

Fall 2019

<b>Meeting days:</b> Monday/Wednesday/Friday	<b>Instructor title and name:</b> Professor Kellye Carroll
<b>Meeting times:</b> 8:30-9:25	<b>Phone:</b> 619-517-1272 (cell)
<b>Meeting location:</b> Evans 122	<b>E-mail:</b> kcarroll@pointloma.edu
<b>Final Exam:</b> Monday, December 16 7:30-10:00am	<b>Office location and hours:</b> Evans Hall 102, Tuesdays 9:30-12:30 (or by appointment MWF)

**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.

**GE MISSION**

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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**

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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 required.

## **INSTITUTIONAL LEARNING OUTCOMES**

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**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**

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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**

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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

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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).
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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

## ASSESSMENT AND GRADING

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At the end of the semester, a letter grade for the course will be based on the following scale:

<b>A</b> 93-100%	<b>C+</b> 77-79%
<b>A-</b> 90-92%	<b>C</b> 73-76%
<b>B+</b> 87-89%	<b>C-</b> 70-72%
<b>B</b> 83-86%	<b>D</b> 60-69%
<b>B-</b> 80-82%	<b>F</b> Below 60%

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. Course components that will be evaluated include:

Assignments	Points Possible
Class Participation	200
Exams (5 exams at 100pts each)	500
Observations	100
Field Experience	150
Papers & Presentations	100
Final Exam	200
Total	1250

## COURSE SCHEDULE

### CHD 1050 Organizational Chart



DATE	CLASS CONTENT OR ASSIGNMENT	READINGS (DONE BEFORE CLASS)	WORK DUE
Wednesday, 9/4	Introduction to Class Major Life Experiences and Development		Required Documentation for Field Experience
Friday, 9/6	Introduction to the Early Childhood Learning Center (ECLC) Talking to Young Children		
Monday, 9/9	Theories of Human Development Research Methods in Human Development	Chapter 1	
Wednesday, 9/11	Genetic and Environmental Factors: Nature or Nurture?	Chapter 2	
Friday, 9/13	Prenatal Development, Birth and the Newborn	Chapter 3	
Monday, 9/16	<b>* Foundations review activity</b>	Chapters 1-3	
Wednesday, 9/18	Exam 1: Foundations (Chapters 1-3)	Exam 1 study Guide, Chapters 1-3	
Friday, 9/20	<b>Introduction to the Infant and Toddler *activity</b>		
Monday, 9/23	Physical Development in Infancy and Toddlerhood	Chapter 4	
Wednesday, 9/25	Cognitive Development in Infancy and Toddlerhood	Chapter 5	
Friday, 9/27	Emotional and Social Development in Infancy and Toddlerhood	Chapter 6	
Monday, 9/30	In-class Infant Observation Activity; Review Infancy and Toddlerhood	Chapters 4-6	
Wednesday, 10/2	Exam 2: Infant and Toddler Development	Exam 2 Study Guide, Chapters 4-6	Infant Observation
Friday, 10/4	<b>Introduction to Early Childhood *activity</b>		
Monday, 10/7	Physical and Cognitive Development in Early Childhood	Chapter 7	Extra Credit: Field Experience Reflective Journal Check
Wednesday, 10/9	Emotional and Social Development in Early Childhood	Chapter 8	
Friday, 10/11	Early childhood review	Chapters 7-8	
Monday, 10/14	Exam 3: Early Childhood Development	Exam 3 Study Guide, Chapters 7-8	
Wednesday, 10/16	<b>Introduction to Middle Childhood and Adolescence *activity</b>		
Friday, 10/18	Physical and Cognitive Development in Middle Childhood	Chapter 9	
Monday, 10/21	Emotional and Social Development in Middle Childhood	Chapter 10	ECLC Observations Due
Wednesday, 10/23	Physical and Cognitive Development in Adolescence	Chapter 11	
Friday, 10/25	NO CLASS, FALL BREAK		
Monday, 10/28	Emotional and Social Development in Adolescence	Chapter 12	
Wednesday, 10/30	Middle Childhood Review Activity	Chapters 9-10	

Friday, 11/1	Adolescence Review Activity	Chapters 11-12	
Monday, 11/4	Exam 4: Middle Childhood and Adolescence	Chapters 9-12 and Exam 4 Study Guide	
Wednesday, 11/6	<b>Introduction to Early and Middle Adulthood- *activity</b>		
Friday, 11/8	Physical and Cognitive Development in Early Adulthood	Chapter 13	
Monday, 11/11	Emotional and Social Development in Early Adulthood- Speed Dating Activity	Chapter 14	
Wednesday, 11/13	Physical and Cognitive Development in Middle Adulthood	Chapter 15	
Friday, 11/15	Emotional and Social Development in Middle Adulthood (Start Film: The Way)	Chapter 16	
Monday, 11/18	Film: The Way		
Wednesday, 11/20	Early and Middle Adulthood Review	Chapters 13-16	
Friday, 11/22	Exam 5: Early and Middle Adulthood	Chapters 13-16, Exam 5 study guide	
Monday, 11/25	<b>Introduction to Late Adulthood *activity</b>		
Wednesday, 11/27	Happy Thanksgiving- NO CLASS		
Friday, 11/29	Thanksgiving Break-NO CLASS		
Monday, 12/2	Physical and Cognitive Development in Late Adulthood	Chapter 17	
Wednesday, 12/4	Emotional and Social Development in Late Adulthood	Chapter 18	
Friday, 12/6	Death, Dying, and Bereavement	Chapter 19	ECLC Field Experience Hours, Journal Entries and Summary Paper
Monday, 12/9	Final Project Presentations/Late adulthood review activity		Late Adulthood Projects Due, extra credit to those who present on Monday
Wednesday, 12/11	Final Project Presentations/Late adulthood review activity (take home exam distributed)		
Friday, 12/13	Final Project Presentations/Late adulthood review activity		
Monday, 12/16 7:30-10:00am	<b>FINAL EXAM</b>	Chapters 17-19, Final exam study guide	Take-home exam

## ASSIGNMENTS AND PROJECTS

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### 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.

### 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.***

Three observations are to be completed at the Early Childhood Learning Center. Observations are to be done separately from fieldwork. Forms will be available on Canvas or distributed in class. The observation will take approximately 40 minutes - 1 hour and notes should be written up immediately after that hour.

The Observation Forms must be filled out thoroughly with specific examples and notes.

Important if observing at the ECLC:

- For observing **outdoor** activities, the observer should be behind the play area fence.
- For observing **indoor** activities, the observer should be behind the two-way mirror.

A fourth Infant Observation will be done in class and forms will be due Wednesday, October 10<sup>th</sup>.

Possible points: 10

Due Date for Observations: Monday, October 21st

Possible points: 90 (30 each)

Total points for all observations: 100

### Field Experience

***Assignment objective: I will apply what I know about early childhood physical, cognitive and social/emotional development to improve my thinking and understanding about early childhood development.***

1. Orientation at the first class and a 2 hour ECLC Training Workshop (see below) is required. (10 points)
2. A current TB test and proof of immunizations must be on file in the ECLC. Details will be given to you in class.
3. Participate in the Extra Credit: Field Experience Reflective Journal Check Due October 7 (Optional - 5 points extra credit)
4. 1 hour in the ECLC per week for 10 weeks is required. You are responsible for signing in and out. Hours will be recorded by ECLC staff and given to the instructor at the end of the semester. Due Friday, December 6th (50 points)
5. Journal - you will keep a journal of each hour you work at the ECLC, noting what you did, observations, domain(s) covered, etc. Each journal entry should have a heading that includes the date and the domain covered. Journal entries will range from a paragraph to a full page. Field Experience Journal Entries are due Friday, December 6th (40 points)
6. Reflective Summary Paper - A summary of your work experience is due at the completion of your hours. Written details on what must be included in your paper are included in the Reflective Summary

Paper assignment. Your journal entries will help you write your summary. Due Friday, December 6th (40 points)

7. Outcome Assessment - At the end of your experience, a brief Outcome Assessment will be required for the department. In-class Friday, December 6<sup>th</sup> (10 points)

Possible points: 150 (additional extra credit 5 points)

### ***Early Childhood Learning Center Training Workshop 1***

***(Mandatory if you have never done field experience hours at the ECLC)- Choose one of the following dates: 9/9 5:00-7:00pm  
9/12 5:00-7:00pm OR,  
9/14 8:00-10:00am***

*Meet at the Early Childhood Learning Center—Starkey C Presenter: Emma Ah Sing, Site Director  
BRING: Your TB test done within the past year and proof of measles, pertussis vaccinations and influenza shot (you may decline the flu shot in writing)*

### ***Early Childhood Learning Center Training Workshop 2***

***(Mandatory for those who have already completed Workshop 1 and done field experience hours at the ECLC)- Choose one of the following dates: 9/12 5:00-6:30pm OR,  
9/14 8-9:30am***

*Meet in Evans 121 Presenter: Susan DeCristofaro Rogers, Academic Director/Department Co-Chair  
BRING: Your TB test done within the past year and proof of measles, pertussis vaccinations and influenza shot (you may decline the flu shot in writing). If you have already provided us with the proper documentation and it is still current, please tell us at the workshop.*

## **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.***

Students will conduct a 3 hour interview a 60+ year old person, or a middle or late adult who has experienced the death, dying, and bereavement of a loved one, and submit a report addressing the guidelines below.

### **Project Guidelines:**

1. Select a topic dealing with late adulthood, death, dying, or bereavement. For appropriate topics, review chapters 17 through 19 in the textbook.
2. Select and summarize a journal article from a peer reviewed research journal relevant to your selected topic. One to two pages should be written in APA format. See the [Ryan Library](#). (25 points)
3. Develop ten interview questions (based on article read) to be the focus of the investigation with the family or persons selected (include interview questions and responses with your final project submission). (20 points)



4. Identify a person 60 years or older (or a middle or late adult who has experienced the death, dying, and bereavement of a loved one) to interview and spend 3 hours with them. This person can be a family member or someone you know. You must spend three hours face-to-face with them (visiting, observing, helping, etc.), but don't need to be asking them your interview questions the entire time, nor should you limit your conversation(s) to the interview questions. State in the paper what you did with them during the 3 hours of face-to-face time. **(Include detailed notes in your final submission)** (25 points)

5. Write a 2 – 3 page typed summary report of the time you spent. (30 points)

- Introduction provides brief summary of topic from article and Berk textbook
- Include a description of the setting (physical, family or friend present, activities, etc.), the personalities of those involved, and any insights you gained interacting with this person. The 10 questions are listed here and responses are also listed.
- Conclusions identify what you thought about the findings. State whether or not the findings from your interview supported or rejected the findings in the peer-reviewed article. This section is where you write your insights about your study.
- References section lists all the sources that are cited in the manuscript of this write-up in APA format. Must cite peer reviewed article and Berk textbook. If you don't have a current version of the APA manual, go to [Purdue Owl](#) for citation format. If you use a citation apps such as those provided through the library, be sure to double check it with [Purdue Owl](#).

6. Be prepared to present a short summary presentation with your classmates. Presentation should be no more than 5 minutes and should offer a brief explanation of your topic, article summary, and what you learned from your interview experience. Pictures are encouraged and brief Power point is welcome. No more than 3 or 4 slides. **Power Point presentations must be emailed to the professor before 8pm the day before class in order to be used during the presentation.**

7. Turn in your article summary, summary report, interview questions and notes on Canvas.

Due Date: Monday, December 9<sup>th</sup> on Canvas (before class)

Possible points: 100

## Unit Exams

Five unit exams will be given, consisting of multiple choice, fill in the blanks and short answer essay questions.

Exam dates: **Wednesday, 9/18** (Chapters 1-3)  
**Wednesday, 10/2** (Chapters 4-6)  
**Monday, 10/11** (Chapters 7 & 8)  
**Monday, 11/4** (Chapters 9-12)  
**Friday, 11/22** (Chapters 13-16)  
Total points for all unit exams: 500

## Final Exam

The final exam will consist of a comprehensive essay/take home section and an in-class exam covering material from chapters 17-19. The take home essay will be due at the beginning of the in-class final.

Final exam: **Monday, 12/16 from 7:30am-10:30am**

Possible points: 200

## **INCOMPLETES AND LATE ASSIGNMENTS**

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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**

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Successful completion of this class requires taking the final examination **on Monday, December 16<sup>th</sup>, 7:30-10:00am**. 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**

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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**

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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**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each

semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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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.