

# Course Syllabus

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Spring 2025 Quad 1 | January 13 - March 9

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**CDV3033 Adolescent Development in the Family Context**

**3 Units**

**Days/Times: Wednesday, 6:00 PM - 10:00 PM**

**Location: Southwestern College, Room 29-102**

**Professor Sierra McGovern**

**Email: [smcgover@pointloma.edu](mailto:smcgover@pointloma.edu)**

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## **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**

This course focuses on the developmental changes and challenges of adolescents and their families as they deal with current societal issues, divorce, autonomy, peer relationships, sexuality, parent-adolescent communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and their families are examined using data from a variety of theoretical, empirical, and clinical viewpoints.

Prerequisite(s): CDV 3023 with a grade of C or better.

## **PROGRAM GOAL**

The goal of the Bachelor of Arts degree program in Child Development (BA-CDV) is to provide students the opportunity to complete a quality college degree via a schedule and format specially designed to meet their unique needs. This curriculum will help support student development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

## **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.

## **PROGRAM LEARNING OUTCOMES**

The Point Loma Nazarene University BA-CDV graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Identify and describe normative similarities and differences of intellectual, emotional, social, and physical theories at each developmental stage from prenatal through adolescence. ILO-1
2. Evaluate the effects of family systems on the development of children and adolescents. ILO-2
3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current. ILO-1
4. Assess research of theoretical and appropriate practical elements of parenting to facilitate discussions for a healthy environment for children and adolescents. ILO-2
5. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macrosystems with which they co-exist. ILO 2
6. Identify career paths and professional areas of service within the child and adolescent profession. ILO 3

### **PROGRAM CORE COMPETENCY LEARNING OUTCOMES (CCLO)**

1. Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
2. Students will be able to effectively express ideas and information to others through written communication.
3. Students will be able to solve problems that are quantitative in nature.

### **COURSE LEARNING OUTCOMES (CLO)**

The following student learning outcomes will be achieved by this course:

1. Examine factors that influence emotional development in infants and young children through adolescence. PLO-1
2. Differentiate factors that promote positive cognitive and physical development in infants and young children through adolescence. PLO-1
3. Analyze and distinguish hereditary, cultural, and environmental factors which promote or hinder the growth and development of infants, young children, and adolescents. PLO-5
4. Analyze, evaluate and discuss various influences on prenatal growth and development. PLO-1
5. Analyze, evaluate and discuss factors involved with adequate prenatal, postnatal, and infant care. PLO-1

6. Develop guidelines in the selection of materials, artistic and recreational activities, and play equipment according to the child's age, interest, and developmental stage. PLO-1
  7. Assess children's behavior as a basis for appropriate decision-making. PLO-1
  8. Apply awareness of current research as it impacts the growth and development of children. PLO-3
  9. Identify the unique needs and circumstances of families with respect to diversity in family systems based on race, culture, ethnicity, and socio-economic status. PLO 5
  10. Explain diverse family systems and their effect on both child and adolescent development. PLO-2
  11. Articulate ways to assist parents and families to enhance and stimulate the physical, cognitive, socio-emotional, and spiritual development of children and adolescents. PLO-1
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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Santrock, J. W. [Adolescence](#)
- [Links to an external site.](#)
- (18th ed.). Boston: McGraw-Hill. Copyright 2023.

**NOTE:** Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

*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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without the permission of the copyright owner.*

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## COURSE CREDIT HOUR INFORMATION

### Distribution of Student Learning Hours

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

Assignments	Total Course Hours
Required Reading	15
Assignments and Presentations	48
Quizzes	6
Discussions	36
Reflective Journals	8
<b>TOTAL</b>	<b>113</b>

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## ASSESSMENT AND GRADING

**Students must complete this course with a grade of “C” or better before proceeding with other courses as outlined in the catalog.**

Assignments will be graded as soon after the due date as possible and feedback will be given on your assignments. It is important to read the comments posted in the Grades area and on your document submissions as these comments are intended to help you improve your work. You can expect an email response from me within 24-48 hours. Your grades will be posted in the Canvas Grades area no later than Friday of each week beginning in Week Two of this course. Grades will be based on the following guidelines:

### Graded Course Components

Your grades will be posted in the Canvas Grades area no later than Thursday of each week beginning in Week Two of this course. It is important to read the comments posted in the Grades area as these comments are intended to help you improve your work. Final grades will be posted no later than ten days after the course concludes. 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:

### **Discussions**

Each week students will participate in online discussions with classmates, which are related to the week's readings and content. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. **Discussions represent 15% of the overall course grade.**

### **Assignments**

There are reflective journals and additional activities throughout the course. These assignments must reflect college-level writing and critical thinking. **Assignments represent 20% of the overall course grade.** This percentage includes your attendance. Completion of activities are important for the success of the class and your learning. No credit for attendance is awarded if you do not participate in assigned activities (i.e. discussions, assignments) scheduled for the week.

**Fieldwork:** Fieldwork assignments (related to the Adolescent Interview and Movie Reviews) **represent 20% of your overall course grade.**

**Quizzes** are created each week to assess your understanding of key terms in our course text. **Quizzes represent 15% of the overall course grade.**

### **Course Project and Summative Assessment**

The final assignment for this course serves as an opportunity for you to demonstrate your knowledge of the course learning outcomes. The course project includes the group Social Issues Book Presentation and the summative assessment is based on your individual Social Issues Book Critique. The purpose of the final assignment and assessment is for you to culminate the learning achieved in the course. **The Course Project and Summative Assessment represent 30% of the overall course grade. Failure to complete either of these assignments will result in a failing grade in the course regardless of overall score from other assignment submissions.**

Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of “C” in each course and an overall 2.00-grade point average.

GRADE	%	GRADE	%
A	100-93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of “C” in each course and an overall 2.00 grade point average.

### LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, students may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements. Refer to [Academic Policies](#)

[Links to an external site.](#)

for additional detail.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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## 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 [ADC Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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## **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 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.

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## PLNU SPIRITUAL CARE

**Mission Valley and Balboa Campuses:** – If you have questions for, desire to meet, or share a prayer request you may email [mvchaplain@pointloma.edu](mailto:mvchaplain@pointloma.edu)

[Links to an external site.](#)

In addition, on the Mission Valley campus, there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

## LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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## GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - [Research Help Guide](#) to help you start your research
  - The physical office is located on the third floor of the [Mission Valley Regional Center](#)
  - [Links to an external site.](#)
  - off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content.
- [Watch a quick video run-through](#)
- [Links to an external site.](#)



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- and take time now to explore!
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## 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](#). 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 the [Title IX Office | Get Help Now](#)

## 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.

## USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) 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.*

## ASSIGNMENTS AT-A-GLANCE

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

# Course Summary:

Date	Details	Due
Mon Jan 13, 2025	Page <a href="#">WK1   Welcome Overview</a>	to do: 12:01am
	Quiz	due by 11:59pm

Academic Honesty  
Verification Statement

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Page

★ Important Course  
Information

to do: 11:59pm

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Wed Jan 15, 2025

Assignment

WK1 | Attendance

due by 11:59pm

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Calendar Event

Response to Weekly  
Discussions due

12am

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Sun Jan 19, 2025

Assignment

WK1 | Reflective Journal  
- Welcome

due by 11:59pm

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Assignment

WK1 | Social Issue: Book  
Selection and Signup

due by 11:59pm

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Tue Jan 21, 2025

Page

WK2 | Overview

to do: 12:01am

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Wed Jan 22, 2025	Quiz <a href="#">WK1   Critical Thinking Quiz (Chapters 1 &amp; 2)</a>	due by 6pm
	Assignment <a href="#">WK2   Attendance</a>	due by 11:59pm
	Calendar Event <a href="#">Responses to Weekly Discussions due</a>	12am
Sun Jan 26, 2025	Assignment <a href="#">WK2   Adolescent Interview Questionnaire</a>	due by 11:59pm
	Assignment <a href="#">WK2   Reflective Journal</a>	due by 11:59pm
Mon Jan 27, 2025	Page <a href="#">WK3   Overview (FALL)</a>	to do: 11:59pm
Tue Jan 28, 2025	Discussion Topic <a href="#">WK3   Discussion: Body Images in the Media</a>	due by 11:59pm

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	Discussion Topic	
	<a href="#">WK3   Social Issue Book - Partner Discussion</a>	due by 11:59pm
	Quiz	
Wed Jan 29, 2025	<a href="#">WK3   Critical Thinking Quiz (Chapter 3)</a>	due by 6pm
	Assignment	
	<a href="#">WK3   Attendance</a>	due by 11:59pm
	Calendar Event	
	<a href="#">Responses to Weekly Discussions due</a>	12am
Sun Feb 2, 2025	Assignment	
	<a href="#">WK3   Adolescent Movie Review 1</a>	due by 11:59pm
	Assignment	
	<a href="#">WK3   Reflective Journal - Emotion</a>	due by 11:59pm
Mon Feb 3, 2025	Calendar Event	12am

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Responses to Social Issue  
Book Presentation Partner  
Discussion - 3 ISSUES

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Page

WK4 | Overview (FALL)

to do: 11:59pm

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Discussion Topic

WK4 | Discussion:  
Gender Roles

due by 11:59pm

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Tue Feb 4, 2025

Discussion Topic

WK4 | Social Issue Book -  
Partner Discussion

due by 11:59pm

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Quiz

WK4 | Critical Thinking  
Quiz Ch 4 & 5

due by 6pm

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Wed Feb 5, 2025

Page

WK4 | IN-CLASS Activity:  
Adolescent Interview  
Share Out

to do: 6pm

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Assignment

due by 11:59pm

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	<p>WK4   Adolescent Interview</p>	
	<p>Assignment</p> <p>WK4   Attendance</p>	due by 11:59pm
Fri Feb 7, 2025	<p>Quiz</p> <p>WK4   Mid-Course Survey</p>	due by 11:59pm
Sun Feb 9, 2025	<p>Calendar Event</p> <p>Responses to Weekly Discussions due</p>	12am
	<p>Assignment</p> <p>WK4   Reflective Journal - Moral Development</p>	due by 11:59pm
Mon Feb 10, 2025	<p>Page</p> <p>WK5   Overview (FALL)</p>	to do: 11:59pm
Tue Feb 11, 2025	<p>Discussion Topic</p> <p>WK5   Discussion: Sex in the Movies</p>	due by 11:59pm

	<p>Discussion Topic</p> <p><a href="#">WK5   Social Issue Book Presentation Partner Discussion - 3 ISSUES</a></p>	<p>due by 11:59pm</p>
Wed Feb 12, 2025	<p>Quiz</p> <p><a href="#">WK5   Critical Thinking Quiz: Ch 6 &amp; 7</a></p>	<p>due by 6pm</p>
	<p>Assignment</p> <p><a href="#">WK5   Attendance</a></p>	<p>due by 11:59pm</p>
	<p>Calendar Event</p> <p><a href="#">Responses to Weekly Discussions due</a></p>	<p>12am</p>
Sun Feb 16, 2025	<p>Assignment</p> <p><a href="#">WK5   Adolescent Movie Review 2</a></p>	<p>due by 11:59pm</p>
	<p>Assignment</p> <p><a href="#">WK5   Reflective Journal - Adolescence/Gender (Optional/not graded)</a></p>	<p>due by 11:59pm</p>
Mon Feb 17, 2025	<p>Page</p>	<p>to do: 12:01am</p>

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WK6 | Overview

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Calendar Event

Tue Feb 18, 2025

Follow-up Responses to  
Social Issue Book  
Presentation Partner  
Discussion - 3 ISSUES

12am

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Discussion Topic

WK6 | Discussion: Birth  
Order

due by 11:59pm

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Quiz

WK6 | Critical Thinking  
Quiz: Ch 8 & 9

due by 6pm

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Wed Feb 19, 2025

Page

WK6 | IN-CLASS Activity:  
Social Issue Book

to do: 6pm

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Assignment

WK6 | Attendance

due by 11:59pm

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Calendar Event

Sun Feb 23, 2025

Responses to Weekly  
Discussions due

12am

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	Assignment	
	<a href="#">WK6   Parent of an Adolescent Questionnaire &amp; Interview</a>	due by 11:59pm
	Assignment	
	<a href="#">WK6   Reflective Journal - Peers</a>	due by 11:59pm
	Assignment	
	<a href="#">WK6   Social Issue Partner Assignment - Outline &amp; Reference Page</a>	due by 11:59pm
Mon Feb 24, 2025	Page	to do: 12:01am
	<a href="#">WK7   Overview</a>	
Tue Feb 25, 2025	Discussion Topic	due by 11:59pm
	<a href="#">WK7   Discussion: Your High School Experience</a>	
Wed Feb 26, 2025	Quiz	due by 6pm
	<a href="#">WK7   Critical Thinking Quiz: Ch 10 &amp; 11</a>	

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	<p>Page</p> <p><a href="#">WK7   IN-CLASS Activity: Parent of an Adolescent Interview Share Out</a></p>	<p>to do: 6pm</p>
	<p>Assignment</p> <p><a href="#">WK7   Attendance</a></p>	<p>due by 11:59pm</p>
	<p>Calendar Event</p> <p><a href="#">Responses to Weekly Discussions due</a></p>	<p>12am</p>
Sun Mar 2, 2025	<p>Assignment</p> <p><a href="#">WK7   Reflective Journal - Careers</a></p>	<p>due by 11:59pm</p>
	<p>Assignment</p> <p><a href="#">WK7   Social Issue Book Partner Presentation</a></p>	<p>due by 11:59pm</p>
Mon Mar 3, 2025	<p>Page</p> <p><a href="#">WK8   Overview</a></p>	<p>to do: 12:01am</p>
Tue Mar 4, 2025	<p>Discussion Topic</p> <p><a href="#">WK8   Discussion: Rites of Passage</a></p>	<p>due by 11:59pm</p>

	Discussion Topic	
	<a href="#">WK8   Global Perspective Discussion</a>	due by 11:59pm
	Quiz	
Wed Mar 5, 2025	<a href="#">WK8   Critical Thinking Quiz: Ch 12 &amp; 13</a>	due by 6pm
	Assignment	
	<a href="#">WK8   Attendance</a>	due by 11:59pm
	Assignment	
Fri Mar 7, 2025	<a href="#">WK8   Social Issue Book Critique - Turnitin Submission</a>	due by 11:59pm
	Calendar Event	
	<a href="#">Responses to Weekly Discussions due</a>	12am
Sun Mar 9, 2025	Assignment	
	<a href="#">WK8   End-of-Course Evaluation</a>	due by 11:59pm
	Assignment	
		due by 11:59pm

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WK8 | Reflective Journal  
- Socioeconomic Status

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Assignment

WK8 | Social Issue Book  
Critique

due by 11:59pm

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Assignment

Extra Credit: Support  
with your Writing - Social  
Issue Book Critique