

Recent Announcements

CHD4090-IS1 FA26 - Special Studies Child Development

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Department of Sociology, Social Work, and Family Sciences

Independent Study - CHD 4020: Child Development in the Family and Community

1 Units

Fall 2026

Meeting days / times TBD

Attend Occasional Wednesday Speaker and Activities 8:30 – 9:35 AM

Meeting location: Evans Hall 123 Conference Room

Instructor: Dr. Susan DeCristofaro Rogers

Email: srogers@pointloma.edu

Phone: 619-849-2245

Office Hours: Evans Hall #102; hours by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community. As minds are engaged and challenged, character is modeled and formed, and service is an expression of faith.



faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

A study of the development of the child as influenced by the family, school, and community. Emphasis is placed on analyzing the social influences on family systems, childcare, schools, poverty, peer groups, mass media, diverse cultures, and community services on children's development.

Field experience required. Letter grade.

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

Course Learning Outcomes

1. Describe the process of how children are socialized, and analyze the role of school, childcare, peers, community, media, and family systems as socializing agents.
 2. Demonstrate understanding of factors in the environment, community, and family, which may either positively contribute to or limit the developmental progress of a child.
 3. Develop an awareness of, discuss, and evaluate the social resources available to children and families, and identify the related career options in child and adolescent development.
 4. Identify, analyze, and evaluate scientific research designed to understand children and their families.
 5. Examine and analyze myths, biases, and stereotypes that impact the development of children and adolescents, with emphasis on the roles of media and culture as agents of socialization in forming and perpetuating those possible myths, biases, and stereotypes.
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Program Learning Outcomes

1. Identify and describe normative similarities and differences of physical, cognitive, emotional and social 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 macro systems within which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.



Required Texts and Recommended Study Resources

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.

- Berns, R. M. (2016). Child, Family, School, Community: Socialization and Support. Cengage.
- Provided by the Professor: Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Daniel Tatum

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.

Assessment and Grading

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles.

Grading Scale

The following grading scale will be used for all exams and final course grades:

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	

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.



arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

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

Trigger Warning

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

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due— including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual



circumstances.

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).

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. Please consult the [Academic Honesty Policy](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty)  (https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty) in the [University](#).



Catalog [↗\(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the **Academic Behavior Policy** [↗\(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior) in the **University Catalog** [↗\(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/).

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, [by email \(mailto:EAC@pointloma.edu\)](mailto:EAC@pointloma.edu) or phone at 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 the [PLNU Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendm



1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services \(mailto:counselingservices@pointloma.edu\)](mailto:counselingservices@pointloma.edu) or [consult the list of campus pastors \(https://www.pointloma.edu/title-ix/get-help-now\)](https://www.pointloma.edu/title-ix/get-help-now).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy \(http://www.pointloma.edu/nondiscrimination\)](http://www.pointloma.edu/nondiscrimination).

PLNU Attendance and Participation Policy

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

PLNU 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).
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Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.



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, 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.

Loma Writing Center

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, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [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](mailto:writingcenter@pointloma.edu) (<mailto:writingcenter@pointloma.edu>)

Lomabooks Instructions for Students

This course is part of our course material delivery program, [LomaBooks](https://www.pointloma.edu/lomabooks) (<https://www.pointloma.edu/lomabooks>). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

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



Assignments-at-a-Glance

Note: Assignments are posted in Canvas.

Canvas Assignments

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

Chapter Reflections

Six chapter reflections on *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race* by Beverly Daniel Tatum. Each will be worth 10 points.

Critical Paper / Article Review

Students will read an article, then write a summary and critical analysis of the article. Students will incorporate research, and cite at least one other professional, peer-edited journal that supports or discredits the article with documented research. Students will write their review, bibliography and create a poster presentation to share findings with others.

Media Project

Students will write a paper delineating how media (advertisements, books, music or movies influences children and also the way we view gender, race, religion, etc. Students will present their reflections and findings in class.

Socialization of Self Paper

You will complete a case study on the effects of socialization on yourself! In this paper, you will discuss the social and behavioral outcomes of socialization in terms of your own development. Students will create a visual representation of their socialization using a poster format.

Facility Visit, Interview, and Report

Each student will choose an agency in San Diego that serves children and/or families, then interview a knowledgeable employee or volunteer to research the facility/institution and also do a tour, attend a class, or another activity at the facility. Students will prepare a final paper and class presentation on their research.

Intercultural Development Inventory

IDI Assessment: 30 points; Debrief Reflection: 20 points; Goals and Personal Reflection: 20 points



Course Summary:

Date	Details	Due
	WK1 Reflection: Is My Skin Brown Because I Drank Chocolate Milk https://canvas.pointloma.edu/courses/88209/assignments/1378044	
	WK12 Assignment: Media Project https://canvas.pointloma.edu/courses/88209/assignments/1373899	
	WK12 Book Reflection: Chapter 4 https://canvas.pointloma.edu/courses/88209/assignments/1378045	
	WK14 Assignment: Final Essay https://canvas.pointloma.edu/courses/88209/assignments/1373900	
	WK15 Final Project: Agency Tour, Interview and Report Final Submission https://canvas.pointloma.edu/courses/88209/assignments/1373901	
	WK15 Final Project: Presentation https://canvas.pointloma.edu/courses/88209/assignments/1373902	
	WK2 Assignment: Article Critique Topic Selection https://canvas.pointloma.edu/courses/88209/assignments/1373903	



Date	Details	Due
	 WK2 Book Reflection: Chapter 1 Why Are All the Black Kids Sitting Together in the Cafeteria (https://canvas.pointloma.edu/courses/88209/assignments/1378046) 	
	 WK2 Final Project: Agency Visit Proposal (https://canvas.pointloma.edu/courses/88209/assignments/1373904) 	
	 WK4 Assignment: Article Critique (https://canvas.pointloma.edu/courses/88209/assignments/1373905) 	
	 WK4 Book Reflection: Chapter 2 (https://canvas.pointloma.edu/courses/88209/assignments/1378047) 	
	 WK5 Assignment: Interview (https://canvas.pointloma.edu/courses/88209/assignments/1373906) 	
	 WK8 School Report Cards (https://canvas.pointloma.edu/courses/88209/assignments/1373907) 	
	 WK9 Book Reflection: Chapter 3 (https://canvas.pointloma.edu/courses/88209/assignments/1378048) 	

