

Course Syllabus

[Jump to Today](#)



Department of Sociology, Social Work, and Family Sciences

CHD1050 Human Development

3 Units

Summer 2026 | Session 1

Fully Online

May 11 - June 12

Meeting Days: Online Asynchronous

Instructor: Professor Kellye Carroll

Meeting Times: Online Asynchronous

Email: kcarroll@pointloma.edu

Meeting Location: Online

Phone: 619.517.1272 (cell)

Final Exam: (Day/Time): Friday

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



A study of the physical, social, emotional, and intellectual development of the individual throughout the life span. Students will study human development from pre-conception to natural death. Observation and field experience are required.

Course 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 the 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 throughout the lifespan.
 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 lifespan.
-

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 the professions of Sociology, Social Work, and Family Sciences.
-

Program 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 type,s and the subsequent macrosystems with which they co-exist.
 5. Identify career paths and faith integration within the child and adolescent professions.
-

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

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

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 5 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For



course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Time Estimates

Assignment Type	Total Time to Complete
Discussions & Teamwork	39
Reading Assignments	22.5
Written Assignments	11.25
Other Assignments & Learning Activities	24.5
Exams, Reviews, & Prior Knowledge Questions	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	Description	Percentage of Total Grade
Discussions	Discussions are in each week of the course and include team activities, learning reflections, and sharing of personal experiences aligned to human development.	15
Fieldwork Experience & Observations	Fieldwork Experience and Observations are two different types of assignments in this course. In the field work experience (https://canvas.pointloma.edu/courses/85693/pages/fieldwork-lab-overview), you will apply what you know about early childhood physical, cognitive, and social/emotional development to improve my thinking and understanding about early childhood development. In the observations (https://canvas.pointloma.edu/courses/85693/pages/ecic-observations-overview), you will apply what you know about observing and talking to	30



	children to improve your thinking and understanding of early childhood development.	
Summative Assessments	There are 2 summative assessments • Late Adulthood Project (https://canvas.pointloma.edu/courses/85693/pages/late-adulthood-project-overview) • The Late Adulthood Project Presentation (https://canvas.pointloma.edu/courses/85693/discussion_topics/703479)	35
Quizzes and Surveys	A chapter review (a.k.a. Quiz) is assigned for each of the 19 chapters of the textbook. The point values vary from 3 points to 15 points. These reviews will occur on Canvas and must be completed by the due dates. They are open book/open note and will feature multiple-choice, matching, and short answer questions. They are not timed, and you can take them as many times as you like, and your highest score will be recorded. Prior Knowledge Question-graded surveys must be completed prior to completing your reading and viewing the lectures and are based on your own experience and knowledge. There is no wrong answer, just a way for you to align what you are going to learn with what you already know, and points are awarded for completion.	20
	Total	100

It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. 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-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-



- 67 – 69% = D+
 - 63 – 66% = D
 - 60 - 62% = D-
 - Below 59% = F
-

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](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-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 this course, 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 death, social and emotional development, and sexual development. 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 family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of human 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 Human Development, we will cover a variety of topics, some of which you may find triggering. These topics include death, social and emotional development, and sexual development. 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.



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 a 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 assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of human development, and I will support you throughout your learning in this course.

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, students 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

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

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation \(https://www.pointloma.edu/offices/student-life-formation\)](https://www.pointloma.edu/offices/student-life-formation).

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 [Academic Policies \(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/) 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 terms that



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/bias>).

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) (<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). (<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) (<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/)  (<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 members 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) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphones, 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.

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](https://www.pointloma.edu/centers-institutes/loma-writing-center) (<https://www.pointloma.edu/centers-institutes/loma-writing-center>) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](https://plnu.mywconline.com/) ➞ (<https://plnu.mywconline.com/>)
- [Website](https://www.pointloma.edu/centers-institutes/loma-writing-center) (<https://www.pointloma.edu/centers-institutes/loma-writing-center>)
- Email: writingcenter@pointloma.edu (<mailto:writingcenter@pointloma.edu>)

Lomabooks Instructions for Students

Note: For courses using materials available through Lomabooks

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 pickup 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 to [the LomaBooks site](https://www.pointloma.edu/lomabooks).
(<https://www.pointloma.edu/lomabooks>)

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 May 11, 2026	 WK 1 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/85693/assignments/1304383)	due by 11:59pm
		
	 WK1 Introduction Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304387)	due by 11:59pm
		
	 WK1 Fieldwork Plan (https://canvas.pointloma.edu/courses/85693/assignments/1304401)	due by 11:59pm
		
	 WK1 Prior Knowledge Questions (https://canvas.pointloma.edu/courses/85693/assignments/1304384)	due by 11:59pm
		
	 ECLC Observations Overview	to do: 11:59pm
	 Fieldwork Lab Overview	to do: 11:59pm
	 Important Course Information	to do: 11:59pm
	 Late Adulthood Project Overview	to do: 

Date	Details	Due
Tue May 12, 2026	 Week 1 Overview	to do: 11:59pm
	 WK1 Lecture & Resources	to do: 11:59pm
	 WK1 Chapter 1 Review https://canvas.pointloma.edu/courses/85693/assignments/1304377	due by 11:59pm
Fri May 15, 2026		
	 WK1 Chapter 2 Review https://canvas.pointloma.edu/courses/85693/assignments/1304374	due by 11:59pm
		
	 WK1 Chapter 3 Review https://canvas.pointloma.edu/courses/85693/assignments/1304370	due by 11:59pm
		
	 Fieldwork Workshop Orientation Video + Quiz https://canvas.pointloma.edu/courses/85693/assignments/1304398	due by 11:59pm
Sun May 17, 2026		
	 WK1 Learning Reflection Discussion https://canvas.pointloma.edu/courses/85693/assignments/1304392	due by 11:59pm
		
	 WK1 Fieldwork Journal #1 https://canvas.pointloma.edu/courses/85693/assignments/1304389	due by 11:59pm
		
	 WK1 Fieldwork Journal #2 https://canvas.pointloma.edu/courses/85693/assignments/1304400	due by 11:59pm
Mon May 18, 2026		
	 Week 2 Overview	to do: 11:59pm
Tue May 19, 2026	 WK2 Prior Knowledge Questions https://canvas.pointloma.edu/courses/85693/assignments/1304375	due by 11:59pm
		



Date	Details	Due
	 WK2 Lecture & Resources	to do: 11:59pm
Wed May 20, 2026	 WK2 Parenting Styles Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304396) 	due by 11:59pm
	 WK2 Chapter 4 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304367) 	due by 11:59pm
	 WK2 Chapter 5 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304378) 	due by 11:59pm
	 WK2 Chapter 6 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304385) 	due by 11:59pm
Fri May 22, 2026	 WK2 Chapter 7 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304381) 	due by 11:59pm
	 WK2 Chapter 8 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304376) 	due by 11:59pm
	 WK2 Learning Reflection Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304393) 	due by 11:59pm
Sat May 23, 2026	 WK2 Cognitive Development Observation (https://canvas.pointloma.edu/courses/85693/assignments/1304402) 	due by 11:59pm
Sun May 24, 2026	 WK2 Fieldwork Journal #3 (https://canvas.pointloma.edu/courses/85693/assignments/1304403) 	due by 11:59pm



Date	Details	Due
Tue May 26, 2026	 WK2 Fieldwork Journal #4 (https://canvas.pointloma.edu/courses/85693/assignments/1304404) due by 11:59pm 	
	 WK3 Prior Knowledge Questions (https://canvas.pointloma.edu/courses/85693/assignments/1304384) due by 11:59pm 	
	 Week 3 Overview to do: 11:59pm	
	 WK3 Lecture & Resources to do: 11:59pm	
Wed May 27, 2026	 WK3 Board Games Critique Team Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304390) due by 11:59pm 	
	 WK3 Late Adulthood Project Team Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304388) due by 11:59pm 	
Fri May 29, 2026	 WK3 Chapter 10 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304366) due by 11:59pm 	
	 WK3 Chapter 11 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304386) due by 11:59pm 	
	 WK3 Chapter 12 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304372) due by 11:59pm 	
	 WK3 Chapter 9 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304365) due by 11:59pm 	
	 WK3 Learning Reflection Discussion due by 	

Date	Details	Due
	https://canvas.pointloma.edu/courses/85693/assignments/1304394 	
Sat May 30, 2026	 WK3 Physical Development Observation https://canvas.pointloma.edu/courses/85693/assignments/1304407 	due by 11:59pm
Sun May 31, 2026	 WK3 Fieldwork Journal #5 https://canvas.pointloma.edu/courses/85693/assignments/1304406 	due by 11:59pm
	 WK3 Fieldwork Journal #6 https://canvas.pointloma.edu/courses/85693/assignments/1304406 	due by 11:59pm
Mon Jun 1, 2026	 Week 4 Overview	to do: 11:59pm
Tue Jun 2, 2026	 WK4 Prior Knowledge Questions https://canvas.pointloma.edu/courses/85693/assignments/1304363 	due by 11:59pm
	 WK4 Lecture & Resources	to do: 11:59pm
Wed Jun 3, 2026	 WK4 Psychological Impact of Attending College https://canvas.pointloma.edu/courses/85693/assignments/1304369 	due by 11:59pm
Fri Jun 5, 2026	 WK4 Chapter 13 Review https://canvas.pointloma.edu/courses/85693/assignments/1304368 	due by 11:59pm
	 WK4 Chapter 14 Review https://canvas.pointloma.edu/courses/85693/assignments/1304373 	due by 11:59pm
	 WK4 Chapter 15 Review https://canvas.pointloma.edu/courses/85693/assignments/1304374 	due by 11:59pm



Date	Details	Due
	 WK4 Chapter 16 Review https://canvas.pointloma.edu/courses/85693/assignments/1304382	due by 11:59pm
		
	 WK4 Chapter 17 Review https://canvas.pointloma.edu/courses/85693/assignments/1304379	due by 11:59pm
		
	 WK4 Chapter 18 Review https://canvas.pointloma.edu/courses/85693/assignments/1304380	due by 11:59pm
		
	 WK4 Learning Reflection Discussion https://canvas.pointloma.edu/courses/85693/assignments/1304395	due by 11:59pm
		
Sat Jun 6, 2026	 WK4 Social and Emotional Development Observation https://canvas.pointloma.edu/courses/85693/assignments/1304410	due by 11:59pm
		
Sun Jun 7, 2026	 WK4 Fieldwork Journal #7 https://canvas.pointloma.edu/courses/85693/assignments/1304408	due by 11:59pm
		
	 WK4 Fieldwork Journal #8 https://canvas.pointloma.edu/courses/85693/assignments/1304409	due by 11:59pm
		
Mon Jun 8, 2026	 Week 5 Overview	to do: 11:59pm
Tue Jun 9, 2026	 WK5 Lecture & Resources	to do: 11:59pm
Wed Jun 10, 2026	 WK5 Right-to-Die Discussion https://canvas.pointloma.edu/courses/85693/assignments/1304397	due by 11:59pm
		



Date	Details	Due
Fri Jun 12, 2026	 WK5 Chapter 19 Review (https://canvas.pointloma.edu/courses/85693/assignments/1304369)	due by 11:59pm
		
	 WK5 Final Exam: Cumulative Essay/Slideshow (https://canvas.pointloma.edu/courses/85693/assignments/1304411)	due by 11:59pm
		
	 WK5 Late Adult Presentations Team Discussion (https://canvas.pointloma.edu/courses/85693/assignments/1304391)	due by 11:59pm
		
	 WK5 Virtual Lab Fieldwork: Sexual Development & Behavior in Middle Childhood and Adolescence (https://canvas.pointloma.edu/courses/85693/assignments/1304412)	due by 11:59pm
		
	 WK5 Virtual Lab Fieldwork: Supporting Cognitive Development in Middle Childhood (https://canvas.pointloma.edu/courses/85693/assignments/1304413)	due by 11:59pm
		