



School of Behavioral and Social Sciences
Infant & Toddler Development (CHD3003)
3 units

Fall 2026

Meeting days: Tuesday/Thursday

Instructor title and name: Dr. Kellye Carroll

Meeting times: 1:30-2:45

Phone: 619-517-1272 (cell)

Meeting location: Rohr 109

E-mail: kcarroll@pointloma.edu

Final Exam: Thursday, 12/17
1:00-4:00pm

Office location and hours: Sign up for office hours
(either Zoom or in person) using my Calendly page:
<http://calendly.com/kcarroll-plnu>

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

The study of the process of prenatal, infant and toddler growth and development 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. Classroom lecture and course readings are supplemented by required observation and field experience. Offered alternate years.

Prerequisite(s): CHD 1020 or CHD 1050

COURSE LEARNING OUTCOMES

1. Define developmental patterns from birth to 36 months.
2. Examine and discuss the adult's role in fostering development in all domains: cognitive, social, emotional, and physical.
3. Plan suitable learning environments for infants and toddlers.
4. Investigate current research regarding care and development of infants and toddlers.

5. Examine the impact of prenatal development and birthing on the future development of the infant and toddler.
6. Analyze what are developmentally appropriate concepts, activities, materials and resources as related to infant and toddler development. Observe, record, and assess the behaviors for infants and toddlers.
7. Examine research on brain development and its implications for infants.
8. Describe guidance and socialization techniques for optimal development of the infant and toddler.
9. Examine the impact of culture on the developing infant and toddler.
10. Evaluate the effects of society and culture upon family microsystems, family types, and subsequent macrosystems with which they co-exist. Examine basic health and safety practices in various settings for infant-toddler care.
11. Identify career paths within the child and adolescent professions. Examine the local and state legal requirements of infant-toddler programs and facilities.
12. To critique original work on advice to parents, determining whether it is good, sound child development or not.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Gonzalez-Mena, J and Eyer, D. Infants, Toddlers, and Caregivers. 12th Edition, 2020.

Each student will be using one of the following books for their read-aloud/roughhousing presentations (these will be provided by the professor and checked out and shared in groups):

Blakemore, C. and Ramirez, B. Baby Read Aloud Basics, 2006.

DeBenedet, A. The Art of Roughhousing, 2010

Each group will be assigned one of the following books (these will be provided by the professor and checked out):

Bronson, P., & Merryman, A. (2009). Nurtureshock: New thinking about children.

Ezzo, G., & Bucknam, R. (2006). On becoming babywise. Parent-Wise Solutions.

Gerhardt, S. (2014). Why love matters: How affection shapes a baby's brain (2nd ed.). Routledge.

Hirsh-Pasek, K., & Golinkoff, R. M. (2003). Einstein never used flash cards: How our children really learn—and why they need to play more and memorize less. Rodale Books.

Karp, H. (2008). The happiest toddler on the block: How to eliminate tantrums and raise a patient, respectful, and cooperative one- to four-year-old (Revised ed.). Bantam Books.

Kirshenbaum, G. (2023). The nurture revolution: Grow your baby's brain and transform their mental health through the power of nurtured parenting. Grand Central Publishing.

Mann, J. (2010). Superbaby: 12 ways to give your child a head start in the first 3 years. Sterling Publishing.

Medina, J. (2014). Brain rules for baby (updated and expanded): How to raise a smart and happy child from zero to five. Pear Press.

Plooij, X., Plooij, F., & Van de Rijlt, H. (2019). The wonder weeks: A stress-free guide to your baby's behavior. The Countryman Press.

Schilling, L., & Peterson, W. J. (2017). Born to eat: Whole healthy foods from baby's first bite. Skyhorse Publishing.

Siegel, D. J., & Bryson, T. P. (2020). The power of showing up: How parental presence shapes who our kids become and how their brains get wired. Ballantine Books.

Suskind, D. (2026). Human raised: Nurturing connection, curiosity & lifelong learning in the age of AI. Dutton.

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 15 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 in the Canvas modules.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Participation in lectures, discussions, groups, etc.	39
Reading Assignments	22.5
Written Assignments	17
Other Assignments & Learning Activities	22.5
Quizzes, Surveys	11.25
Total Hours	112.5

REPORT/PROJECT GUIDELINES

Fieldwork Participation and Journals:

Objective: I will apply concepts of infant and toddler development observed in real-world early childhood settings to deepen my understanding of caregiving practices, developmental milestones, and learning environments.

Part 1: Fieldwork Participation:

All students are required to participate for 10 hours in a community infant and toddler program. The instructor (to the best of her ability) will help place the students in a center or school that

meets the needs and interests of the student. Supervisory teachers are required to sign off and verify the hours, and the completed fieldwork log is to be submitted either in class or on Canvas upon completion of 10 hours. The hours should be spread out and done on a week to week basis.

Part 2: Fieldwork Journals:

For each hour of fieldwork completed, students must submit a corresponding Fieldwork Journal Entry on Canvas (10 journals total, 10 points each). Rather than focusing on a broad developmental domain, each journal entry will require you to observe infant/toddler behavior and caregiving interactions and explicitly connect what you observe to either a concept/theory from that week's assigned textbook chapter OR a key idea from your assigned supplemental parenting book.

Acceptable Modes of Submission & Guidelines:

Submission Type	Recommended Length
Typed Journal Entry	Directly in Canvas text box or attached file (.docx/.pdf) (~2 short paragraphs)
Handwritten Page	Upload a photo of legible handwritten notes (~½ to 1 page)
Audio Journal Entry	Recorded audio (~2–3 minutes)
Video Journal Entry	Recorded video (~2–3 minutes)

Note: It is strongly recommended that each fieldwork journal be submitted within 24–48 hours of completing the fieldwork hour to maximize recollection and receive timely instructor feedback.

Individual Project: Infant & Toddler Engagement (Baby Read Aloud Basics or The Art of Roughhousing):

To demonstrate practical application and reflection on the course lectures (Baby Read Aloud Basics or The Art of Roughhousing), each student will independently complete one project from the options menu below. On Thursday, 11/12, students will gather in their groups during class to present and share their individual projects with one another.

Assignment Option Menu (Choose ONE option — All options worth 50 points)

Option 1: Video Demonstration & Reflective Analysis

Deliverable: 3–5 minute recorded video + 1.5–2 page written paper.

Description: Record a 3–5 minute video demonstrating either a read-aloud strategy (tailored to a specific stage from *Baby Read Aloud Basics*) or a physical play technique (from *The Art of Roughhousing*) with an infant or toddler. Submit a 1.5 to 2-page written reflection detailing: The specific developmental goals and target stage/age range. An analysis of the child's behavioral responses and engagement during the activity. How you adapted (or would adapt) the activity based on developmental principles learned in class.

Option 2: Comprehensive Book Review & Application Guide

Deliverable: 2.5–3 page written paper OR a 5-minute video review essay with visual slides/handout.

Description: Conduct an in-depth critical evaluation of either *Baby Read Aloud Basics* or *The Art of Roughhousing*. Your submission must cover: Core Thesis & Key Takeaways: Summarize the main developmental philosophy and highlight at least 3 major takeaways from the text. Critical Analysis: Evaluate the strengths, limitations, and practical accessibility of the author's advice for diverse families or child care settings. Application Guide: Create a concrete "Implementation Plan" for early childhood educators or caregivers, outlining how 2–3 key techniques from the book can be integrated into daily home or classroom routines.

Option 3: Practitioner or Parent Interview & Synthesis

Deliverable: 2.5–3 page written summary and analysis.

Description: Conduct a structured interview with a parent or early childhood educator of an infant/toddler focused on early literacy or physical roughhousing/play. Your paper must include: A list of 5–6 core open-ended questions targeting their current practices, beliefs, and challenges regarding reading aloud or active roughhousing. A transcript or detailed summary of the participant's responses. A synthesis section explicitly connecting their real-world practices and perspectives to 2–3 core developmental concepts from our class readings.

Option 4: Applied Case Study Analysis

Deliverable: 2.5–3 page analytical paper OR a multimedia presentation (e.g., slide deck with detailed presenter notes or visual aid used during in-class group sharing).

Description: Select a specific developmental stage or physical play tier and construct a realistic case scenario involving an infant or toddler experiencing developmental challenges (e.g., language delays, sensory sensitivities, emotional dysregulation, or motor hesitation). In your paper or multimedia presentation, you must: Detail the Scenario: Describe the child's background, age/stage, and specific developmental needs or challenges. Propose an Intervention Plan: Outline a targeted action plan utilizing strategies directly from *Baby Read Aloud Basics* or *The Art of Roughhousing*. Developmental Rationale: Explain why these specific interventions are developmentally appropriate and predict their long-term impact on the child's growth and caregiver bonding.

Due Date: In-Class Group Presentation on Thursday, November 12

50 points

Summary/Critique of a Parenting Book & Class Gallery Walk Presentation:

Each learning team will be assigned a current Parenting Book (* See Supplemental Texts). Each member of the group will read and evaluate the developmental information that is presented to parents and discuss via team conversations in class and two reading reflections, due in Week 8 and Week 14.

Then, there are two components to this project:

1. Each **team** will first present a summary (through a class gallery walk presentation) of important information and stages, **as expressed by the author(s) of the parenting book**, to the class. Then the team will present a series of critical questions to the group with the aim of engaging discourse regarding the appropriateness of the book. This will occur in class through the use of a presentation shared during a gallery walk on the group's assigned day to present.

Gallery walk/presentation schedule:

Team #	Book Titles	Gallery Walk Day
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Teams 1-6	TBD	Tuesday 12/8
Teams 7-11	TBD	Thursday 12/10

Slide-by-slide breakdown:

Slide 1: Book/Team introduction (book title, author, year published, team member names, etc.)

Slide 2/3: Key points/claims made by the author. (This will likely need to be broken into a few slides depending on how you would like to organize it)

Slide 4: Questions for the team members to discuss with students visiting their presentation (try to aim for 2-3 well-written questions that inspire analytical thought)

2. In addition, each **individual student** will write a 4 to 6 page typed written report in APA format. It is expected that both the team Google slide presentation and the written report will present the advice that is given to parents. Each student is then asked to give their own reflection as to the validity of the advice. More detailed guidelines for the paper can be found on Canvas under the "assignments" tab.

110 points total (50 points for the team presentation and 60 points for the written report)

Chapter Reading Quizzes

12 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 6 questions each and will consist of multiple choice questions from the assigned textbook readings.

Possible points: 162 (18 points each x 9 kept scores)

Essay Tests

Three essay tests will be given. Exams will occur in class using Canvas. Each test will feature a choice of 2-3 different prompts, and students will choose **one** to complete. These essays are open book/open note and will require a higher level of critical thinking and synthesis. Study guides will be provided via Canvas.

Exam dates:

Exam 1: Thursday, 10/1 (Chapters 1-4) Focus on the Caregiver

Exam 2: Tuesday 11/24 (Chapters 5-11) Focus on the Child *Taken from home

Exam 3 (part of final): Thursday, 12/17 1:00-4:00pm (Chapters 12-14) Focus on the Program

Total points for all unit exams: 210

Final Exam:

100 points

Option 1: Environmental chart write-up of infant-toddler program (appendix A & B in textbook).
Option 2: DRDP write up of a child between the ages of 3 months and 24 months.
Due in class on Thursday, December 17

ASSESSMENT AND GRADING

Assignment distribution by points:

- Fieldwork (10 hours @ 20 points per hour) + Fieldwork Journals (10 entries @ 10 points per entry) **300 points**
- Individual Project: Infant & Toddler Engagement (Baby Read Aloud Basics or The Art of Roughhousing) **50 points**
- Summary/Critique of a Parenting Book
 - Gallery Walk Presentation(team) **50 points**
 - Reading group reflections (2 @ 15 points each) **30 points**
 - Gallery Walk Notes/Participation **35 points**
 - Written Report (individual) **60 points**
- Chapter Reading Quizzes 9 kept highest scores @ 18 points each total **162 points**
- Essay Tests 3 @ 70 points each total **210 points**
- Class attendance (10 points each session) **280 points**
- Final Exam-**100 points**
- **Total Points Possible 1277 points**

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the rubric and/or comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages

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

SPIRITUAL CARE

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and 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](#) to view which states allow online (distance education) outside of California.

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.

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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 at 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 at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

ASSIGNMENTS AT-A-GLANCE

The table below lists our reading assignments and exam dates:

Week #	Topics covered	Assignments due
Week 1 (8/31-9/4)	Course introductions, start reading Chapter 1 (Principles, Practice & Curriculum)	Book + Fieldwork Preferences Form
Week 2 (9/7-9/11)	Chapter 1 (Principles, Practice & Curriculum) Form groups + distribute supplemental books	Chapter 1 Quiz Learning Team Google Slide Introductions
Week 3 (9/14-9/18)	Chapter 2 (Infant-Toddler Education) & Chapter 3 (Caregiving as Curriculum)	Chapter 2 Quiz Chapter 3 Quiz
Week 4 (9/21-9/25)	Chapter 4 (Play and Exploration as Curriculum)	Fieldwork journal Chapter 4 Quiz
Week 5 (9/28-10/2)	Chapters 1-4 Review Essay Test #1 (Chapters 1-4)	Fieldwork journal Essay Test # 1- Thursday, 10/1
Week 6 (10/5-10/9)	Chapter 5 (Attachment)	Fieldwork journal Chapter 5 Quiz
Week 7 (10/12-10/16)	Chapter 6 (Perception)	Fieldwork journal Chapter 6 Quiz
Week 8 (10/19-10/21)	Chapter 7 (Motor Skills) Team book check in #1 *No class Thursday, 10/22 (fall break)	Fieldwork journal

		Reading group reflection #1- Tuesday, 10/20 Chapter 7 Quiz
Week 9 (10/26-10-30)	Chapters 5-7 Review Team presentation check-ins	Fieldwork journal
Week 10 (11/2-11/6)	Chapter 8 (Cognition)	Fieldwork journal Chapter 8 Quiz
Week 11 (11/9-11/13)	Infant/Toddler Engagement Project Presentations (in groups) Chapter 9 (Language)	Fieldwork journal Infant/Toddler engagement project submission + presentations- Thursday, 11/12 Chapter 9 Quiz
Week 12 (11/16-11/20)	Chapter 10 (Emotions) + Chapter 11 (Social Skills)	Fieldwork journal Chapter 10 Quiz
Week 13 (11/23-11/27)	No class this week, enjoy Thanksgiving! Essay Test # 2 (Chapters 5-11) *Take @ home	Essay Test # 2- due Tuesday 11/24
Week 14 (11/30-12/4)	Chapter 12 (The Physical Environment) and Appendix B (Environmental Chart) Team book check in #2	Fieldwork journal Reading group reflection #2- Thursday, 12/3 Chapter 12 Quiz
Week 15 (12/7-12/11)	Review Chapters 8-12 Gallery Walk Presentations (both days)	Final Fieldwork journal + Signed Fieldwork Log due 12/10 Gallery Walk Presentation Notes due 12/11 Book Critique Individual Paper due 12/13

Week 16 (12/14-12/18)	Final Exam (Essay Test # 3, Chapters 8-12) + (Environmental Report or DRDP)	Due Friday, 12/18
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