

Course Syllabus

 [Edit](#)

 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>Sociology, Social Work and Family Sciences</p> <p>CHD 1050 Human Development</p> <p>3 Units</p>
<p>Spring 2022</p>	
<p>Meeting days: Monday/Wednesday/Friday</p>	<p>Instructor title and name: Professor Kellye Carroll</p>
<p>Meeting times: see attached section syllabus for more details for your section</p> <p>Section 1: 8:30-9:25am</p> <p>Section 2: 1:30-2:25pm</p>	<p>Phone: 619-517-1272 (cell)</p>
<p>Meeting location:</p> <p>Section 1: Liberty Station 201</p> <p>Section 2: Evans Hall 114</p>	<p>E-mail: kcarroll@pointloma.edu</p>
<p>Final Exam: TBD</p>	<p>Office location and hours: Evans Hall 102B or Zoom, sign up using my calendly link:</p> <p>calendly.com/kcarroll-plnu (http://calendly.com/kcarroll-plnu)</p>

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

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

COURSE DESCRIPTION

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

INSTITUTIONAL LEARNING OUTCOMES

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

DEPARTMENT STUDENT LEARNING OUTCOMES

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

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES

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

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

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

4. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

COURSE STUDENT LEARNING OUTCOMES

1. Identify stages of physical, social-emotional and cognitive development through the life span with recognition of diversity in human development.
2. Classify different levels of children's play.
3. Describe and compare the effects of environment and cultural values on the development of the individual.
4. Identify and describe the role heredity plays in the development and growth of an individual.
5. Define family system and describe the effects of each stage of human development, including direct and indirect influences on family functioning.
6. Explain the dynamic role of peer interaction through the life-span.
7. Examine social, psychological and cultural factors that affect the development of a sense of self, gender identification, and gender roles.
8. Investigate the multiple origins of child maltreatment and the consequences for children's development.
9. Survey the impact of political and economic conditions, gender stereotypes, and other concerns and problems associated with various stages throughout the life-span (as indicated in class outline).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

ASSESSMENT AND GRADING

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

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	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 (exit tickets, attendance + team discussions)	200

Exams (5 exams at 100pts each)	500
Observations	90
Field Experience	90
Papers & Presentations	75
Final Exam	200
Total	1155

COURSE SCHEDULE AND ASSIGNMENTS



ASSIGNMENTS AND PROJECTS

Canvas Assignments

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

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 during Week 8 using live streaming technology at the Early Childhood Learning Center. Even though we are back to learning in-person, there are still capacity limitations at the ECLC, so our fieldwork and ECLC observations will still be conducted virtually. *More information about this livestream component will be introduced by Professor Susan Rogers (ECLC Academic Director and Department Co-Chair) in a guest lecture during Week 6 or 7.

Observation Forms/Template will be available on Canvas. Each 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.

Physical Development Observation (30 points, completed synchronously with your learning team)

Cognitive Development Observation (30 points, completed independently)

Social/Emotional Development Observation (30 points, completed independently)

Total points: 90

Virtual Field Participation

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.

Due to the unpredictable nature of the pandemic, all field participation requirements have been modified and remain a virtual format for this course. This requirement will now be completed through a series of 6 virtual modules taken through the Virtual Lab School. Links, weekly descriptions and due dates can be found within each weekly module on Canvas. These are to be completed individually and submitted on Canvas.

90 points total (6 modules @ 15pts each)

Late Adulthood Research Project

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

understanding of death, dying, and bereavement. I will apply what I know about late adulthood to benefit an individual in late adulthood.

Project Guidelines:

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

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.
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 presentation submission).
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, or who is experiencing a health condition or ailment) to interview and spend 2-3 hours with them. This person can be a family member or someone you know. You must spend the time with them face-to-face or via a virtual format such as Zoom, facetime, telephone, etc. (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 presentation what you did with them during your time.

Prepare a presentation to share with your learning team (see guidelines below)

Presentation Guidelines:

Be prepared to present a short summary presentation within your learning team groups during class throughout **Weeks 15 & 16 (April 22-29)** . A sign-up will be provided. Approximately 1-2 students will present each day. Presentation should be on either Google Slides or Powerpoint and be uploaded to Canvas no later than **Thursday, April 21st**.

Slide 1. Brief explanation of your topic

Slide 2. Brief article summary

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

Slide 4. What you learned from your interview experience.

Total points: 75

Unit Exams

Five unit exams will be given, consisting of multiple choice, fill in the blanks and short answer essay questions. For ease of grading and faster results, exams will be completed electronically on Canvas on

the following days. You will need to bring your own computer or tablet to take the exam. Please reach out to me at least one week prior to the exam if you prefer to take a paper version of the exam.

Exam dates: **Monday, 2/7** (Chapters 1-3)

Monday, 2/21 (Chapters 4-6)

Friday, 3/18 (Chapters 7 & 8)

Monday, 4/4 (Chapters 9-12)

Wednesday, 4/20 (Chapters 13-16)

Total points for all unit exams: 500

Final Exam

The final exam will consist of a comprehensive essay/slideshow take home section and an in-class exam covering material from chapters 17-19. The take home essay/slideshow will be due via Canvas submission by **Friday, May 6th**.

Final exam: **TBD**

Possible points: 200

ATTENDANCE AND PARTICIPATION

Attendance

Attendance will be taken at every in-person class via a physical sign-in in your learning team folder.

Participation (Exit Tickets)

A class exit ticket will be distributed on average once per week. These exit tickets usually are short activities and reflections completed during class in learning teams. Students will leave their completed exit ticket in their learning team folder at the end of class.

Participation (Online Discussions)

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

Possible points for attendance and participation: 200

INCOMPLETES AND LATE ASSIGNMENTS

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

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on TBD**. The final examination schedule is posted on the [Class Schedules \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. No requests for early examinations or alternative days will be approved.

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

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

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 \(mailto:DRC@pointloma.edu\)](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

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 \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) in the Undergraduate Academic Catalog.