Course Syllabus

Jump to Today   ✎ **Edit**

	Department of Sociology, Social Work, and Family Sciences
POINT LOMA NAZARENE UNIVERSITY (1902)	CHD4020 Child Development in the Family and Community
	4 units
Fall 2023	

Meeting days: Monday, Wednesday and Friday	**Instructor:** Professor Daphney Wadley
Meeting times: 1:30 PM - 2:35 PM	**Phone:** 619-849-2392
Meeting location: Evans Hall 121	**Email:** dwadley@pointloma.edu
Final Exam: Monday, December 11; 1:30 PM - 4:00 PM	**Office location and hours:** Evans Hall 133; use **my calendar** ⮕ **(https://dwadley.youcanbook.me/)** to schedule an appointment or come by when the door is open

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 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.

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

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 micro systems, 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.

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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Berns, Roberta M. (2016). *Child, Family, School, Community: Socialization and Support Child, Family, School, Community: Socialization and Support.* 11th ed. Wadsworth Publishing.

Provided by the Professor: *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race* by Beverly Daniel Tatum

ASSESSMENT AND GRADING

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	

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.

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. Assignments will not be accepted for full credit after the due date stated on the assignment. Grade will be reduced by 10% per day after the due date.

Incompletes will only be assigned in extremely unusual circumstances.

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 **(http://www.pointloma.edu/experience/academics/class-schedules) 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 <u>one</u> 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.

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 (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 a 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 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 (https://catalog.pointloma.edu/content.php?catoid=52&navoid=2919#Academic_Honesty)** for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) 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. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (**EAC@pointloma.edu (https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=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 (http://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 (https://mail.google.com/mail/? view=cm&fs=1&tf=1&to=counselingservices@pointloma.edu)** or find a list of campus pastors at **pointloma.edu/title-ix (http://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 **withdrawal** date or, after that date, receive an "F" grade.

USE OF TECHNOLOGY

In order to be successful in the online environment for this course, 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)** 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) 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.

ELECTRONICS IN THE CLASSROOM

I am asking you not to use laptops in class. The reasons are threefold:

1. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairement, but **the research (https://slate.com/technology/2013/05/multitasking-while-studying-divided-attention-and-technological-gadgets-impair-learning-and-memory.html)** is quite clear.
2. Even if it doesn't impair your learning, it impairs others' learning. **More research** ⮕ **(https://www.sciencedirect.com/science/article/pii/S0360131512002254)**
3. You write more but learn less. Writing your notes creates synthesis which increases learning. **And more research. (https://journals.sagepub.com/doi/full/10.1177/0956797614524581)**

4. **(https://journals.sagepub.com/doi/full/10.1177/0956797614524581)** It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade. **More and more research (https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows)**

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me and we will make that work.

ASSIGNMENTS AT-A-GLANCE

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.

Unit Exams

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

Final Exam

The final exam will consist of a comprehensive essay/take home section and an in-class cumulative exam (chapters 1-12). The take home essay will be due at the beginning of the in-class final. Final exam: Monday, December 11, 1:30 PM - 4:00 PM.

Reading Graphic Organizers

Assignment Guidelines:

1. As you read each chapter, critically respond to the assigned reading by filling out the reading graphic organizer for each chapter.
2. Graphic Organizers must be turned in at the beginning of the class session in which they are due in order to receive credit. They will be graded credit/no credit.
3. A hard copy of each graphic organizer (1 each for chapters 1-12) will be given on the first day of class. Each RGO (reading graphic organizer) will also be uploaded onto Canvas for your reference or if you happen to misplace one. However, the hard copy of the handwritten RGO will be due in class in order to get credit. The process of handwriting notes has been proven to aid in knowledge transfer.
4. RGO's that are turned in on time will be graded and returned with a stamp. Stamped RGO's can be used during unit exams and the final exam.

Possible Points: 120 (12 RGO's at 10 points each) in class

Critical Paper/Article Review

Paper Guidelines:

1. Read a current article about any topic in child development that interests you. The article must be found in a non-professional magazine, newspaper, or online. Examples include, but are not limited to, the San Diego Union Tribune, Parents, Parent & Child, Family Circle, Fit Parenting, etc.
2. Write a summary of the article including facts, findings, and any opinions/advice of the author. Then, give your own opinion based on a thorough, critical analysis of the article. Address the advice given, the opinions, and any research given as support for the original article. In your critical evaluation, you must use and cite at least one other article from a professional, peer-edited journal (Education, Early Childhood Development, Psychology, Sociology, etc.) that supports or discredits the article with documented research. Cite the Research! You may also use a textbook as a secondary source only. Use all of your knowledge and critical thinking skills here! Your paper should be a comprehensive, critical look at the original article that shows a good understanding of research methodology and how to use it to evaluate a published work.
3. Have a peer partner from class read and edit your paper. Turn in the original along with peer comments and suggestions along with your final draft. Make sure the peer editor's name is noted on the edited paper. Failure to turn in a peer edit will result in a loss of 10 points.
4. Your paper must be double-spaced and 3-5 pages in length. A references page must be included on an additional page.
5. Plan to create a poster in class for the museum walk activity. Please bring in the articles cited for this activity.

Media Project

Project Guidelines:

1. Find two advertisements in a magazine, commercial, etc. that depict children and/or families in a stereotypical or biased way. In addition, find two advertisements that are aimed at children.
2. Bring all four examples to class on the due date and be prepared to present them and discuss. (If you are using computer video, you are responsible for having them ready to share in class.)
3. Choose a book, song, or movie that influenced (positively or negatively) the way you view(ed) gender, race, religion, etc.
4. Write a 2-3 page paper delineating how exactly this media did so. Use your textbook as a resource! Be sure to discuss your thoughts, feelings, perceptions, etc. for both prior to and after reading/viewing your source.
5. For the in-class presentation component, be prepared to share both the advertisements and the book, song, or movie and your reflections. Your presentation should be roughly 5 minutes long and should incorporate your sources.

Socialization of Self Paper

Paper/Project Guidelines:

1. You will be completing 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

1. Explain some of your personal attitudes and values and how things outside of you influenced them. Talk about you own sense of self-efficacy and your self-esteem.
        2. Describe the influences on your moral development.
        3. Explain how your own gender role developed thus far.
        4. Include the factors we have studied: family, parents, peers, teachers, school, media, culture, and community, church, etc. and how each has helped to shape who you have become.
2. Your paper should be 4-6 pages long with an additional title and reference page and include the following:
        1. Must be formatted according to APA style.
        2. Must include a title page with the following:
                1. Title of paper
                2. Student's name
                3. Course name and number
                4. Instructor's name
                5. Date submitted
        3. Must begin with an introductory paragraph that has a succinct thesis statement introducing your case study.
        4. Must address all bullet points required with critical thought.
        5. Must end with a conclusion that reaffirms your thesis statement.
        6. Must document with evidence from our course text and citations must be in APA style.
        7. Must include a separate reference page, formatted according to APA style.
3. In addition, each individual student will create a visual representation of their socialization using a poster format for our museum walk. Feel free to be creative and include pictures, models, maps, timelines, etc. Connections to the Bio-ecological Model of Human Development are encouraged. Failure to turn in a poster will result in a loss of 50 points. The poster/museum walk is a critical component of the assignment.

Facility Visit, Interview, and Report

Project Guidelines:

1. Each student will choose an agency in San Diego that serves children and/or families. You will set up an interview with a knowledgeable employee or volunteer to research the facility/institution and also do a tour, attend a class or other activity there. Take detailed notes and make sure to turn them in with your final paper.
2. You will then prepare a paper and class presentation about your experience and the knowledge you have gained. Guidelines for the presentation slideshow components will be given to you later in class.
3. A written proposal of your project will be due in two parts. Each student in the class must choose a different agency.
4. Your paper will need to include the agency's mission statement and philosophy, funding source, goals and objectives, services offered and population served. Also, you must include a person

reflection on your experience: your thoughts, ideas, etc. regarding the experience.

The table below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon Sep 4, 2023	📅 **Labor Day - NO CLASS** **(https://canvas.pointloma.edu/calendar?** **event_id=145520&include_contexts=course_68327)**	12am
Wed Sep 6, 2023	📝 **WK2	Reading Graphic** **Organizer: Chapter 1** **(https://canvas.pointloma.edu/courses/68327/assignments/935389)**	due by 1:30pm
	📝 **WK2	Assignment: Article** **Critique Topic Selection** **(https://canvas.pointloma.edu/courses/68327/assignments/935386)**	due by 11:59pm
Thu Sep 7, 2023	📝 **WK1	Reflection: Is My Skin** **Brown Because I Drank Chocolate** **Milk** **(https://canvas.pointloma.edu/courses/68327/assignments/935375)**	due by 11:59pm
Sun Sep 10, 2023	📝 **WK2	Book Reflection:** **Chapter 1 Why Are All the Black** **Kids Sitting Together in the** **Cafeteria** **(https://canvas.pointloma.edu/courses/68327/assignments/935387)**	due by 11:59pm
	📝 **WK2	Final Project: Agency** **Visit Proposal** **(https://canvas.pointloma.edu/courses/68327/assignments/935388)**	due by 11:59pm
Mon Sep 11, 2023	📝 **WK3	Reading Graphic** **Organizer: Chapter 2** **(https://canvas.pointloma.edu/courses/68327/assignments/935391)**	due by 1:30pm

Date	Details	Due
	💬 **WK3	Discussion: Intentional or Unintentional Socialization** (https://canvas.pointloma.edu/courses/68327/assignments/935373)	due by 11:59pm
Sun Sep 17, 2023	📝 **WK3	Guest Reflection #1** (https://canvas.pointloma.edu/courses/68327/assignments/935390)	due by 11:59pm
	📄 **REMINDER: Article Critique Due in Week 4**	to do: 11:59pm
Mon Sep 18, 2023	📝 **WK4	Reading Graphic Organizer: Chapter 3** (https://canvas.pointloma.edu/courses/68327/assignments/935394)	due by 1:30pm
Sun Sep 24, 2023	📝 **WK4	Assignment: Article Critique** (https://canvas.pointloma.edu/courses/68327/assignments/935392)	due by 11:59pm
	📝 **WK4	Book Reflection: Chapter 2** (https://canvas.pointloma.edu/courses/68327/assignments/935393)	due by 11:59pm
Mon Sep 25, 2023	📝 **WK5	Reading Graphic Organizer: Chapter 4** (https://canvas.pointloma.edu/courses/68327/assignments/935397)	due by 1:30pm
Sun Oct 1, 2023	📝 **WK5	Assignment: Interview** (https://canvas.pointloma.edu/courses/68327/assignments/935385)	due by 11:59pm
	📝 **WK5	Guest Reflection #2** (https://canvas.pointloma.edu/courses/68327/assignments/935386)	due by 11:59pm
Mon Oct 2, 2023	📝 **WK6	Reading Graphic Organizer: Chapter 5**	due by

Date	Details	Due
	[(https://canvas.pointloma.edu/courses/68327/assignments/935398)](https://canvas.pointloma.edu/courses/68327/assignments/935398)	
Fri Oct 6, 2023	🚀 **[WK6	TEST #1 (Ch. 1-4)](https://canvas.pointloma.edu/courses/68327/assignments/935370)** [(https://canvas.pointloma.edu/courses/68327/assignments/935370)](https://canvas.pointloma.edu/courses/68327/assignments/935370)	due by 2:35pm
Mon Oct 9, 2023	📝 **[WK7	Reading Graphic Organizer: Chapter 6](https://canvas.pointloma.edu/courses/68327/assignments/935399)** [(https://canvas.pointloma.edu/courses/68327/assignments/935399)](https://canvas.pointloma.edu/courses/68327/assignments/935399)	due by 1:30pm
Fri Oct 13, 2023	📝 **[WK 7| Guest Reflection #3 Copy](https://canvas.pointloma.edu/courses/68327/assignments/935374)** [(https://canvas.pointloma.edu/courses/68327/assignments/935374)](https://canvas.pointloma.edu/courses/68327/assignments/935374)	due by 11:59pm
	🗨 **[WK7	Discussion: "Stupid in America" Analysis](https://canvas.pointloma.edu/courses/68327/assignments/935372)** [(https://canvas.pointloma.edu/courses/68327/assignments/935372)](https://canvas.pointloma.edu/courses/68327/assignments/935372)	due by 11:59pm
Mon Oct 16, 2023	📝 **[WK8	Reading Graphic Organizer: Chapter 7](https://canvas.pointloma.edu/courses/68327/assignments/935401)** [(https://canvas.pointloma.edu/courses/68327/assignments/935401)](https://canvas.pointloma.edu/courses/68327/assignments/935401)	due by 1:30pm
Sun Oct 22, 2023	📝 **[WK8	Assignment: School Report Cards](https://canvas.pointloma.edu/courses/68327/assignments/935400)** [(https://canvas.pointloma.edu/courses/68327/assignments/935400)](https://canvas.pointloma.edu/courses/68327/assignments/935400)	due by 11:59pm
Mon Oct 23, 2023	📝 **[WK9	Reading Graphic Organizer: Chapter 8](https://canvas.pointloma.edu/courses/68327/assignments/935403)** [(https://canvas.pointloma.edu/courses/68327/assignments/935403)](https://canvas.pointloma.edu/courses/68327/assignments/935403)	due by 1:30pm
Fri Oct 27, 2023	🚀 **[WK9	Fri: TEST #2 (CH. 5-7)](https://canvas.pointloma.edu/courses/68327/assignments/935371)** [(https://canvas.pointloma.edu/courses/68327/assignments/935371)](https://canvas.pointloma.edu/courses/68327/assignments/935371)	due by 11am

Date	Details	Due
Sun Oct 29, 2023	📝 **[WK9	Book Reflection: Chapter 3](https://canvas.pointloma.edu/courses/68327/assignments/935402)**	due by 11:59pm
Mon Oct 30, 2023	📝 **[WK10	Reading Graphic Organizer: Chapter 9](https://canvas.pointloma.edu/courses/68327/assignments/935376)**	due by 1:30pm
Mon Nov 6, 2023	📝 **[WK11	Reading Graphic Organizer: Chapter 10](https://canvas.pointloma.edu/courses/68327/assignments/935378)**	due by 1:30pm
Sun Nov 12, 2023	📝 **[WK11	Guest Reflection #4](https://canvas.pointloma.edu/courses/68327/assignments/935377)**	due by 11:59pm
Mon Nov 13, 2023	📝 **[WK12	Reading Graphic Organizer: Chapter 11](https://canvas.pointloma.edu/courses/68327/assignments/935381)**	due by 1:30pm
Sun Nov 19, 2023	📝 **[WK12	Assignment: Media Project](https://canvas.pointloma.edu/courses/68327/assignments/935379)**	due by 11:59pm
	📝 **[WK12	Book Reflection: Chapter 4](https://canvas.pointloma.edu/courses/68327/assignments/935380)**	due by 11:59pm
Mon Nov 20, 2023	📝 **[WK13	Reading Graphic Organizer: Chapter 12](https://canvas.pointloma.edu/courses/68327/assignments/935382)**	due by 1:30pm
Sun Dec 3, 2023	📝 **WK14	Assignment: Final Essay**	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/68327/assignments/935383)	
Mon Dec 4, 2023	📝 **WK15	Final Project: Presentation Monday at 1:30** (https://canvas.pointloma.edu/courses/68327/assignments/935385)	due by 1:30pm
Sun Dec 10, 2023	📝 **WK15	Final Project: Agency Tour, Interview and Report Final Submission** (https://canvas.pointloma.edu/courses/68327/assignments/935384)	due by 11:59pm
Mon Dec 11, 2023	🚀 **FINAL EXAM Monday Dec 11 at 1:30-4:00 pm** (https://canvas.pointloma.edu/courses/68327/assignments/935368)	due by 4pm
	🚀 **Mid-Course Survey** (https://canvas.pointloma.edu/courses/68327/assignments/935369)	
	📝 **Roll Call Attendance** (https://canvas.pointloma.edu/courses/68327/assignments/961478)	