



CEEF6306 Lifespan Development

New Orleans Baptist Theological Seminary

Christian Education Division

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Mission Statement

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 and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Servant Leadership*.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course will address the following curriculum competencies:

Interpersonal relationships: Students will interact in class 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 ministry across the lifespan.

Course Catalog 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.

Textbooks

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

Methods used in this course include lecture, group work and presentations, service hours, guest speakers, and individual learning assignment. This course is taught on the main campus in a block format.

Assignments

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

1. Readings/Assignments:

All readings/assignments should be completed prior to class so you can actively relate to all class discussions. A chapter is assigned for each class period and denoted on the syllabus. Reading the chapters is extremely important as class discussions

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 class. *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, quizzes will be given during the semester over the designated content assigned for that day. You may use one index card (4x6, front and back) of notes that you have taken over the content as you read. Missed quizzes cannot be made up. *This assignment is related to Student Learning Outcome #1.*

3. Examinations: (6% each/Total=30%) Due: See Course Schedule

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are NOT 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). **Make-up exams will not be given.** *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 will most likely 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 kick you out.
- Past experience has demonstrated that you should use Mozilla Firefox and not 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=15%) Due: November 7

You will analyze and critique 3 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 theory or developmental stage 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 (7.5%)

You will provide 8-10 hours of service to a *group of people* who are discussed in our text (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. *This assignment is related to Student Learning Outcome #2.*

Service Learning Reflection Paper (7.5%) Due: November 14

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 3 to 4-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 (15%) and Personal Journal (10%) Due: November 28

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

- **Demographic Characteristics:** Introduce your individual. 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 per life stage (Infancy, Early Childhood, Middle Childhood, Adolescence, Young/Middle Adulthood, Late Adulthood), apply information from each unit regarding that life stage to all aspects of your growing and maturing individual—physical development, cognitive development, social/emotional development, spiritual development. *Connect each life stage to the prior stages.* For example: in the pregnancy and prenatal development stage you may address the mother's emotional state, her age, and the family's reaction to the pregnancy; as well as prenatal care? Was the child full term? Medical conditions for the developing fetus? The infancy stage will then be connected to the early childhood stage and so forth.
 - Demographic Characteristics September 5
 - Infancy September 19
 - Early Childhood September 26
 - Middle Childhood October 3
 - Adolescence October 10
 - Young Adulthood October 24
 - Middle Adulthood October 31
 - Late Adulthood November 28

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 experience with the class. A rubric for this assignment is posted on Blackboard in Assignments Upload. 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. *This assignment is related to Student Learning Outcome #3.*

For the Personal Journal:

- You will keep an electronic journal of how this experience has impacted you. Make entries at each developmental stage. Because self-analysis is so important to promote self-understanding, and therefore important to ministry, each of you will be introspecting and analyzing yourselves. This is a course that will involve some self-examination and some degree of sharing personal information with the class. Your journal will not be shared in any way with the class.

A rubric for this assignment is posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

7. Class Participation (5%)

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. You begin with 100. The class participation grade will be reduced one point for each absence. A rubric for class participation may be found in Assignments Upload. *This assignment is related to Student Learning Outcomes #1 and #2.*

Embedded Assignment

Developmental Biography-see Assignments section for description.

Course Evaluation

Quizzes 10%

Examinations (5) 30%

Journal Articles/Ministry Application (5) 15%

Service Learning Project 7.5%

Service Learning Project Reflection 7.5%

Developmental Biography 15%

Personal Journal 10%

Participation 05%

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by a 10% 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 after two weeks from the original date. Missed presentations may not be made up.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24 hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's assignments.

Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays.

<http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook

http://www.nobts.edu/_resources/pdf/studentservices/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time. Turn off cell phones. Utilize laptops and other technology for class purposes only. Respect the professor and other members of the class. Maintain confidentiality when someone shares personal information. Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call 504.816.8180). Here are other helpful links to ITC assistance. Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu – Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: **Student Bb Help**. ITCSupport@nobts.edu – for general technical questions/support requests. www.nobts.edu/itc/ -general NOBTS technical help information is provided on this website.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: *New Orleans Baptist Theological Seminary Graduate Catalog*.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be Completed by noon (12:00PM) on the Wednesday prior to commencement exercises.

Course Schedule:

Week	Date	Topic	Assignment
1	8-22	Introduction to Course Introduction to Lifespan	

2	8-29	Unit 1: Theories of Development	Kail & Cavanaugh, Chapter 1 Balswick, Part One *The Study of Human Development *The Brain: A Secret History Unit 1 Quiz
3	9-5	Part I: Prenatal Development, Infancy, and Early Childhood Unit 2: Pregnancy/Prenatal Video: <i>Miracle of Life</i>	Kail & Cavanaugh, Chapter 2 *How is Sex Determined *Biological Beginnings Developmental Biography Demographic Characteristics Due Unit 2 Quiz
4	9-12	The Newborn	Kail & Cavanaugh, Chapter 3 Exam #1
5	9-19	Unit 3: Cognitive Development: Infancy and Early Childhood	Kail & Cavanaugh, Chapter 4 Balswick, Chapter 6 Developmental Biography and Personal Journal Article for Infancy Due
6	9-26	Socioemotional Development: Infancy and Early Childhood	Kail & Cavanaugh, Chapter 5 Developmental Biography and Personal Journal Article for Early Childhood Due Unit 3 Quiz
7	10-3	Part 2: School-age Children and Adolescence Unit 4: Middle Childhood	Kail & Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Developmental Biography & Personal Journal for Middle Childhood Due Exam #2
8	10-10	Unit 5: Adolescence	Kail & Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Developmental Biography & Personal Journal for Adolescence Due Article Due Unit 5 Quiz
9	10-17	Fall Break	
10	10-24	Part 3: Young and Middle Adulthood Unit 6: Young/Middle Adulthood	Kail & Cavanaugh, Chaps 10-11 Balswick, Chapter 9 Developmental Biography & Personal Journal for Young Adulthood Due Exam #3
11	10-31	Unit 7: Young and Middle Adulthood	Kail & Cavanaugh, Chaps 12-13 Balswick, Chapter 10 Developmental Biography & Personal Journal Middle Adulthood Due Unit 7 Quiz
12	11-7	Part 4: Late Adulthood Unit 8: Late Adulthood	Kail & Cavanaugh, Chapter 14 Balswick, Chapter 11 Exam #4 Journal Articles Due
13	11-14	Late Adulthood (contd.)	Kail & Cavanaugh, Chapter 15 *Social Aspects of Later Life Service Learning Project Due Unit 8 Quiz
14	11-21	Thanksgiving Break	

15	11-28	Dying and Bereavement	Kail & Cavanaugh, Chapter 16 Developmental Biography and Personal Journal Late Adulthood Due
16	12-5	Applications for Ministry	Balswick, Part Three
	12-12	Final Exam	

***The Professor reserves the right to change**

topics/dates as necessary (see course policies.)

