



Department of Sociology, Social Work, and Family Sciences

CHD 4020 – Child Development in the Family and Community

4 Units

Fall 2025

Meeting days/times MWF 8:30 – 9:35 AM

Meeting location Rohr Hall 111

Final Exam: Monday, December 15, 7:30 – 10:00 AM

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Susan DeCristofaro Rogers
Phone:	619-849-2245
Email:	srogers@pointloma.edu
Office location and hours:	Evans Hall 102, hours by appointment

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. Letter grade.

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

Program and 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

Students are responsible for having the required course textbooks prior to the first day of class.

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.

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.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In CHD 4020 – Child Development in the Family and Community, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include cultural diversity and child abuse. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends, or your family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Child and Adolescent Development, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In CHD 4020 – Child Development in the Family and Community, we will cover a variety of topics, some of which you may find triggering. These topics include cultural diversity and child abuse. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged is different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on the discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Child and Adolescent Development, and I will support you throughout your learning in this course.

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.

Spiritual Care

Please be aware that 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 you have questions, a desire to meet with the chaplain, or have prayer requests, you can contact your professor or the [Office of Spiritual Life and Formation](#).

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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 assure 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 www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see [the Loma Writing Center webpage](#) or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Assignments are posted in Canvas.

Canvas Assignments

All assignments and guidelines are included in the Canvas course. Dates and weekly participation assignments are subject to change at the instructor’s discretion, and notice will be given to students in class and through announcements on Canvas.

Unit Exams

Four-unit exams will be given, consisting of multiple-choice, fill-in-the-blanks, and short-answer essay questions.

Final Exam

The final exam will consist of a comprehensive essay/take-home section and an in-class cumulative exam (chapters 1-12). The take-home essay will be due at the beginning of the in-class final.

Final exam: Monday, December 15, 7:30-10:00 AM

Reading Graphic Organizers

Assignment Guidelines:

1. As you read each chapter, critically respond to the assigned reading by filling out the reading graphic organizer for each chapter.
2. Graphic Organizers must be turned in at the beginning of the class session in which they are due in order to receive credit. They will be graded credit/no credit.
3. Take a picture of the hard copy and turn that in on Canvas.
4. A hard copy of each graphic organizer (1 each for chapters 1-12) will be given on the first day of class. Each RGO (reading graphic organizer) will also be uploaded onto Canvas for your reference or if you happen to misplace one. However, the hard copy of the handwritten RGO will be due in class in order to get credit. The process of handwriting notes has been proven to aid in knowledge transfer.
5. RGO's that are turned in on time will be graded and returned with a stamp. Stamped RGO's can be used during unit exams and the final exam.

Possible Points: 120 (12 RGO's at 10 points each) in class

Team-Based Building Community

Deep reflection activities are embedded throughout the semester. Each week, you will be receiving participation points.

Possible Points: 100 Total

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. Have a peer partner from class read and edit your paper. Turn in the original along with peer comments and suggestions, along with your final draft. Make sure the peer editor's name is noted on the edited paper. Failure to turn in a peer edit will result in a loss of 10 points.
4. Your paper must be double-spaced and 3-5 pages in length. A references page must be included on an additional page.
5. Plan to create a poster in class for the museum walk activity. Please bring in the articles cited for this activity.

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 self-esteem.
 - b. Describe the influences on your moral development.
 - c. Explain how your own gender role has developed thus far.
 - d. Include the factors we have studied: family, parents, peers, teachers, school, media, culture, 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. It 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 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 another 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 for 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.

Intercultural Development Inventory

IDI Assessment: 30 points

Debrief Reflection: 20 points

Goals and Personal Reflection: 20 points

Lomabooks Instructions for Students

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go [HERE](#)*