Course Syllabus

✎ Edit

POINT LOMA NAZARENE UNIVERSITY 1902

Accelerated Undergraduate Studies | BA in Child Development

CDV4013 Development of Infants and Toddlers

3 Units

Spring 2026 Quad 1

January 12 - March 8

Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

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

Instructor: Rebecca Knisely

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

Course Description

This is an interdisciplinary study of physical, social, emotional, and intellectual development from birth to two years old which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-toddler and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. This course also includes an in-depth study of attachment and focuses on recent research identifying the importance of intellectual development in the first two years of life. Course lectures and readings are supplemented by required DRDP observations and field experience.

Pre or Corequisite(s): CDV 3023; may not take CDV 4013 before CDV 3023 but courses may be taken concurrently.

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 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

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Standard 2: Family-Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

Standard 3: Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure— and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Standard 6: Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

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

- Gonzalez-Mena, J., & Eyer, D. W. (2021). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based, care and education* (12th ed.). New York: McGraw-Hill.
- **What is DIR?** ⮕ **(https://www.icdl.com/dir)** (Online Resource)
- **Child Development and the Functional Emotional Developmental Capacities (FEDCs)** ⮕ **(https://www.icdl.com/dir/fedcs)** (Online Resource)

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.

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 112.5 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 and Resources	42.5
Discussions	25
Quizzes	8
Assignments	22
Fieldwork	15
Total:	112.5

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	Percentage of Total Grade
Discussions	20%
Assignments	15%
Fieldwork	25%
Quizzes	10%
Final Project	30%

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. Grades will be based on the following guidelines:

Online Discussions: Participation in discussion board forums is intended to promote collaboration between participants as new approaches to child development are considered. These online conversations will be based primarily on related assigned readings or content in the course. As a guideline, plan to contribute at least two substantive posts per day during active discussions. A

substantive post contains material related to the topic, application to your teaching practice, and/or extends learning in a meaningful way. It is expected that you read all posts in each discussion board forum.

Assignments are created throughout the course. They include participation in weekly recorded lectures as well as written reflections on how topics covered in the course relate to students' personal experiences.

Fieldwork: 15 hours of observation fieldwork (including 7 hours of observations and 8 hours for documentation) is required in this course and will be completed in a licensed infant/toddler facility. You will be required to maintain a log of your hours and a variety of observation notes to support the completion of assigned DRDP criteria. **Fieldwork represents 25% of the overall course grade. Failure to complete fieldwork in this course will result in a failing grade in the course, regardless of the overall score from other assignment submissions.**

Quizzes are created each week to assess your understanding of key terms in our course text.

Final Project includes a written critique and a partner presentation. **The Final Project represents 30% of the overall course grade. Failure to complete either of these assignments will result in a failing grade in the course, regardless of the overall score from other assignment submissions.**

Final grades will be posted by the due date as posted in the Academic Calendar.

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-
- 78 – 80% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 - 62% = D-
- 59% or lower = F

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. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at **scortezm@pointloma.edu (https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=scortezm@pointloma.edu)** .

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.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on **State Authorization (https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures)** to view which states allow online (distance education) outside of California.

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at **www.pointloma.edu/bias** (http://www.pointloma.edu/b

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/JB8MmVPznFI)** and take time now to explore!
- **Grammarly** ⤷ **(https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies)** : Students have unlimited FREE 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
Mon Jan 12, 2026	🚀 **Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/85576/assignments/1262714)** ♿	due by 11:59pm
	📄 **WK1	Welcome Overview**	to do: 11:59pm

Date	Details	Due
	📄 ⭐ **Important Course Information**	to do: 11:59pm
	📄 **WK1	Your Final Project: Overview of Final Paper & Book Club Presentation**	to do: 11:59pm
Wed Jan 14, 2026	💬 **WK1	Introduction Discussion** (https://canvas.pointloma.edu/courses/85576/assignments/1262734) ♿	due by 11:59pm
	📝 **WK1	Fieldwork Placement** (https://canvas.pointloma.edu/courses/85576/assignments/1262736) ♿	due by 11:59pm
	📝 **WK1	Recorded Lecture & Participation** (https://canvas.pointloma.edu/courses/85576/assignments/1262738) ♿	due by 11:59pm
Sun Jan 18, 2026	📅 **WK1	Responses to Weekly Discussions due** (https://canvas.pointloma.edu/calendar?event_id=180063&include_contexts=course_85576)	12am
	📄 **Infant Toddler Fieldwork**	to do: 11:59pm
	🚀 **WK1	Course Exploration** (https://canvas.pointloma.edu/courses/85576/assignments/1262731) ♿	due by 11:59pm
	📝 **WK1	Parenting Book Selection and Group Signup** (https://canvas.pointloma.edu/courses/85576/assignments/1262737) ♿	due by 11:59pm
Tue Jan 20, 2026	📄 **WK2	Overview**	to do: 11:59pm

Date	Details	Due
	💬 **WK2	Respectful Caregiving Discussion** (https://canvas.pointloma.edu/courses/85576/assignments/1262729) ♿	due by 11:59pm
Wed Jan 21, 2026	💬 **WK2	Book Club: Parenting Book Discussion - 3 ISSUES** (https://canvas.pointloma.edu/courses/85576/assignments/1262730) ♿	due by 11:59pm
	📝 **WK2	Recorded Lecture & Participation** (https://canvas.pointloma.edu/courses/85576/assignments/1262740) ♿	due by 11:59pm
Fri Jan 23, 2026	🚀 **WK2	Chapter 1 Quiz** (https://canvas.pointloma.edu/courses/85576/assignments/1262720) ♿	due by 11:59pm
Sun Jan 25, 2026	📅 **WK2	Responses to Weekly Discussions due** (https://canvas.pointloma.edu/calendar?event_id=180064&include_contexts=course_85576)	12am
	📝 **WK2	Fieldwork Observation (Approaches to Learning 1 and 2)** (https://canvas.pointloma.edu/courses/85576/assignments/1262739) ♿	due by 11:59pm
Mon Jan 26, 2026	📄 **WK3	Overview**	to do: 11:59pm
Wed Jan 28, 2026	💬 **WK3	Discussion: Culturally Appropriate Practice** (https://canvas.pointloma.edu/courses/85576/assignments/1262728) ♿	due by 11:59pm
	📝 **WK3	Recorded Lecture & Participation** (https://canvas.pointloma.edu/courses/85576/assignments/1262743) ♿	due by 11:59pm

Date	Details	Due
Fri Jan 30, 2026	🚀 **WK3 | Chapters 2 and 3 Quiz (https://canvas.pointloma.edu/courses/85576/assignments/1262719)** ♿	due by 11:59pm
Sun Feb 1, 2026	📅 **WK3 | Responses to Weekly Discussions due (https://canvas.pointloma.edu/calendar?event_id=180059&include_contexts=course_85576)**	12am
	📝 **WK3 | Book Club: Presentation Signup (https://canvas.pointloma.edu/courses/85576/assignments/1262741)** ♿	due by 11:59pm
	📝 **WK3 | Fieldwork Observation (Health: Personal Care Routines) (https://canvas.pointloma.edu/courses/85576/assignments/1262742)** ♿	due by 11:59pm
Mon Feb 2, 2026	📄 **WK4 | Overview**	to do: 11:59pm
Wed Feb 4, 2026	💬 **WK4 | Book Club: Parenting Book Discussion (https://canvas.pointloma.edu/courses/85576/assignments/1262731)** ♿	due by 11:59pm
	💬 **WK4 | Discussion: Continuity of Care (https://canvas.pointloma.edu/courses/85576/assignments/1262727)** ♿	due by 11:59pm
	📝 **WK4 | Recorded Lecture & Participation (https://canvas.pointloma.edu/courses/85576/assignments/1262745)** ♿	due by 11:59pm
Fri Feb 6, 2026	🚀 **WK4 | Chapters 4 and 5 Quiz (https://canvas.pointloma.edu/courses/85576/assignments/1262717)** ♿	due by 11:59pm
Sun Feb 8, 2026	📅 **WK4 | Responses to Weekly Discussions due**	

Date	Details	Due
	📝 **WK4 | Fieldwork Observation (Approaches to Learning 3 and Social and Emotional Development 3)** (https://canvas.pointloma.edu/courses/85576/assignments/1262744)	due by 11:59pm
	📝 **WK4 | Reflection: Patterns of Attachment and Brain Development** (https://canvas.pointloma.edu/courses/85576/assignments/1262746)	due by 11:59pm
Mon Feb 9, 2026	📄 **WK5 | Overview**	to do: 11:59pm
Wed Feb 11, 2026	💬 **WK5 | Book Club: Parenting Book Discussion (Optional - Not Graded)** (https://canvas.pointloma.edu/courses/85576/assignments/1262733)	due by 11:59pm
	💬 **WK5 | Discussion: Developmental Milestones Principle 10** (https://canvas.pointloma.edu/courses/85576/assignments/1262726)	due by 11:59pm
	📝 **WK5 | Recorded Lecture & Participation** (https://canvas.pointloma.edu/courses/85576/assignments/1262748)	due by 11:59pm
Fri Feb 13, 2026	🚀 **WK5 | Chapters 6, 7, and 12 Quiz** (https://canvas.pointloma.edu/courses/85576/assignments/1262713)	due by 11:59pm

Date	Details	Due
	📅 **WK5	Responses to Weekly Discussions due** (https://canvas.pointloma.edu/calendar?event_id=180062&include_contexts=course_85576)	12am
Sun Feb 15, 2026	📝 **WK5	The Learning Environment** (https://canvas.pointloma.edu/courses/85576/assignments/1262750) ♿	due by 11:59pm
	📝 **WK5	Fieldwork Observation (Physical Development 1 - 4)** (https://canvas.pointloma.edu/courses/85576/assignments/1262747) ♿	due by 11:59pm
	📝 **WK5	Reflection: Perceptual Development** (https://canvas.pointloma.edu/courses/85576/assignments/1262749) ♿	due by 11:59pm
Mon Feb 16, 2026	📄 **WK6	Overview**	to do: 11:59pm
Wed Feb 18, 2026	💬 **WK6	Book Club: Parenting Book - Discussion** (https://canvas.pointloma.edu/courses/85576/assignments/1262732) ♿	due by 11:59pm
	💬 **WK6	Discussion: Language Development OR Cognitive Development** (https://canvas.pointloma.edu/courses/85576/assignments/1262722) ♿	due by 11:59pm
	📝 **WK6	Recorded Lecture & Participation** (https://canvas.pointloma.edu/courses/85576/assignments/1262752) ♿	due by 11:59pm
Fri Feb 20, 2026	🚀 **WK6	Chapters 8 and 9 Quiz** (https://canvas.pointloma.edu/courses/85576/assignments/1262715) ♿	due by 11:59pm

Date	Details	Due
	🗓 **WK6	Responses to Weekly Discussions due (https://canvas.pointloma.edu/calendar?event_id=180060&include_contexts=course_85576)**	12am
Sun Feb 22, 2026	📝 **WK6	Fieldwork Observation (Cognitive Development and Language Development) (https://canvas.pointloma.edu/courses/85576/assignments/1262751)**	due by 11:59pm
Mon Feb 23, 2026	📄 **WK7	Overview**	to do: 11:59pm
	🗨 **WK7	Discussion: Characteristics of Temperament and Social Skills (https://canvas.pointloma.edu/courses/85576/assignments/1262725)**	due by 11:59pm
Wed Feb 25, 2026	📝 **WK7	Recorded Lecture & Participation (https://canvas.pointloma.edu/courses/85576/assignments/1262754)**	due by 11:59pm
	📝 **WK7	Reflection: Erikson's First Three Stages (https://canvas.pointloma.edu/courses/85576/assignments/1262755)**	due by 11:59pm
Fri Feb 27, 2026	🚀 **WK7	Chapters 10 and 11 Quiz (https://canvas.pointloma.edu/courses/85576/assignments/1262716)**	due by 11:59pm
Sun Mar 1, 2026	🗓 **WK7	Responses to Weekly Discussions due (https://canvas.pointloma.edu/calendar?event_id=180066&include_contexts=course_85576)**	12am
	📝 **Extra Credit Reflection: Resiliency (https://canvas.pointloma.edu/courses/85576/assignments/1262735)**	due by 11:59pm

Date	Details	Due
	📝 **WK7 | Fieldwork Observation (Emotions and Social Skills) (https://canvas.pointloma.edu/courses/85576/assignments/1262753)**	due by 11:59pm
Mon Mar 2, 2026	📄 **WK8 | Overview**	to do: 11:59pm
Wed Mar 4, 2026	💬 **WK8 | Discussion: Social Environment and Parent Communication (https://canvas.pointloma.edu/courses/85576/assignments/1262724)**	due by 11:59pm
	📝 **WK8 | Recorded Lecture & Participation (https://canvas.pointloma.edu/courses/85576/assignments/1262763)**	due by 11:59pm
Fri Mar 6, 2026	📝 **WK8 | Book Club: Parenting Book Presentation (https://canvas.pointloma.edu/courses/85576/assignments/1262756)**	due by 11:59pm
	💬 **WK8 | Review, Reflect, and Share Discussion (https://canvas.pointloma.edu/courses/85576/assignments/1262723)**	due by 11:59pm
	🚀 **WK8 | Chapters 13 and 14 Quiz (https://canvas.pointloma.edu/courses/85576/assignments/1262718)**	due by 11:59pm
	📝 **WK8 | Parenting Book Individual Critique - Turnitin Submission (https://canvas.pointloma.edu/courses/85576/assignments/1262762)**	due by 11:59pm
Sat Mar 7, 2026	📝 **WK8 | Parenting Book Individual Critique (https://canvas.pointloma.edu/courses/85576/assignments/1262761)**	due by 11:59pm

Date	Details	Due
	🗓 **WK8	Responses to Weekly Discussions due (https://canvas.pointloma.edu/calendar?event_id=180061&include_contexts=course_85576)**	12am
	📝 **WK8	DRDP Measures (https://canvas.pointloma.edu/courses/85576/assignments/1262757)** ⬡	due by 11:59pm
Sun Mar 8, 2026	📝 **WK8	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/85576/assignments/1262758)** ⬡	due by 11:59pm
	📝 **WK8	Fieldwork Log (https://canvas.pointloma.edu/courses/85576/assignments/1262759)** ⬡	due by 11:59pm
	📝 **WK8	Fieldwork Observation (Shared Communication, Health and Safety) (https://canvas.pointloma.edu/courses/85576/assignments/1262760)** ⬡	due by 11:59pm