dishonesty (also known as cheating or plagiarism). Academic dishonesty or misconduct is neither condoned nor tolerated at SIU. Academic dishonesty may include, but is not limited to, the following:
- Submitting another student’s work as one’s own.
- Copying from another student’s test, or allowing another student to copy during a test.
- Using materials that are not permitted during a test.
- Copying or having someone other than the student prepare the student’s paper, project, report, or take-home test.
- Permitting another student to copy or writing another student’s project, report, paper, or take-home test.
- Plagiarizing (presenting material as one’s own original work when, in fact, the material is copied from a published source without adequate documentation).
Any instance of academic dishonesty on an assignment will result in a zero for that assignment and may result in the failure of the course. Other penalties may include a card recommending that the student not be retained in the early childhood education major and a faculty vote on suspension or expulsion from the major.
Early Childhood Programs Statement of Professional Conduct

Professional behavior of students is expected at all times, in all practicum settings and in lecture sessions. Keep in mind that you represent the University and the Early Childhood program. Professionalism should be displayed in your attire, attitude, and behavior. Because every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. Disruptive behaviors, including excessive talking, texting, reading newspapers, and using unauthorized electronic devices during class are not permitted.

Use of Electronic Devices

The use of personal pagers, cell phones, laptops and other electronic communication devices is strictly prohibited during class/lab/field placement time. **Cell phones are for emergencies only** and should be silenced when entering the classroom, labs, field placements, or any other instructional area. In the case of emergencies, students should indicate this to the instructor and leave the class to address the situation. **Laptops are not permitted in class without instructor approval.** Students found texting, checking emails, surfing the internet, etc., during class or laboratory times may be asked to leave the classroom. In addition, devices with photographic capabilities may not be used for photographing individuals against their will or knowledge. While Southern Illinois University is a public institution, it is not a public place, and therefore taking photographic images of people, places, etc. requires prior approval.

Academic Integrity

The highest standards of academic integrity are expected from all students. The failure of any student to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. Violations include:

1. Plagiarism, representing the work of another as one's own work;
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly furnishing false information to a university official relative to academic matters;
5. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu). It is important that you follow these instructions during an evacuation or emergency.

Student Progress

The early childhood faculty work hard to support students in our program. Each semester we meet to discuss concerns that we may have about a student’s progress. Records are kept on the early childhood students so that we can trouble shoot areas of concern with a student early. The following is the evaluation form used.
# Evaluation of Student Proficiency and Dispositions

**Student:** ____________________________________________________  **Course:** ___________  **Semester:** ___________  **Instructor:** ___________________________

**Basis for Judgment of Student:**  
( ) University Coursework  
( ) Working with Children or Families

**Mastery of Course Content:**  
( ) Competent  
( ) Adequate  
( ) Weak

**Retention in Program:**  
( ) Recommended with Reservation  
( ) Not Recommended

### Dispositions

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<tr>
<th>Dispositions</th>
<th>Potential Areas of Concern</th>
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<tbody>
<tr>
<td>1. The candidate does not demonstrate professionalism:</td>
<td>Attention/punctuality</td>
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<tr>
<td>- dependability and reliability</td>
<td>Turn in assignments on time</td>
</tr>
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<td>- honesty, trustworthiness, ethics</td>
<td>Participation in class/field</td>
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<tr>
<td>- enthusiasm, love of learning, and commitment to the profession</td>
<td>Attitude</td>
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<tr>
<td>- shows respect and sensitivity to the learning needs and abilities of all individuals</td>
<td>Plagiarism</td>
</tr>
<tr>
<td>- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Commitment to teaching or working with families &amp; children</td>
</tr>
<tr>
<td>- strives for best practices to address diverse learning needs and abilities of all individuals</td>
<td>Honesty</td>
</tr>
<tr>
<td>- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Ethics</td>
</tr>
<tr>
<td>- collaborates with diverse peers, professional colleagues, staff, and families</td>
<td>Other:</td>
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<tr>
<td>2. The candidate does not value human diversity:</td>
<td>Rapport with students</td>
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<tr>
<td>- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Attitude</td>
</tr>
<tr>
<td>- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Appropriate classroom behavior</td>
</tr>
<tr>
<td>- collaborates with diverse peers, professional colleagues, staff, and families</td>
<td>Rapport with peers</td>
</tr>
<tr>
<td>- shows respect and sensitivity to the learning needs and abilities of all individuals</td>
<td>Respect for others</td>
</tr>
<tr>
<td>- strives for best practices to address diverse learning needs and abilities of all individuals</td>
<td>Collaborates with others</td>
</tr>
<tr>
<td>- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Sensitive to others’ needs &amp; differences</td>
</tr>
<tr>
<td>- collaborates with diverse peers, professional colleagues, staff, and families</td>
<td>Commitment to best practices for diverse cultures, languages, races, and families</td>
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<tr>
<td>3. The candidate does not develop professionally:</td>
<td>Verbal skills</td>
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<tr>
<td>- engages in ongoing acquisition of knowledge</td>
<td>Written skills</td>
</tr>
<tr>
<td>- engages in development of research-based practices</td>
<td>Attitude</td>
</tr>
<tr>
<td>- assesses own performance and reflects on needed improvements</td>
<td>Overall academic performance</td>
</tr>
<tr>
<td>- shows respect and sensitivity to the learning needs and abilities of all individuals</td>
<td>Performance in field experience</td>
</tr>
<tr>
<td>- strives for best practices to address diverse learning needs and abilities of all individuals</td>
<td>Other:</td>
</tr>
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If applicable, the student does not meet the following Illinois Professional Teaching Standard(s) # ________________

**Final (or projected) grade for course:** ___________

**Comments:**

I have read the above statement and understand my responsibilities as a student in this course.

**Course #__________**

**Signed by_________________________**  **Date_________________________**