



Department of Sociology, Social Work, and  
Family Sciences

Infant & Toddler Development (CHD3003)

3 units

Fall 2024

Meeting days: Monday/Wednesday

Instructor title and name: Professor Kellye Carroll

Meeting times: 11:00-12:15

Phone: 619-517-1272 (cell)

Meeting location: Ryan Learning  
Center 102

E-mail: [kcarroll@pointloma.edu](mailto:kcarroll@pointloma.edu)

Final Exam: Monday, December 16th

Office location and hours: Sign up for office hours  
(either Zoom or in person) using my Calendly page:  
<http://calendly.com/kcarroll-plnu>

#### 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

The study of the process of prenatal, infant and toddler growth and development which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-toddler and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. Classroom lecture and course readings are supplemented by required observation and field experience. Offered alternate years.

Prerequisite(s): CHD 1020 or CHD 1050

#### COURSE LEARNING OUTCOMES

1. Define developmental patterns from birth to 36 months.
2. Examine and discuss the adult's role in fostering development in all domains: cognitive, social, emotional, and physical.
3. Plan suitable learning environments for infants and toddlers.
4. Investigate current research regarding care and development of infants and toddlers.

5. Examine the impact of prenatal development and birthing on the future development of the infant and toddler.
6. Analyze what are developmentally appropriate concepts, activities, materials and resources as related to infant and toddler development. Observe, record, and assess the behaviors for infants and toddlers.
7. Examine research on brain development and its implications for infants.
8. Describe guidance and socialization techniques for optimal development of the infant and toddler.
9. Examine the impact of culture on the developing infant and toddler.
10. Evaluate the effects of society and culture upon family microsystems, family types, and subsequent macrosystems with which they co-exist. Examine basic health and safety practices in various settings for infant-toddler care.
11. Identify career paths within the child and adolescent professions. Examine the local and state legal requirements of infant-toddler programs and facilities.
12. To critique original work on advice to parents, determining whether it is good, sound child development or not.

#### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

Gonzalez-Mena, J and Eyer, D. Infants, Toddlers, and Caregivers. 12th Edition, 2020.

**Each group will be assigned one of the following books:**

##### **Demonstration presentation books:**

Blakemore, C. and Ramirez, B. Baby Read Aloud Basics, 2006.

DeBenedet, A. The Art of Roughhousing, 2010

##### **Book study/critique books:**

Ezzo, G. & Buckman, R. On Becoming Babywise, 2006

Hirsh-Pasek, K. & Golinkoff, R. Einstein Never Used Flash Cards, 2003

Karp, H. The Happiest Toddler on the Block

Mann, J. Superbaby, 2010

Medina, J. Brain Rules for Baby

Plooij X., Plooij, F. & Van de Rijlt, H. (2019) The Wonder Weeks: A Stress-Free Guide to Your Baby's Behavior

Bronson, P. & Merryman, A. (2011) NurtureShock: New Thinking About Children

Gerhardt, S. (2014) Why Love Matters: How Affection Shapes a Baby's Brain

Schilling, L. & Peterson, W. (2017) Born to Eat

Brazelton, T. (2006) Touchpoints

#### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### Distribution of Student Learning Hours

Category	Time Expectation in Hours
Participation in lectures, discussions, groups, etc.	39
Reading Assignments	22.5
Written Assignments	17
Other Assignments & Learning Activities	22.5
Quizzes, Surveys	11.25
<b>Total Hours</b>	<b>112.5</b>

### REPORT/PROJECT GUIDELINES

#### Field Participation:

All students are required to participate for 10 hours in a community infant and toddler program. The instructor (to the best of her ability) will help place the students in a center or school that meets the needs and interest of the student. Supervisory teachers are required to fill out a student evaluation form upon completion of 10 hours. The hours should be spread out and done on a week to week basis. Environmental Chart write-up and quality infant-toddler program (appendix A and B in textbook) to be done at your center as part of your final exam.

#### Oral Presentation of Baby Read Aloud Basics Stages 1-6 or The Art of Roughhousing:

Each group will be assigned a Stage to report to the class on developmental strategies to be used in this stage of development. In this presentation the learner needs to demonstrate practical application by videotaping and showing how you implemented these strategies with an infant or a toddler. It is encouraged to bring visuals and copies of any examples of literature to be used. Each presentation should be no longer than 10 minutes.

#### **Dates for each stage to be presented are listed below:**

#### Presentation Schedule:

Chapter/Stage	Presentation Day
Baby Read Aloud Basics (Basics) <i>Chapter 2</i> <b>Dr. Carroll</b>	Wednesday, 10/9
The Art of Roughhousing (Our Bold Claim) <i>Chapter 1</i> & (Get Started) <i>Chapter 2</i> <b>Groups 2 &amp; 9</b>	Wednesday 10/9
Stage 1: The Listener (Birth to Two Months) <i>Chapter 3</i> <b>Dr. Carroll</b>	Monday 10/14
Stage 2: The Observer (Two to Four Months) <i>Chapter 4</i> <b>Group 10</b>	Monday 10/14
The Art of Roughhousing Team (Flight) <i>Chapter 3</i>	Wednesday 10/16

<b>Groups 4 &amp; 7</b>	
Stage 3: The Coerer (Four to Eight Months) <i>Chapter 5</i> <b>Group 6</b>	Wednesday 10/16
Stage 4: The Babblers (Eight to Twelve Months) <i>Chapter 6</i> <b>Group 1</b>	Monday 10/21
Stage 5: The Word Maker (Twelve to Eighteen Months) <i>Chapter 7</i> <b>Group 5</b>	Monday 10/21
The Art of Roughhousing Team (Contact) <i>Chapter 5</i> <b>Group 3</b>	Wednesday 10/23
Stage 6: The Phrase Maker (Eighteen to Twenty-Four Months) <i>Chapter 8</i> <b>Group 8</b>	Wednesday 10/23

Summary/Critique of a Parenting Book & Class Presentation:

Each learning team will be assigned a current Parenting Book (\* See Supplemental Texts). Each member of the group will read and evaluate the developmental information that is presented to parents.

Then, there are two components to this project:

1. Each **team** will first present a summary (through a class presentation) of important information and stages, **as expressed by the author(s) of the parenting book**, to the class. Then the team will present a series of critical questions to the class with the aim of engaging discourse regarding the appropriateness of the book. This presentation will occur in class through the use of a Google Slide presentation shared during the group's assigned day to present.

Book assignments and presentation schedule:

<b>Team #</b>	<b>Book Title</b>	<b>Presentation Day</b>
Group 1	Gerhardt, S. <i>Why Love Matters: How Affection Shapes a Baby's Brain</i>	Monday 11/4
Group 2	Plooij X., Plooij, F. & Van de Rijlt, H. (2019) <i>The Wonder Weeks: A Stress-Free Guide to Your Baby's Behavior</i>	Wednesday 11/6
Group 3	Medina, J. <i>Brain Rules for Baby</i>	Monday 11/11
Group 4	Karp, H. <i>The Happiest Toddler on the Block</i>	Wednesday 11/13

Group 5	Hirsh-Pasek, K. & Golinkoff, R. Einstein Never Used Flash Cards, 2003	Monday 11/18
Group 6	Ezzo, G. & Buckman, R. On Becoming Babywise, 2006	Wednesday 11/20
Group 7	Bronson, P. & Merryman, A. NurtureShock: New Thinking About Children, 2011	Wednesday 11/20
Group 8	Mann, J. Superbaby, 2010	Monday 12/2
Group 9	Brazelton, T. (2006) Touchpoints	Wednesday 12/4
Group 10	Schilling, L. & Peterson, W. (2017) Born to Eat	Wednesday 12/4

Slide-by-slide breakdown:

*Slide 1: Book/Team introduction (book title, author, year published, team member names, etc.)*

*Slide 2/3: Key points/claims made by the author. (This will likely need to be broken into a few slides depending on how you would like to organize it)*

*Slide 4: Questions for the class to discuss (try to aim for 2-3 well-written questions that inspire analytical thought)*

2. In addition, each **individual student** will write a 4 to 6 page typed written report in APA format. It is expected that both the team Google slide presentation and the written report will present the advice that is given to parents. Each student is then asked to give their own reflection as to the validity of the advice. More detailed guidelines for the paper can be found on Canvas under the "assignments" tab.

110 points total (50 points for the team presentation and 60 points for the written report)

#### Team Project Points:

Team points will be given for in-class assignments, baby labs and quizzes.

#### Peer Evaluation of Team:

Each team member will be asked to do an evaluation of each member's participation in the team. Due Date December 5

#### Unit Exams

Three unit exams will be given. Exams will occur online during our scheduled course time and will replace the in-person class session for that day. I will open the exam 15 minutes prior to the course start time (10:45) and close it 30 minutes after (12:45). These exams are open book/open note and will feature multiple choice and essay questions that will require a higher level of critical thinking and synthesis. Study guides will be provided via Canvas.

Exam dates:

Exam 1: Wednesday 10/2 (Chapters 1-4)

Exam 2: Wednesday 10/30 (Chapters 5-7)

Exam 3: Wednesday 12/11 (Chapters 8-12)

Total points for all unit exams: 210

Final Exam:

170 points

100 points for environmental chart write-up and quality infant-toddler program (appendix A & B in textbook) 70 points for essay.

**ASSESSMENT AND GRADING**

Assignment distribution by points:

- Fieldwork **100 points**
- Oral Presentation of Baby Read Aloud Basics Stages 1-6 or The Art of Roughhousing **50 points**
- Summary/Critique of a Parenting Book
  - Presentation(team) **50 points**
  - Written Report (individual) **60 points**
- Section Exams 3 @ 70 points each total **210 points**
- Team Project Points- Team points will be given for team discussions, assignments and quizzes. **70 points**
- Class attendance (10 points each session) **140 points**
- Final Exam-100 points for environmental chart write-up and quality infant-toddler program (appendix A & B in textbook) 70 points for essay. **Total 170 points**

**Total Points Possible 850**

Student grades will be posted in the Canvas grade book no later than midnight on Wednesday of each week beginning in Week Two of this course. It is important to read the rubric and/or comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

**Standard Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
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	

**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.

### **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 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)

### **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.

### **COURSE AT-A-GLANCE**

The table below lists our reading assignments and exam dates:

<b>Week #</b>	<b>Reading assignment/exam</b>	<b>Due date</b>
1	Acquire textbook, start reading Chapter 1 (Principles, Practice & Curriculum)	n/a



2	Chapter 1 (Principles, Practice & Curriculum)	Wednesday 9/11
3	Chapter 2 (Infant-Toddler Education) & Chapter 3 (Caregiving as Curriculum)	Wednesday 9/18
4	Chapter 4 (Play and Exploration as Curriculum) <i>Tentative</i> Baby Lab	Wednesday 9/25
5	Exam 1 (Chapters 1-4)	Wednesday 10/2
6	Chapter 5 (Attachment) <b>Baby Read Aloud/ Roughhouse Basics Presentations Begin</b>	Wednesday 10/9
7	Chapter 6 (Perception)	Wednesday 10/16
8	Chapter 7 (Motor Skills)	Wednesday 10/23
9	Exam 2 (Chapters 5-7)	Wednesday 10/30
10	Chapter 8 (Cognition) <b>Parenting Book Presentations Begin</b>	Wednesday 11/6
11	Chapter 9 (Language)	Wednesday 11/13
12	Chapter 10 (Emotions)	Wednesday 11/20
13	Chapter 11 (Social Skills) <b>Thanksgiving Week- no class Wednesday</b>	Monday 11/25
14	Chapter 12 (The Physical Environment) and Appendix B (Environmental Chart) <b>Start Infant Environment Floorplan/Assessment Project</b> <i>Tentative</i> Baby Lab	Wednesday 12/4
15	Exam 3 (Chapters 8-12) Book critique paper due	Wednesday 12/11
16	Final Exam: Assessment/Floorplan project + essay Fieldwork time sheets	Due Friday, 12/20