



## **CEEF 6306**

### **Lifespan Development**

New Orleans Baptist Theological Seminary

Christian Education Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.*

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#### **The Purpose of the Course**

The purpose of this course is to educate students about the life-long and multi-dimensional process of human development and to apply that knowledge to a variety of ministry contexts.

#### **Core Values**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The core value for this academic year is *Characteristic Excellence*.

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

- *Interpersonal relationships:* Students will interact in class Discussion Boards and engage in service projects that will provide opportunities to enhance their interpersonal skills.
- *Spiritual and Character Formation:* Students will practice the spiritual discipline of service to others.
- *Disciplemaking:* Students will apply their understanding of lifespan development to disciplemaking across the lifespan.

### **Course Description**

In this course students will explore the different stages of human life through course readings, a service learning project, and by writing a developmental biography. Emphasis is given to the application of subject knowledge to ministry contexts.

### **Student Learning Outcomes**

Upon completion of this course you will be able to:

1. Understand theories, methods, and research findings related to lifespan development.
2. Appreciate the need to understand the biopsychosocial and spiritual needs of individuals across the lifespan.
3. Document the effects of major biopsychosocial influences on the development of individuals across the lifespan.

## Required Readings

- Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View*. Belmont, CA: Wadsworth Cengage Learning, 2014. ISBN: 978-1133943440 (This text is available for rent or as an ebook)
- Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic, 2005. ISBN: 978-0830827930 (Kindle edition available)

## Course Teaching Methodology

### Units

Prenatal Development, Infancy, and Early Childhood  
School-age Children and Adolescence  
Young and Middle Adulthood  
Late Adulthood  
Death/Dying

### Methodology

Methods used in this course include readings, lecture, video, service hours, and individual learning assignments.

### Format

This course is taught online.

## Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Blackboard in Assignments.

### **1. Readings/Assignments:**

**Due: See Course Schedule**

All readings/assignments should be completed prior to Discussion Board due dates so you can actively relate to all discussions. Reading the assigned chapters is extremely important as Discussion Boards will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each unit. *This assignment is related to Student Learning Outcome #1.*

### **2. Quizzes: (10%)**

**Due: See Course Schedule**

In order to help you keep up with the assigned readings, open-book quizzes will be given during the semester over the designated content assigned for that unit. You may use notes and/or the textbooks. *Weekly quizzes will open on Monday at 8:00 a.m. and must be taken by 11:59 p.m. on Wednesday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcome #1.*

### **3. Examinations (5): (6% each/Total=30%)**

**Due: See Course Schedule**

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). *All tests will be posted on Blackboard under Assignments and will be available at 8:00 a.m. on Mondays and will*

close at 11:55 p.m. CST on Wednesdays. The exam can be opened one time only and must be completed within the time allotted.

A few tips about taking a test on Blackboard:

- When taking an exam, be “wired” to the wall, not on Wi-Fi - and on a computer, not a tablet or a phone. You may lose connection to the exam if you do not follow this instruction.
- You should not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single- attempt test. Any attempt to do so will likely kick you out.
- Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- When answering a short answer/discussion question, put your response in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the exam.
- The final exam is comprehensive.

*This assignment is related to Student Learning Outcome #1.*

#### **4. Journal Article Critiques (5% each/Total=10%)**

**Due: Friday, Nov. 4**

You will analyze and critique 2 articles from recent, top quality, peer-reviewed journals in terms of the contribution the works make to the field of knowledge. Articles will be assigned by the professor and are related to the theories or developmental stages being studied.

- Critiques should be 2 pages in length and follow *How to Critique a Journal Article*. In addition, your critique should address implications of the results of the study for Christian ministry.
- Submit the assignment, complete with a cover page, to Blackboard on the assigned dates.

A rubric for this assignment and *How to Critique a Journal Article* are posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

#### **5. Service Learning Project and Reflection (7.5% each=15%) Due: Friday, December 2**

You will provide 5 hours of service to an *individual* or *group of people* who are discussed in our texts (e.g. children, the elderly, physically/mentally disabled, etc.) Service learning sites include nursing homes, child care centers, churches, and community ministry programs. If you need assistance in locating a service site please see the professor. You will submit your service site to the professor in week two. For this assignment, teaching does not qualify as service. A completed *Supervisor Evaluation for Student Service Learning* will be submitted on the assigned date. *This assignment is related to Student Learning Outcome #2.*

#### Service Learning Reflection

You will gain more from a service learning project when you take the time to reflect on it. Following the *Service Learning Project Reflection Guide*, you will write 2-page paper about your experience. You will find the *Service Learning Project Reflection Guide* and a rubric for this assignment on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

## 6. Developmental Biography (30%)

Due: See Course Schedule

You will write a developmental biography of a *fictional individual* over the course of the semester. You may be asked to comment on your individual in class discussions. For the developmental biography include the following:

- Demographic Characteristics: Introduce your individual. For the time of your subject's birth, provide demographic characteristics including: gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical and psychological health of family members. *These characteristics will impact your developing individual at each stage.* While you may choose to apply autobiographical details to your individual, this is not a developmental *autobiography* assignment. This information is due first and is separate from the life stages.
- In 1.5 to 2 pages for *each* of the assigned six life stages (Infancy, Early Childhood, Middle Childhood, Adolescence, Young/Middle Adulthood, Late Adulthood), apply information from each unit regarding that life stage to all aspects (physical development, cognitive development, social/emotional development, spiritual development) of your growing and maturing individual. *Connect each life stage to the prior stages.* For example: You should connect the prenatal stage to the infancy stage. What kind of prenatal care did the mother receive? Was the child full term? Were there any environmental (i.e. smoking, drugs) or medical complications for the developing fetus? You may also address the mother's emotional state, her age, and the family's reaction to the birth. The infancy stage will then be connected to the early childhood stage and so forth.
  - Demographic Characteristics      September 2
  - Infancy      September 9
  - Early Childhood      September 30
  - Middle Childhood      October 7
  - Adolescence      October 14
  - Young/Middle Adulthood      November 4
  - Late Adulthood      November 18

*NOTE: The developmental biography for infancy will be returned by September 16 with feedback. Consider the infancy developmental biography as a practice run. You will receive essential feedback which will be helpful as you construct the subsequent life stage biographies. After feedback, you may resubmit the infancy developmental biography for final grading. The infancy life stage is the only stage which may be resubmitted after feedback.*

If you are struggling with the application of the material for a particular developmental stage, you may interview someone who is in the stage or who has a child in that particular stage. Communicate to the interviewee that the purpose of the interview is to gain a better understanding of the stage and that you will not be sharing their experiences with the class. A rubric for this assignment is posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #3. This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.*

## 7. Class Participation (10%)

**Threaded Discussion:** You will participate weekly in the threaded discussions. These discussions are an essential component of the participation grade for the course. Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

**Replying to the Postings of Your Classmates:** In addition to writing your own response, each unit you will post a response to at least two other students' responses. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response.

Your contributions to the Discussion Board Topic are worth 20 points for each week for a total of 15% of your final grade. There is NO MAKE-UP option for participation in the weekly Discussion Board. You cannot complete "other assignments" or extra credit to "make-up" for not being able to participate.

The week begins on MONDAY and ends on FRIDAY. Your initial post to the posted questions(s) must be made by Wednesday at 5:00 p.m. CST of each week. Responses to other students' posts must be made by Friday at 5:00 p.m. CST. Any threaded discussion posted after 5:00 on Friday will not be viewed by the professor or grader and will *not* count towards class participation for that week. *This assignment is related to Student Learning Outcomes #1 and #2.*

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to meaningful participation, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. A rubric for class participation may be found in Assignments Upload. *This assignment is related to Student Learning Outcomes #1 and #2.*

### Course Evaluation

Quizzes	10%
Examinations (5)	30%
Journal Articles/Ministry Application (2)	10%
Service Learning Project	5.0%
Service Learning Project Reflection	5.0%
Developmental Biography	30%
Participation/Discussion Board	10%

### Course Policies

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every

delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email at [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**Hurricane/Severe Weather Evacuation:** In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu). See Blackboard for any announcements that may be posted. You should ensure your email address is updated on Blackboard.

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Office Hours:** Monday - Friday 9-12

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

**Technical Support:** Need technical assistance? Contact the ITC today:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180 - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website. If you experience any problems with your Blackboard account you may email [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

### Course Schedule

Week	Week of:	Unit	Topic	Assignment
1	8/22		Introduction to Lifespan Development Syllabus	Introduce yourself on the Discussion Board
2	8/29	1	<b>Unit 1</b> Theories of Development	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents <ul style="list-style-type: none"> <li>• The Study of Human Development</li> <li>• The Brain: A Secret History</li> </ul> <b>Unit 1: Quiz 1 Due</b> <b>Demographic Characteristics Due (9/2)</b>
3	9/5	2	<b>Prenatal Development, Infancy, and Early Childhood</b> <b>Unit 2</b> Pregnancy/Prenatal Video: <i>Miracle of Life</i>	Kail and Cavanaugh, Chapter 2 Unit 2 – Course Documents <ul style="list-style-type: none"> <li>• How is Sex Determined</li> <li>• Biological Beginnings</li> </ul> <b>Unit 2: Quiz 1 Due</b> <b>Developmental Biography for Infancy Due (9/9)</b>
4	9/12	2	The Newborn	Kail and Cavanaugh, Chapter 3 Unit 2 Course Document <ul style="list-style-type: none"> <li>• Tools for Exploring</li> </ul> <b>Exam #1 (Kail and Cavanaugh, Chapters 1-2, Balswick Part 1)</b>
5	9/19	3	<b>Unit 3</b> Cognitive Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3 Course Documents <ul style="list-style-type: none"> <li>• The Emergence of Thought and Language</li> </ul> <b>Unit 3: Quiz 1 Due</b>

Week	Week of:	Unit	Topic	Assignment
6	9/26	3	Socioemotional Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 5 Unit 3 Course Documents <ul style="list-style-type: none"> <li>Entering the Social World</li> </ul> <b>Developmental Biography for Early Childhood Due (9/30)</b> <b>Unit 3: Quiz 2 Due</b>
7	10/3	4	<b>School-age Children and Adolescence</b> <b>Unit 4</b> Middle Childhood	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents <b>Developmental Biography for Middle Childhood Due (10/7)</b> <b>Exam #2 (Kail and Cavanaugh, Chapters 3-5; Balswick, Chapter 6)</b>
8	10/10	5	<b>Unit 5</b> Adolescence	Kail and Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Unit 5 Course Documents <b>Developmental Biography for Adolescence Due (10/14)</b> <b>Unit 5: Quiz 1 Due</b>
9	10/17		<b>Spring Break</b>	
10	10/24	6	<b>Young and Middle Adulthood</b> <b>Unit 6</b> Young/Middle Adulthood	Kail and Cavanaugh, Chapters 10-11 Balswick, Chapter 9 Unit 6 Course Documents <b>Exam #3 (Kail and Cavanaugh, Chapters 6-9; Balswick, Chapters 7-8)</b>
11	10/31	7	<b>Unit 7</b> Young and Middle Adulthood	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents <b>Developmental Biography for Young/Middle Adulthood Due (11/4)</b> <b>Journal Article Critiques Due (11/4)</b> <b>Unit 7: Quiz 1 Due</b>
12	11/7	8	<b>Late Adulthood</b> <b>Unit 8</b> Late Adulthood	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Late Adulthood</li> </ul> <b>Exam #4 (Kail and Cavanaugh, Chapters 10-13; Balswick, Chapters 9-10)</b>
13	11/14	8	Late Adulthood	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Social Aspects of Later Life</li> </ul>

Week	Week of:	Unit	Topic	Assignment
				<b>Developmental Biography for Late Adulthood Due (11/18)</b> <b>Unit 8: Quiz 1 Due</b>
	11/21		Thanksgiving	
14	11/28	8	Dying and Bereavement	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Dying and Bereavement</li> </ul> <b>Unit 8: Quiz 2</b> <b>Service Learning Project and Reflection Due (12/2)</b>
15	12/5		Applications for Ministry	Balswick, Part Three
16	12/12-14		<b>Final Exam</b>	

**\*The Professor reserves the right to change topics/dates as necessary (see course policies).**

## Rubric for Developmental Biography (Embedded Assignment)

Criteria	Excellent 4	Good 3	Fair 2	Poor 1	Unacceptable 0
<b>Biographical/ Demographic Content</b>  <b>Weight: 15%</b>	Student provided complete biographic/demographic content for the following <i>eight</i> areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided complete biographic/demographic content for <i>seven</i> of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided complete biographic/demographic content for <i>six</i> of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided <i>incomplete</i> biographic/demographic content for <i>five</i> or more of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student failed to provide biographic/demographic content.
<b>Developmental Content</b>  <b>Weight: 30%</b>	Student included <i>all (4)</i> of the following areas of development for <i>six</i> assigned life stages: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>most (3)</i> of the following areas of development for <i>six</i> assigned life stages: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>all (4)</i> of the following areas of development for <i>five</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>all (4)</i> or <i>most (3)</i> of the following areas of development for <i>four</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included the following areas of development for <i>less than four</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>
<b>Lifespan Development Connections</b>  <b>Weight: 30%</b>	Student related specific impact(s) of <i>each (4)</i> of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>each</i> life stage upon the subsequent stage(s).	Student related specific impact(s) of <i>most (3)</i> of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>each</i> life stage upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>five</i> life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>four</i> life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>three or less</i> life stages upon the subsequent stage(s).
<b>Length</b>  <b>Weight: 15%</b>	Student provided 1.5 to 2 pages for <i>six</i> life stages assigned: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood	Student provided <i>less than</i> 1.5 to 2 pages for <i>six</i> life stages assigned but did include all six stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood.	Student provided 1.5 to 2 pages for <i>five</i> of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood.	Student provided <i>less than</i> 1.5 to 2 pages for <i>five</i> of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood.	Student addressed <i>less than five</i> of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood.

<b>Grammar and Usage 10%</b>	No errors impair the flow of the assignment. Errors are infrequent and have a minor impact.	Errors are occasional but do not impede the flow of the assignment; the student's meaning is not seriously obscured by errors.	Errors are frequent and somewhat disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is not discernable.