
 <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p>Sociology, Social Work and Family Sciences CHD 1050 Human Development 3 Units</p>
<p>Fall 2024</p>	
<p><b>Meeting days:</b> Monday/Wednesday/Friday</p>	<p><b>Instructor title and name:</b> Dr. Kellye Carroll</p>
<p><b>Meeting times:</b> Section 1: 8:30-9:25am</p>	<p><b>Phone:</b> 619-517-1272 (cell)</p>
<p><b>Meeting location:</b> Section 1: Taylor Hall 106</p>	<p><b>E-mail:</b> kcarroll@pointloma.edu</p>
<p><b>Final Exam:</b> Available from Monday 12/16 through Friday 12/20 @11:59pm</p>	<p><b>Office location and hours:</b> Evans Hall 102B, sign up using my calendly link: <a href="https://calendly.com/kcarroll-plnu">calendly.com/kcarroll-plnu</a> <a href="#">Links to an external site.</a></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 lifespan. 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%

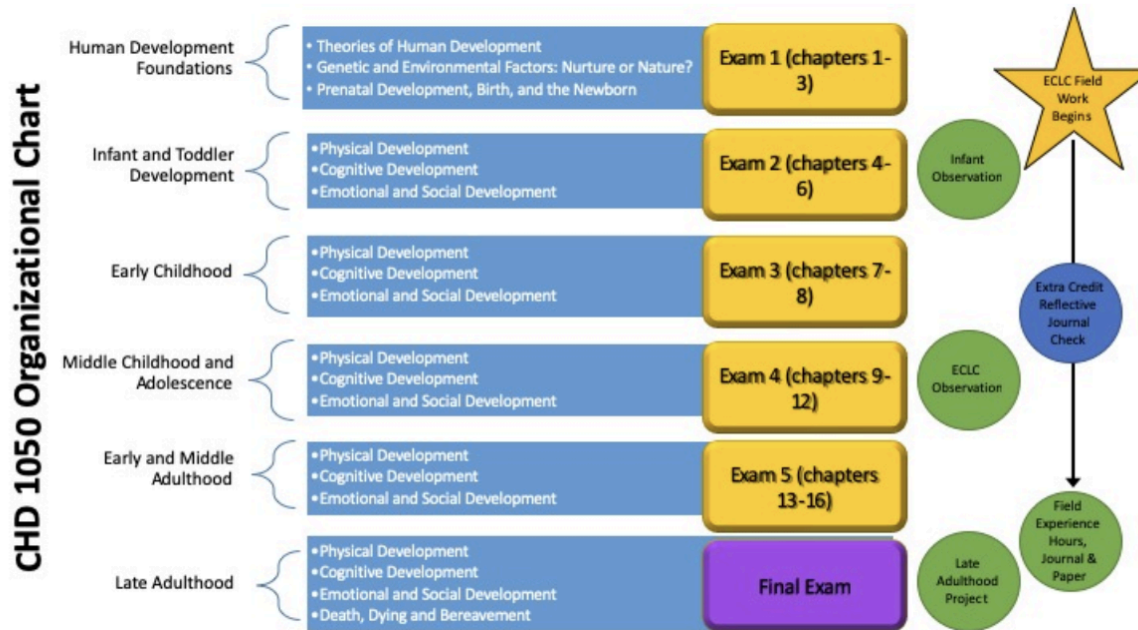
B 83-86% D 60-69%

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:

<b>Assignments</b>	<b>Points Possible</b>
Class Participation (exit tickets, attendance + team discussions)	200
Exams (4 exams at 100pts each)	400
ECLC Observations	90
10 Field Experience Hours (20 pts. for each hour)	200
Papers & Presentations	75
Final Exam	200

## 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.

### ECLC Fieldwork + 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.**

In this course you will be completing 10 hours of fieldwork and three observations at the ECLC on campus and then write a comprehensive report on what you have learned about physical, cognitive, and social-emotional development.

Please note: The 10 hours of fieldwork and three observations are separate assignments with different objectives. To prepare for the fieldwork, we will have a guest lecture in class and you will be required to attend a workshop hosted by the ECLC on one of the following dates (sign ups coming soon!):

### Workshop Dates (attend only one):

All workshops are held at room Starkey B 100

**Thursday, September 19th 5:00-6:30pm**

**Saturday, September 21st 9:00-10:30am**

**Wednesday, September 25th 5:00-6:30pm**

Attending one of these workshops is mandatory.

It is a privilege to be able to visit the ECLC to complete this component of the class. In order to be cleared to visit, you must provide proof of a negative TB test and immunizations. If you do not have one, you can get that at the wellness center on campus.

Total points: 290 (observations: 90, fieldwork hours/journals: 200)

### **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 posted on Canvas.

#### **Presentation Guidelines:**

Be prepared to present a short summary presentation within your learning team groups during class throughout **Week 15**. A sign-up will be provided. Approximately 2-3 students from each learning team will present each day. Presentation should be on either Google Slides or Powerpoint and be uploaded to Canvas no later than **Sunday, December 8th**.

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**

Four 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:

Exam 1: **Friday, 9/27** (Chapters 1-3)

Exam 2: **Friday, 10/18** (Chapters 4-6)

Exam 3: **Monday, 11/8** (Chapters 7 & 8)

Exam 4: **Friday, 11/22** (Chapters 9-12)

Total points for all unit exams: 400

## **Final Exam**

The final exam will consist of an electronic multiple choice exam taken using Honorlock covering material from chapters 13-19. The exam will be available throughout finals week.

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

### **Optional Devotions**

Sign up to present a devotion to class linking faith and human development in any way you'd like. You can read from a passage, show a video, play music, lead a group discussion question...anything! Devotions should be no longer than 5 minutes. You will receive 10 points extra credit after presenting. Sign up by sending me a message via Canvas message and we will find a day that works. Devotions are first-come, first-served and limited to one per regular class day.

## **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. Late assignments will be deducted 10% per day. Incompletes will only be assigned in extremely unusual circumstances.

## **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **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.

## **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. 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 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 (EAC@pointloma.edu or 619-849-2486). 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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so 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 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. 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 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 special accommodations.

## **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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

## **COURSE MODALITY DEFINITIONS**

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.
2. Online: Coursework is completed 100% online and asynchronously.
3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.
4. Hybrid: Courses that meet face-to-face with required online components.

## **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**

See Canvas