

	Sociology, Social Work, and Family Sciences CHD 4020 Child Development in the Family and Community Independent Study 1 units
Fall 2022	

Meeting days: Mondays/Wednesdays/Fridays	Instructor title and name: Prof. Susan DeCristofaro Rogers
Meeting times: Once a week, TBD	Phone: 619-849-2245
Meeting location: Evans Hall 102	Email: srogers@pointloma.edu
Final Exam: N/A	Office location and hours: Evans Hall 102, Office Hours Posted on Door

PLNU Mission ★

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION ★

A study of the development of the child as influenced by the family, school, and community. Emphasis is placed on analyzing the social influences on family systems, childcare, schools, poverty, peer groups, mass media, diverse cultures and community services on children's development. Field experience required.

Prerequisite(s): CHD 1020 or CHD 1050. Junior or Senior standing only.

COURSE LEARNING OUTCOMES ★

1. Describe the process of how children are socialized, and analyze the role of school, childcare, peers, community, media, and family systems as socializing agents.
2. Demonstrate understanding of factors in the environment, community, and family, which may either positively contribute to or limit the developmental progress of a child.
3. Develop an awareness of, discuss and evaluate the social resources available to children and families, and identify the related career options in child and adolescent development.
4. Identify, analyze, and evaluate scientific research designed to understand children and their families.

5. Examine and analyze myths, biases, and stereotypes that impact the development of children and adolescents, with emphasis on the roles of media and culture as agents of socialization in forming and perpetuating those possible myths, biases, and stereotypes.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Berns, R. M. (2016). *Child, Family, School, Community: Socialization and Support*. Cengage.

Provided by the Professor: *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race* by Beverly Daniel Tatum

ASSESSMENT AND GRADING☼

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY ☼

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY☼

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ☼

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
 - 2. Online:** Coursework is completed 100% online and asynchronously.
 - 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
 - 4. Hybrid:** Courses that meet face-to-face with required online components.
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PLNU ATTENDANCE AND PARTICIPATION POLICY ☼

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

ASSIGNMENTS AT-A-GLANCE

Chapter Reflections

Six chapter reflections on *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race* by Beverly Daniel Tatum. Each will be worth 10 points.

Critical Paper/Article Review

Paper Guidelines:

1. Read a current article about any topic in child development that interests you. The article must be found in a non-professional magazine, newspaper, or online. Examples include, but are not limited to, the San Diego Union Tribune, Parents, Parent & Child, Family Circle, Fit Parenting, etc.
2. Write a summary of the article including facts, findings, and any opinions/advice of the author. Then, give your own opinion based on a thorough, critical analysis of the article. Address the advice given, the opinions, and any research given as support for the original article. In your critical evaluation, you must use and cite at least one other article from a professional, peer-edited journal (Education, Early Childhood Development, Psychology, Sociology, etc.) that supports or discredits the article with documented research. Cite the Research! You may also use a textbook as a secondary source only. Use all of your knowledge and critical thinking skills here! Your paper should be a comprehensive, critical look at the original article that shows a good understanding of research methodology and how to use it to evaluate a published work.
3. Your paper must be double-spaced and 3-5 pages in length. A references page must be included on an additional page.

Media Project

Project Guidelines:

1. Find two advertisements in a magazine, commercial, etc. that depict children and/or families in a stereotypical or biased way. In addition, find two advertisements that are aimed at children.
2. Bring all four examples to class on the due date and be prepared to present them and discuss. (If you are using computer video, you are responsible for having them ready to share in class.)
3. Choose a book, song, or movie that influenced (positively or negatively) the way you view(ed) gender, race, religion, etc.

4. Write a 2-3 page paper delineating how exactly this media did so. Use your textbook as a resource! Be sure to discuss your thoughts, feelings, perceptions, etc. for both prior to and after reading/viewing your source.
5. For the in-class presentation component, be prepared to share both the advertisements and the book, song, or movie and your reflections. Your presentation should be roughly 5 minutes long and should incorporate your sources.

Socialization of Self Paper

Paper/Project Guidelines:

1. You will be completing a case study on the effects of socialization on –yourself! In this paper you will discuss the social and behavioral outcomes of socialization in terms of your own development.
 - a. Explain some of your personal attitudes and values and how things outside of you influenced them. Talk about your own sense of self-efficacy and your self-esteem.
 - b. Describe the influences on your moral development.
 - c. Explain how your own gender role developed thus far.
 - d. Include the factors we have studied: family, parents, peers, teachers, school, media, culture, and community, church, etc. and how each has helped to shape who you have become.
2. Your paper should be 4-6 pages long with an additional title and reference page and include the following:
 - a. Must be formatted according to APA style.
 - b. Must include a title page with the following:
 - i. Title of paper
 - ii. Student's name
 - iii. Course name and number
 - iv. Instructor's name
 - v. Date submitted
 - c. Must begin with an introductory paragraph that has a succinct thesis statement introducing your case study.
 - d. Must address all bullet points required with critical thought.
 - e. Must end with a conclusion that reaffirms your thesis statement.
 - f. Must document with evidence from our course text and citations must be in APA style.
 - g. Must include a separate reference page, formatted according to APA style.
3. In addition, each individual student will create a visual representation of their socialization using a poster format for our museum walk. Feel free to be creative and include pictures, models, maps, timelines, etc. Connections to the Bio-ecological Model of Human Development are encouraged. Failure to turn in a poster will result in a loss of 50 points. The poster/museum walk is a critical component of the assignment.

Facility Visit, Interview, and Report

Project Guidelines:

1. Each student will choose an agency in San Diego that serves children and/or families. You will set up an interview with a knowledgeable employee or volunteer to research the facility/institution and also do a tour, attend a class or other activity there. Take detailed notes and make sure to turn them in with your final paper.
2. You will then prepare a paper and class presentation about your experience and the knowledge you have gained. Guidelines for the presentation slideshow components will be given to you later in class.
3. A written proposal of your project will be due in two parts. Each student in the class must choose a different agency.
4. Your paper will need to include the agency's mission statement and philosophy, funding source(s), goals and objectives, services offered and population served. Also, you must include a personal reflection on your experience: your thoughts, ideas, etc. regarding the experience.