



School of Behavioral and Social Sciences

CHD 1050- Human Development

3 Units

Spring 2026

Meeting days/times/location: Mondays, Wednesdays & Fridays

Section 2 1:00-1:55pm, Liberty Station 203

Final Exam: TBD

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Kellye Carroll
Phone:	619-517-1272
Email:	kcarroll@pointloma.edu
Office location and hours:	Evans Hall 102b or on Zoom, sign up using my Calendly link: https://calendly.com/kcarroll-plnu

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.

GE MISSION

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE DESCRIPTION

A study of the physical, social, emotional and intellectual development of the individual throughout the

lifespan. Students will study human development from pre-conception to natural death. Observation and field experience required.

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.

DEPARTMENT STUDENT LEARNING OUTCOMES

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families and communities throughout the lifespan.

2. Students will identify appropriate resources to use in application for problem solving.

3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.

4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.

5. Students will identify specialization career paths and develop an appropriate career plan within a profession of Sociology, Social Work, and Family Sciences.

PROGRAM STUDENT LEARNING OUTCOMES

1. Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from prenatal through adulthood.

2. Analyze what are developmentally appropriate concepts, activities, materials and resources in the community as related to children from infancy through adolescence.

3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.

4. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.

5. Identify career paths and faith integration within the child and adolescent professions.

COURSE STUDENT LEARNING OUTCOMES

1. Identify stages of physical, social-emotional and cognitive development through the life span with recognition of diversity in human development.

2. Classify different levels of children's play.

3. Describe and compare the effects of environment and cultural values on the development of the individual.

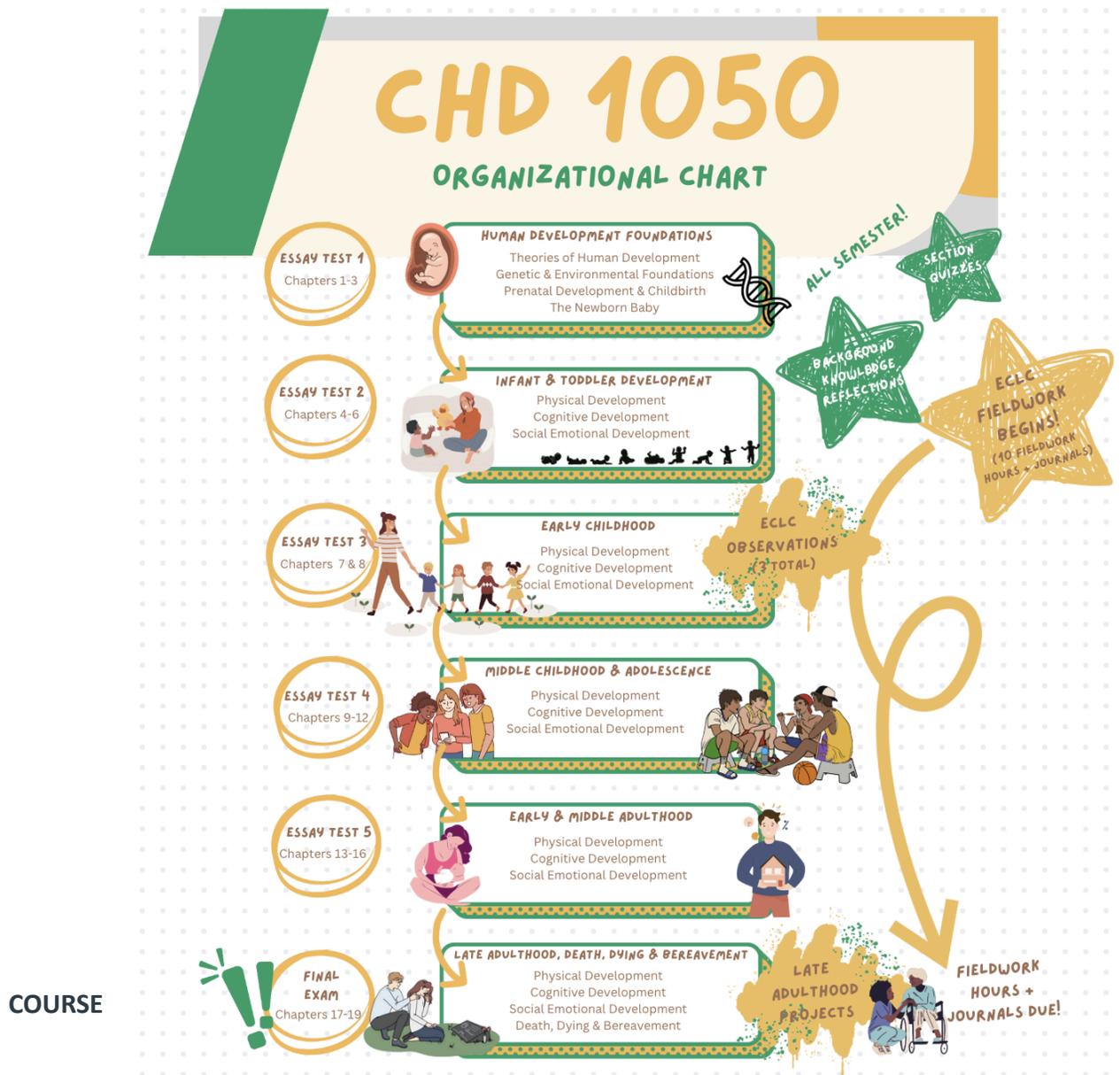
4. Identify and describe the role heredity plays in the development and growth of an individual.

5. Define family system and describe the effects of each stage of human development, including direct and indirect influences on family functioning.
6. Explain the dynamic role of peer interaction through the life-span.
7. Examine social, psychological and cultural factors that affect the development of a sense of self, gender identification, and gender roles.
8. Investigate the multiple origins of child maltreatment and the consequences for children's development.
9. Survey the impact of political and economic conditions, gender stereotypes, and other concerns and problems associated with various stages throughout the life-span (as indicated in class outline).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Berk, L.E. (2018). Exploring lifespan development, 4th Ed. Pearson Education, Boston.

COURSE OVERVIEW (GRAPHIC)



SCHEDULE AND ASSIGNMENTS

WEEK	CLASS CONTENT + ASSIGNMENTS	READING
1 (Jan 12-16)	Intro to Class ECLC Fieldwork lecture Week 1 Background Knowledge Reflection (BKR) Introductions discussion board part 1	Textbook: Chapter 1
2 (Jan 21 & 23) *no class Monday	Genetic and Environmental Foundations Week 2 BKR Introductions discussion board part 2 Quizzes: Chapters 1 & 2	Textbook: Chapter 2
3 (Jan 26-30)	Prenatal Development, Birth, and the Newborn Baby Week 3 BKR Quiz: Chapter 3	Textbook: Chapter 3
4 (Feb 2-6)	Section Review + Assessment/Infant and Toddler Physical Development Essay Test #1 on Chapters 1-3 *the first essay test will be done in learning teams Infant and Toddler Development BKR	Textbook: Review Chapters 1-3 for essay test, Chapter 4
5 (Feb 9-13)	Infant and Toddler Cognitive & Social Emotional Development Infant and Toddler Development Quizzes: Chapters 4-6	Textbook: Chapters 5 & 6
6 (Feb 16-20)	Section Review + Assessment/Physical and Cognitive Development in Early Childhood Essay Test #2 on Chapters 4-6 Early Childhood BKR	Textbook: Review Chapters 4-6 for essay test, Chapter 7
7 (Feb 23-27)	Early Childhood Cognitive & Social/Emotional Development/Introduction to Observations Assignment Early Childhood Development Quizzes: Chapters 7 & 8	Textbook: Chapter 8
8 (Mar 2-6)	Section Review + Assessment Essay Test #3 Substitution Assignment on Chapters 7 & 8 Observations assignments begin	Textbook: Review Chapters 7 & 8 for early childhood essay test substitution assignment
9 (Mar 9-13)	<i>No class, spring break</i>	
10 (Mar 16-20)	Middle Childhood/Introduction to Late Adulthood Project Middle Childhood BKR Middle Childhood Development Quizzes: Chapters 9 & 10 Observations assignments continue	Textbook: Chapters 9 & 10
11 (Mar 23-27)	Adolescence Adolescence BKR Adolescence Quizzes: Chapters 11 & 12 Late Adulthood Project Discussion Board Observations assignments continue	Textbook: Chapters 11 & 12

12 (Mar 30 & Apr 1) *no class Friday, Apr 3	Section Review + Assessment/Emerging + Early Adulthood Essay Test #4 on Chapters 9-12 Emerging + Early Adulthood BKR Early Adulthood Quizzes: Chapters 13 & 14 Observations assignments continue	Textbook: Review Chapters 9-12 for essay test, Chapters 13 & 14
13 (Apr 8 & 10) *no class Monday, Apr 6	Early Adulthood + Middle Adulthood (chapters 14, 15 & 16) Middle Adulthood BKR Observations assignments continue	Textbook: Chapters 15 & 16
14 (Apr 13-17)	Middle Adulthood (continued) Middle Adulthood Quizzes: Chapters 15 & 16 Essay Test #5 on Chapters 13-16 Observations assignments due (Sunday)	Textbook: Review Chapters 15 & 16 for essay test
15 (Apr 20-24)	Middle Adulthood wrap-up (physical development team quiz) Late Adulthood Late Adulthood BKR Late Adulthood Quizzes: Chapters 17 & 18	Textbook: Chapters 17 & 18
16 (Apr 27-May 1)	Death Dying & Bereavement/Late Adulthood Presentations Death, Dying & Bereavement BKR Death, Dying & Bereavement Quiz: Chapter 19 Late Adulthood Presentations Due (Presentation submitted on Canvas by Tuesday 4/28, in-class presentations will occur in class Wednesday and Friday) All 10 Fieldwork Hours + Journals Due (Friday, 5/1)	Textbook: Chapter 19
Finals week (May 4-8)	Final Exam: Due Friday, May 8 Final Exam: Essay Test on Chapters 17-19	Textbook: Review Chapters 17-19

ASSIGNMENTS AND PROJECTS

Canvas Assignments

All assignments and guidelines are included on 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.

ECLC Fieldwork + Observations

Assignment objective: I will apply what I know about observing and talking to children to improve my thinking and understanding about early childhood development.



In this course you will be completing 10 hours of fieldwork and three observations at the ECLC on campus.

In order to be cleared to begin your fieldwork hours, you must provide proof of a negative TB test and immunizations. If you do not have one, you can get that at the wellness center on campus. You also will need to submit a schedule preference form (in class) and attend a mandatory workshop (dates below) hosted by the ECLC.

Please note: The 10 hours of fieldwork and three observations are separate assignments with different objectives. To prepare for the fieldwork, we will have a guest lecture in class and you will be required to attend a workshop hosted by the ECLC on one of the following dates (sign ups coming soon!):

Workshop Dates (attend only one): TBD

Workshop 1 @ TBD

For all students who have not attended a workshop at the ECLC (most students)

Option 1:

Option 2:

Option 3:

Workshop 2 @ TBD

For all students who have previously completed workshop 1 at the ECLC (very few students)

Attending one of these workshops is mandatory.

Once you begin your fieldwork hours, you will complete one fieldwork journal entry for each hour of fieldwork.

Acceptable modes of submission for fieldwork journals are:

Submission type:	Recommended length
Typed journal entry directly in textbox or as an attached file	About two short paragraphs
Handwritten page (submit a picture of the legible handwritten page)	About 1/2 page-1 page depending on the size of the handwriting

Audio journal entry (think of it as a short podcast)	About 2-3 minutes
Video journal entry	About 2-3 minutes

Note: It is recommended that each fieldwork journal be submitted within 24-48 hours of each hour of fieldwork to maximize your recollection of the events and give an opportunity for feedback; however, exceptions can be made in some circumstances. Please communicate with Dr. Carroll if you need an extension.

You will also complete three distinct observations of children at the ECLC. This is *in addition* to your scheduled fieldwork time and does not need to be scheduled with the ECLC. A schedule will be provided to you and you can choose what days and times work best for you. Each observation will focus on a domain of development (physical, cognitive, and social/emotional). More details will be given in class closer to when the assignment opens in Week 8.

Total points: 290 (observations: 90, fieldwork hours/journals: 200)

Late Adulthood Research Project

Assignment objective: *I will apply what I know about late adulthood and death, dying, and bereavement to enhance my thinking and understanding about late adulthood development. I will use course material and the interview experience as resources to gain a more comprehensive understanding of death, dying, and bereavement. I will apply what I know about late adulthood to benefit an individual in late adulthood.*

Project Guidelines:

Students will conduct a 2-3 hour interview of a 60+ year old person, or a middle or late adult who has experienced the death, dying, and/or bereavement of a loved one, or who is experiencing a health condition/ailment that corresponds with the late adulthood unit, and submit a presentation addressing the guidelines posted on Canvas.

Presentation Guidelines:

Be prepared to present a short summary presentation within your learning team groups during class throughout **Week 15**. A sign-up will be provided. Approximately 2-3 students from each learning team will present each day. Presentation should be on either Google Slides or Powerpoint and be uploaded to Canvas no later than **Tuesday, April 28th**.

Slide 1. Brief explanation of your topic

Slide 2. Brief article summary

Slide 3. Information about who you interviewed and your experience (include the 10 interview questions), and

Slide 4. What you learned from your interview experience.

Possible points: 75

Chapter/Section Reading Quizzes

19 chapter quizzes will be given throughout the semester (one for each chapter). These will be taken on Canvas outside of class. It is recommended to take the quizzes **after** you have read each chapter and participated in the lecture. To discourage relying too much on your textbook during the quiz, the quiz times will be limited. Your lowest three scores will be dropped. The quizzes will have no more than 10 questions each and will consist of a combination of multiple choice and true/false questions from the assigned textbook readings and class lectures.

Possible points: 160 (10 points each x 16 kept scores)

Essay Tests

Five essay tests will be given, consisting of either several short answer essay questions or one longer essay question. For ease of grading and faster results, exams will be completed electronically on Canvas in class on the class days listed below. You will need to have a computer or tablet to take the exam. Please reach out to me at least one class day prior to the exam if you prefer to take the test on paper and I will have that available for you. For the essay tests you can use notes you have taken in class, but not the textbook.

Essay Test dates:

Test 1: **Monday, 2/2** (Chapters 1-3)

Test 2: **Friday, 2/20** (Chapters 4-6)

Test 3: **Friday, 3/6** (Chapters 7 & 8) *this is a substitution assignment that is due this day, not an actual test

Test 4: **Monday, 3/30** (Chapters 9-12)

Test 5: **Wednesday, 4/15** (Chapters 13-16)

Total points for all essay tests: 200 (40 points x 5 tests)

Final Exam

The final exam will consist of an essay test taken on Canvas using Honorlock covering material from chapters 17-19. The exam will be available Monday-Friday of finals week.

Possible points: 60

ATTENDANCE AND PARTICIPATION

Attendance

Attendance will be taken at every in-person class via a physical sign-in in your learning team folder. Attendance cannot be made up. The only exception is for university-approved absences.

Possible points: 150

Participation (Background Knowledge Reflection)

A Background Knowledge Reflection (BKR) will be given in class at the start of every new unit (about once per week, sometimes less). These BKRs are short activities and reflections completed on Canvas during class and then shared in learning teams. They are graded credit/no credit. No late BKRs will be accepted.

Possible points: 100 (10 points x 10 BKRs)

Participation (Online Discussions)

Throughout the course there will be a few team discussions in which initial responses will be completed online, with team follow-up usually occurring in class. Read the instructions for each discussion carefully, as the participation method will vary.

Possible points for discussions: 30 (15 points x 2 discussions)

Optional Devotions

Sign up to present a devotion to class linking faith and human development in any way you'd like. You can read from a passage, show a video, play music, lead a group discussion question...anything! Devotions should be no longer than 5 minutes. You will receive 10 points extra credit after presenting. Sign up by sending me a message via Canvas message and we will find a day that works. Devotions are first-come, first-served and limited to one per regular class day.

ASSESSMENT AND GRADING

<p><u>Assignment distribution by points:</u></p> <ul style="list-style-type: none"> ● Attendance- 150pts ● Background Knowledge Reflections- 100pts ● Online Discussions- 30pts ● Fieldwork Workshop Attendance- 15pts ● 10 ECLC Fieldwork Hours + 10 Journal Entries- 200pts ● 3 ECLC Observations- 90pts ● Chapter/Section Quizzes- 160pts ● 5 Essay Tests- 200pts ● Late Adulthood Project + Presentation 75 pts ● Final Exam 60pts <p>Total Possible: 1110 pts</p>	<p><u>Grade scale:</u></p> <p>A=93-100 C=73-76 A-=92-90 C-=70-72 B+=87-89 D+=67-69 B=83-86 D=63-66 B-=80-82 D-=60-62 C+=77-79 F=0-59</p>
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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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **by its scheduled day (Friday, May 8th)**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Note: Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. 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.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.