Course Syllabus

Jump to Today ✎ Edit

Accelerated Undergraduate Studies

CDV3023 Development of Children and Adolescents

3 Units

Fall 2025 Quad 1

September 2 - October 26

Hybrid

Meeting Days: Tuesday

Meeting Times: 6:00-9:00 PM

Meeting Location: Mesa College, Room BT-109

Final Exam: (Day/Time): N/A

Instructor: Roseann Rinear

Email: rrinear@pointloma.edu (https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=rrinear@pointloma.edu)

Phone: N/A

Office Location and Hours: Upon Request

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 foundation, truth is pursued, and holiness is a way of life.

Course Description

This course is the study of physical, social, emotional, and intellectual growth in the development of the child, from prenatal months to adolescent years. Practical application is developed through field experience, journaling, and observations.

This course needs to be passed with a C or better before proceeding with other courses as outlined in the catalog.

Course Learning Outcomes

The following student learning outcomes will be achieved by this course:

1. Examine factors that influence emotional development in infants and young children through adolescence. PLO-1
2. Differentiate factors that promote positive cognitive and physical development in infants and young children through adolescence. PLO-1
3. Analyze and distinguish hereditary, cultural, and environmental factors which promote or hinder the growth and development of infants, young children, and adolescents. PLO-5
4. Analyze, evaluate and discuss various influences on prenatal growth and development. PLO-1
5. Analyze, evaluate and discuss factors involved with adequate prenatal, postnatal, and infant care. PLO-1
6. Develop guidelines in the selection of materials, artistic and recreational activities, and play equipment according to the child's age, interest, and developmental stage. PLO-1
7. Assess children's behavior as a basis for appropriate decision-making. PLO-1
8. Apply awareness of current research as it impacts the growth and development of children. PLO-3
9. Identify the unique needs and circumstances of families with respect to diversity in family systems based on race, culture, ethnicity, and socio-economic status. PLO 5
10. Explain diverse family systems and their effect on both child and adolescent development. PLO-2
11. Articulate ways to assist parents and families to enhance and stimulate the physical, cognitive, socio-emotional, and spiritual development of children and adolescents. PLO-1

Program Goal

The goal of the Bachelor of Arts degree program in Child Development (BA-CDV) is to provide students the opportunity to complete a quality college degree via a schedule and format specially designed to meet their unique needs. This curriculum will help support student development toward a persona

commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

Program Learning Outcomes

The Point Loma Nazarene University BA-CDV graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Identify and describe normative similarities and differences of intellectual, emotional, social, and physical theories at each developmental stage from prenatal through adolescence. ILO-1
2. Evaluate the effects of family systems on the development of children and adolescents. ILO-2
3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current. ILO-1
4. Assess research of theoretical and appropriate practical elements of parenting to facilitate discussions for a healthy environment for children and adolescents. ILO-2
5. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macrosystems with which they co-exist. ILO 2
6. Identify career paths and professional areas of service within the child and adolescent profession. ILO 3

Program Core Competency Learning Outcomes (CCLO)

1. Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
2. Students will be able to effectively express ideas and information to others through written communication.
3. Students will be able to solve problems that are quantitative in nature.

NAEYC Professional Standards and Competencies

Standard 1: Child Development and Learning in Context

Standard 3: Child Observation, Documentation, and Assessment

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

- Paris, J., Ricardo, A. & Rymond, D. (2019). **Understanding the Whole Child: Prenatal Development through Adolescence, (Version 1.2 Derivative) (https://canvas.pointloma.edu/courses/82757/files/8781265?wrap=1) Download Understanding the Whole Child: Prenatal Development through Adolescence, (Version 1.2 Derivative) (https://canvas.pointloma.edu/courses/82757/files/8781265/download)** College of the Canyons.

Journal Articles

- Fowler, J. (n.d.). Keeping Faith With God And Our Children: A Practical Theological Perspective. Religious Education, **542-560 (https://canvas.pointloma.edu/courses/82757/files/8781271?wrap=1) Download 542-560 (https://canvas.pointloma.edu/courses/82757/files/8781271/download)**

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 114 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

Activity Category	***Time-to-Complete (Hours)***
Required Reading	41
Discussions	32

Assignments	41
Total:	114

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	***Description***	***Percentage of Total Grade***
Attendance & Participation	**Participation in discussion board forums online and in class is intended to promote collaboration between participants. These conversations will be based primarily on related assigned readings or content in the course. As a guideline, plan to contribute during active discussions both in class and online. A substantive post contains material related to the topic, application to your teaching practice, and/or extends learning in a meaningful way. Attendance points are earned by being on time to class and staying until the end of class.**	**30%**
Observations & Fieldwork	**Observations and fieldwork are required in this course. These opportunities will allow students to critically reflect on their understanding of child development, complete observations in the field, and gain experience in scaffolding activities in each domain of development.**	**25%**
Reading & Vocabulary Quizzes	**Weekly quizzes are given on reading and vocabulary assigned each week.**	**10%**
Signature Assignment	**The final assignment for this course is a theoretical framework paper that will allow you to demonstrate and apply your understanding of child and adolescent development.**	**35%**

Assignments will be graded as soon after the due date as possible and feedback will be given on your assignments. It is important to read the comments posted in the Grades area and on your document submissions as these comments are intended to help you improve your work. You can expect an email response from me within 24-48 hours. Your grades will be posted in the Canvas Grades area no later than Friday of each week beginning in Week Two of this course.

Grading Scale

The following grading scale will be used for all exams and final course grades:

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

Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in specified courses and an overall 2.00 grade point average.

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the **Chaplain's Page (https://my.pointloma.edu/pages/chaplains)** via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See **Adult Undergraduate Academic and General Policies (https://pointloma-**

public.courseleaf.com/aug-catalog/academic-general-policies/#text) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student’s approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at **PLNU's Nondiscrimination webpage (http://www.pointloma.edu/nondiscrimination)** .

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 (https://www.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 via our **Sexual Harassment and Discrimination Policy. (https://www.pointloma.edu/title-ix)**

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our **Nondiscrimination and Anti-harassment Policy (https://www.pointloma.edu/bias)** .

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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 withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to **Academic Policies (https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)** for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the ***Technology and System Requirements*** **(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)** information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center (https://my.pointloma.edu/pages/writing-center-gps) offers:**
    - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
    - **One-to-one appointments** with the Writing Coach
    - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide (https://my.pointloma.edu/pages/research-help)** to help you start your research
    - The physical office is located on the third floor of the **Mission Valley Regional Center (https://maps.app.goo.gl/CRXui8PJUnSkvokC9)** off the student lounge
- **Academic Writing Resources Course (https://canvas.pointloma.edu/courses/64301)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through (https://youtu.be/4H8KTZ4BOaY)** and take time now to explore!
- **Grammarly (https://my.pointloma.edu/pages/writing-center-gps)**: Students have unlimited FRE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by

providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring** (https://my.pointloma.edu/pages/tutoring-gps) : Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Thu Aug 28, 2025	**CDV3023-40 FA25 - Development of Children and Adolescents** (https://canvas.pointloma.edu/calendar?event_id=175869&include_contexts=course_82757)	6pm to 7pm
Tue Sep 2, 2025	**CDV3023-40 FA25 - Development of Children and Adolescents** (https://canvas.pointloma.edu/calendar?event_id=175870&include_contexts=course_82757)	6pm to 8pm
	CDV3023-40 FA25 - Development of Children and Adolescents (https://canvas.pointloma.edu/calendar?event_id=176524&include_contexts=course_82757)	7pm to 8pm
	Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/82757/assignments/1210483)	due by 11:59pm
	WK1 | A Little About Me Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210492)	due by 11:59pm

Date	Details	Due
	Course Orientation	to do: 11:59pm
	WK1 | Welcome Overview	to do: 11:59pm
Wed Sep 3, 2025	Welcome to CDV3023 Syllabus & Course Exploration (https://canvas.pointloma.edu/courses/82757/assignments/1210477)	due by 6pm
Sun Sep 7, 2025	Responses due for WK1 | A Little About Me Discussion (https://canvas.pointloma.edu/calendar?event_id=174440&include_contexts=course_82757)	12am
	WK1 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210513)	due by 11:59pm
	WK1 | Pronto Communication Application (https://canvas.pointloma.edu/courses/82757/assignments/1210517)	due by 11:59pm
Mon Sep 8, 2025	WK2 | What's Nature/Nurture got to do with it? Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210487)	due by 11:59pm
	WK2 | Overview	to do: 11:59pm
Wed Sep 10, 2025	WK1 | Fieldwork Designation and Exploration (https://canvas.pointloma.edu/courses/82757/assignments/1210515)	due by 11:59pm
Sun Sep 14, 2025	WK2 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210519)	due by 11:59pm

Date	Details	Due
	WK2 | Infant Observation Assignment (https://canvas.pointloma.edu/courses/82757/assignments/1210521)	due by 11:59pm
	WK2 | Introduce a Theorist Assignment (https://canvas.pointloma.edu/courses/82757/assignments/1210522)	due by 11:59pm
Mon Sep 15, 2025	WK3 | Post Your Own Case Study Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210490)	due by 11:59pm
	Fieldwork Supervisor Worksheet	to do: 11:59pm
	WK3 | Overview	to do: 11:59pm
Tue Sep 16, 2025	WK3 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1210481)	due by 6pm
	WK3 | IN-CLASS DISCUSSION: Genotype and Phenotype	to do: 6pm
Thu Sep 18, 2025	WK2 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1210485)	due by 11:59pm
Sun Sep 21, 2025	Responses due for WK3 | Post Your Own Case Study Discussion (https://canvas.pointloma.edu/calendar?event_id=174435&include_contexts=course_82757)	12am
	WK3 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210523)	due by 11:59pm

Date	Details	Due
	WK3 | Fieldwork Observation - Physical (https://canvas.pointloma.edu/courses/82757/assignments/1210524)	due by 11:59pm
	WK3 | Signature Assignment Topic Signup (https://canvas.pointloma.edu/courses/82757/assignments/1210525)	due by 11:59pm
Mon Sep 22, 2025	WK4 | Vygotsky vs. Piaget Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210489)	due by 11:59pm
	WK4 | Overview	to do: 11:59pm
Tue Sep 23, 2025	WK4 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1210472)	due by 6pm
	WK4 | IN-CLASS DISCUSSION: Gender & Personality	to do: 6pm
Sun Sep 28, 2025	Responses due for WK4 | Vygotsky vs. Piaget Discussion (https://canvas.pointloma.edu/calendar?event_id=174436&include_contexts=course_82757)	12am
	WK4 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210526)	due by 11:59pm
	WK4 | Fieldwork Application Reflection - Physical Development (https://canvas.pointloma.edu/courses/82757/assignments/1210527)	due by 11:59pm
Mon Sep 29, 2025	WK5 | Signature Assignment Discussion	due by [illegible]m

Date	Details	Due
	(https://canvas.pointloma.edu/courses/82757/assignments/1210488)	
	WK5 | Overview	to do: 11:59pm
Tue Sep 30, 2025	WK5 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1210475)	due by 6pm
	WK5 | IN-CLASS DISCUSSION: The Importance of Play Discussion	to do: 6pm
Sun Oct 5, 2025	Responses due for WK5 | Signature Assignment Discussion (https://canvas.pointloma.edu/calendar?event_id=174437&include_contexts=course_82757)	12am
	WK5 | Fieldwork Observation - Cognitive Development (https://canvas.pointloma.edu/courses/82757/assignments/1210529)	due by 11:59pm
	WK5 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210528)	due by 11:59pm
Mon Oct 6, 2025	WK6 | Parenting Styles Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210486)	due by 11:59pm
	WK6 | Overview	to do: 11:59pm
Tue Oct 7, 2025	WK6 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1234173)	due by 6pm
Sun Oct 12, 2025	Responses due for WK6 | Parenting Styles Discussion	m

Date	Details	Due
	(https://canvas.pointloma.edu/calendar?event_id=174438&include_contexts=course_82757)	
	WK6 | Fieldwork Application Reflection - Cognitive Development (https://canvas.pointloma.edu/courses/82757/assignments/1210531)	due by 11:59pm
	WK6 | Planting Seed of Faith Reflection (https://canvas.pointloma.edu/courses/82757/assignments/1210532)	due by 11:59pm
	WK6 | Signature Assignment Rough Draft (https://canvas.pointloma.edu/courses/82757/assignments/1210533)	due by 11:59pm
	WK6 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210530)	due by 11:59pm
Mon Oct 13, 2025	WK7 | Early Maturation in Adolescence Discussion (https://canvas.pointloma.edu/courses/82757/assignments/1210491)	due by 11:59pm
	WK7 | Overview	to do: 11:59pm
Tue Oct 14, 2025	WK7 | Reading and Vocabulary Quiz (https://canvas.pointloma.edu/courses/82757/assignments/1234175)	due by 6pm
	WK7 | IN-CLASS DISCUSSION: Mandated Reporting	to do: 6pm
Sun Oct 19, 2025	Responses due for WK7 | Early Maturation in Adolescence Group Discussion	12am

Date	Details	Due
	(https://canvas.pointloma.edu/calendar?event_id=174439&include_contexts=course_82757)	
	WK7 | Fieldwork Observation - Social/Emotional Development and Play (https://canvas.pointloma.edu/courses/82757/assignments/1210535)	due by 11:59pm
	WK7 | Attendance & Participation (https://canvas.pointloma.edu/courses/82757/assignments/1210534)	due by 11:59pm
Mon Oct 20, 2025	WK8 | Overview	to do: 11:59pm
Tue Oct 21, 2025	WK8 | IN-CLASS DISCUSSION: Childhood Injury and Illness	to do: 6pm
Fri Oct 24, 2025	WK8 | End-of-Course Evaluation (https://canvas.pointloma.edu/courses/82757/assignments/1210537)	due by 11:59pm
Sun Oct 26, 2025	WK8 | Fieldwork Application Reflection - Social Emotional Development (https://canvas.pointloma.edu/courses/82757/assignments/1210538)	due by 11:59pm
	WK8 | Fieldwork Supervisor Worksheet (https://canvas.pointloma.edu/courses/82757/assignments/1210539)	due by 11:59pm
	WK8 | Signature Assignment - Theoretical Framework (https://canvas.pointloma.edu/courses/82757/assignments/1210540)	due by 11:59pm
	WK8 | Attendance & Participation	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/82757/assignments/1210536)	