CEEF 6306
Lifespan Development

New Orleans Baptist Theological Seminary
Christian Education Division
Spring, 2018

Donna B. Peavey, BS, MRE, ThM, PhD
Professor of Christian Education
Director of Innovative Learning
New Orleans Baptist Theological Seminary
Dodd 109
3939 Gentilly Blvd.
New Orleans, LA 70126
Office: (504) 282-4455 ext.3741
dpeavey@nobts.edu

Grader: Stephanie Cline, BA, MACE
peaveygrader@gmail.com

---

*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.*

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

The seminary has five core values. The focal core value for 2018-19 is *Doctrinal Integrity.* This
course supports the five core values of the seminary.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim
it, and submit to it. Our confessional commitments are outlined in the Articles of Religious
Belief and the Baptist Faith & Message 2000.

Curriculum Competencies Addressed

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. The curriculum competencies addressed in this course are:
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.
Disciple-making: Students will apply their understanding of lifespan development to ministry 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 demonstrate:
1. an understanding of theories, methods, and research findings related to lifespan development.
2. an appreciation of biopsychosocial and spiritual needs of individuals across the lifespan.
3. an ability to document the effects of major biopsychosocial influences on the development of individuals across the lifespan.

The Embedded Assignment

Developmental Biography (30%)   **Due: See Course Schedule**
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.
- Using the template provided on Blackboard, in 1.5 to 2 pages for *each* of the assigned seven life stages (Infancy, Early Childhood, Middle Childhood, Adolescence, Young Adulthood, 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. *You must connect each life stage to the prior stages*. For example: You should connect the infancy stage to the prenatal 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 16
    - Early Childhood   September 30
    - Middle Childhood   October 7

o Adolescence	October 14	
o Young/Middle Adulthood	November 4	
o Late Adulthood	November 18	

NOTE: The developmental biography for infancy will be returned by Thursday 9/20 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. Feedback given on other stages should be considered as you develop the next installment of the biography.*

YOU WILL NOT RECEIVE A SEPARATE GRADE FOR EACH INSTALLMENT.THE ASSIGNMENT GRADE WILL BE POSTED AFTER THE LAST INSTALLMENT (LATE ADULTHOOD).

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 located at the end of this syllabus and is also posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2 and #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.*

Required Readings

Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View.* Belmont. CA: Wadsworth Cengage Learning, 2016. ISBN: 978-1305504585 (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, 2016. ISBN: 978-0830851430 (Kindle edition available)

Course Teaching Methodology

Units
Prenatal Development, Infancy, and Early Childhood
Middle Childhood
Adolescence
Young Adulthood
Middle Adulthood
Late Adulthood
Death/Dying

Methodology
Methods used in this course include readings, discussion boards, lecture, video, and individual learning assignments.

Format
This course is taught on the main campus.

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 before the weekly unit begins. Reading the assigned chapters is extremely important as discussion boards and class experiences 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**
Open-book quizzes will be given during the semester over the designated content assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not "Google" answers and are trusted to be honest in your academic endeavors. *Weekly quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Sunday*. 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*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers cannot be found word for word in your test. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, course documents, 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 and will be available 12:30 a.m. on Monday through 11:59 p.m. CST on Sunday.* 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:
  ➢ Be on a computer (not a tablet or phone), "wired" to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction.

- ➢ Do 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.
- ➢ Use Firefox or Chrome. 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.
- ➢ Compose your response to a short answer/discussion question 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 test.
- ➢ If you believe that an answer to a question is keyed incorrectly, please send an email with the full question, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are made, the textbook publisher makes mistakes, and it is possible that you will find errors. Often, by going through these steps students discover that what was designated as the correct answer was in fact correct. *This assignment is related to Student Learning Outcome #1.*

4. Application Projects (2@10% each=20%)   **Due: See Course Schedule**
Complete two projects selected from the application projects presented in the syllabus (pg. 9). Each project is associated with a chapter in *Essentials of Human Development.* Detailed instructions for each assignment are posted on Blackboard. *This assignment is related to Student Learning Outcome #1 and #2.*

5. Developmental Biography (30%)   **Due: See Course Schedule**
Refer to the description under The Embedded Assignment (pg. 2).

6. Discussion Board Participation (5@2%=10%)   **Due: See Course Schedule**
Threaded Discussion: Topic oriented discussions are graded and open during a set period of time. Your task is to discuss an assigned topic and demonstrate your knowledge, understanding, and insight, much like you would in a classroom discussion. 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 one other student's response. Your response must be more than "Yeah, I agree." 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.

- ➢ Spelling and grammar count. You should write in complete sentences and present well-developed ideas.

Once a due date has passed, you can no longer receive credit for submitting a discussion posting. *No exceptions to this policy are made.* You cannot complete "other assignments" or extra credit to "make-up" for not being able to participate. Consider the discussion board the classroom. If you want to receive credit for participating in a discussion, show up and post when everyone else is discussing that topic. You need your classmates in order to get credit for responding to someone, just as they need you to post an interesting statement to which they can respond.

Your contributions to the Discussion Board Topic are worth 20 points for each week for a total of 10% of your final grade. The week begins on MONDAY and ends on SUNDAY. 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 Sunday at 11:59 p.m. CST. Any threaded discussion posted after 11:59 will not be viewed by the professor or grader and will *not* count towards class participation for that week. A rubric for Discussion Board may be found in Assignments Upload. *This assignment is related to Student Learning Outcomes #1 and #2.*

Course Evaluation

Quizzes	10%
Examinations (5)	30%
Application Projects (10% each)	20%
Developmental Biography	30%
Discussion Boards (5)	10%

Course Schedule

Week	Dates	Unit	Topic	Assignment
1	8/22 8/23		Syllabus Introduction to Lifespan Development	
2	8/28 8/30	1	**Theories of Development**	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents • The Study of Human Development • The Brain: A Secret History **Unit 1: Quiz 1 Due 9/02** **Demographic Characteristics Due (9/02)**
3	9/04 9/06	2	**Prenatal Development, Infancy, and Early Childhood** Pregnancy/Prenatal Video: *Miracle of Life*	Kail and Cavanaugh ,Chapter 2 Unit 2 – Course Documents • How is Sex Determined • Biological Beginnings **Unit 2: Quiz 1 Due 9/09** **Discussion Board**

Week	Dates	Unit	Topic	Assignment
4	9/11 9/13	2	The Newborn	Kail and Cavanaugh , Chapter 3 Unit 2 Course Document • Tools for Exploring **Exam #1 (Kail and Cavanaugh, Chapters 1-2, Balswick Part 1) Due 9/16** **Developmental Biography for Infancy Due (9/16)** **Application Projects 1 and 2 Due 9/16**
5	9/18 9/20	3	**Infancy and Early Childhood** Cognitive Development	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3 Course Documents • The Emergence of Thought and Language **Unit 3: Quiz 1 Due 9/23** **Discussion Board**
6	9/25 9/27	3	Socioemotional Development	Kail and Cavanaugh, Chapter 5 Unit 3 Course Documents • Entering the Social World **Unit 3: Quiz 2 Due 9/30** **Developmental Biography for Early Childhood Due (9/30)**
7	10/02 10/04	4	**Middle Childhood**	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents **Developmental Biography for Middle Childhood Due (10/07)** **Exam #2 (Kail and Cavanaugh, Chapters 3-5; Balswick, Chapter 6) Due 10/07** **Application Projects 3 and 4 Due 10/07**
8	10/09 10/11	5	**Adolescence**	Kail and Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Unit 5 Course Documents **Unit 5: Quiz 1 Due 10/14** **Developmental Biography for Adolescence Due (10/14)** **Application Projects 5 and 6 Due 10/14**
9	10/16 10/18		**Fall Break**	
10	10/23 10/25	6	**Young Adulthood**	Kail and Cavanaugh, Chapters 10-11 Balswick, Chapter 9 Unit 6 Course Documents **Exam #3 (Kail and Cavanaugh, Chapters 6-9; Balswick, Chapters 7-8) Due 10/28** **Discussion Board**

Week	Dates	Unit	Topic	Assignment
				Application Project 7 Due 10/28
11	10/30 11/01	7	**Middle Adulthood**	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents **Unit 7: Quiz 1 Due 11/04** **Developmental Biography for Young/Middle Adulthood Due (11/4)** **Application Project 8 Due 11/04**
12	11/06 11/08	8	**Late Adulthood**	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents • Late Adulthood **Exam #4 (Kail and Cavanaugh, Chapters 10-13; Balswick, Chapters 9-10) Due 11/11** **Discussion Board**
13	11/13 11/15	8	**Late Adulthood**	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents • Social Aspects of Later Life **Unit 8: Quiz 1 Due 11/18** **Developmental Biography for Late Adulthood Due (11/18)** **Application Project 9 Due 11/18**
14	11/20 11/22		**Thanksgiving Break**	
15	11/27 11/29	8	**Dying and Bereavement**	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents • Dying and Bereavement **Unit 8: Quiz 2 Due 12/02** **Application Project 10 Due 12/02**
16	12/04 12/06		Applications for Ministry	Balswick, Part Three **Discussion Board**
	12/11 12:00 – 2:00		**Final Exam**	**Comprehensive** **80% Unit 8** **20% Units 1-7**

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

Lifespan Development Application Projects

The following is a brief description of the projects that you have an opportunity to complete this semester. Decide early which of the projects interest you most and plan accordingly. *Specific instructions for each project assignment are posted on Blackboard.*

Project	Brief Description	Chapters	Due Date
	Prenatal Development, Infancy, and Early Childhood		
1	*Are reproductive technologies ethical?* Interview two adults (one male, one female) outside of classmates, with regard to their attitudes concerning various technological advances in assisted reproductive technology and prenatal development.	2	9/16
2	*Interview your parent(s) or guardian(s) about your early development.* Learn about your early physical development by interviewing your parent(s) or guardian(s).	3-5	9/16
	School-Age Children		
3	*Present Piagetian tasks.* Conduct Piagetian tasks with two children (one around 5, another around age 10) Record and report their responses.	6-7	10/07
4	*Child maltreatment in your area.* One way to bring the sad and serious issue of child maltreatment home is to become aware of the extent of the issue in your area.	6-7	10/07
5	*Write a letter about puberty to your future child.* Write a letter to your hypothetical child describing the physical and psychological changes that they will experience during puberty.	8-9	10/14
6	*Analyze media in relation to adolescent development.* Choose a topic related to adolescent development and analyze its depiction in the media.	8-9	10/14
	Young and Middle Adulthood		
7	*Alcohol use and addiction.* Visit the homepage of the National Institute on Alcohol Abuse and Alcoholism, http://www.niaaa.nih.gov/. Write a two-page paper summarizing what you learned.	10-11	10/28
8	*Interview a family member, friend, or community member about his/her career experiences.*	12-13	11/04
	Late Adulthood and Dying		
9	*Conduct interviews with two older adults (one male, one female) in late adulthood about their experience of aging.*	14-15	11/18
10	*Learn more about bereavement support.* Collect literature from local bereavement support groups then answer the assigned questions.	16	12/02

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. 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. 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

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 or call the ITC at 504-282-4455, ext. 8180.
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

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/studentservices, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html #advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/studentservices/counseling services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check http://www.nobts.edu/library/interlibrary-loan.html

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (http://www.flelibrary.org/) for Florida students
- Interact with us online at –

TWITTER.COM/NOBTS   INSTAGRAM.COM/NOBTS

Rubric for Developmental Biography (Embedded Assignment)

	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Unacceptable (0)
Understanding	**Biographical/ Demographic Content** **Weight: 10%**	Student provided complete biographic/demographic content for the following *eight* areas: • gender • socio-economic status • ethnicity • cultural background • family composition • parental characteristics • physical health of family members • psychological health of family members.	Student provided complete biographic/demographic content for *seven* of the assigned areas. .	Student provided complete biographic/demographic content for *six* of the assigned areas.	Student provided *incomplete* biographic/demographic content for *five* or more of the assigned areas.	Student failed to provide biographic/demographic content.
	Developmental Content Weight: 40%	Student included *all (4)* of the following areas of development for 7 assigned life stages: • *physical* • *cognitive* • *social/emotional* • *spiritual*	Student included *most (4)* of the assigned areas of development for *six* assigned life stages:	Student included *all (4)* of the assigned areas of development for *six* of the assigned life stages.	Student included *all (4)* or *most (3)* of the assigned areas of development for *five* of the assigned life stages.	Student included the assigned areas of development *for less than five* of the assigned life stages.
	Subtotal 50%					

Application	**Lifespan Development Connections Weight: 30%**	Student related specific impact(s) of *each (4)* of the following developmental areas of *each* life stage upon the subsequent stage(s).: • *physical* • *cognitive* • *social/emotional* • *spiritual*	Student related specific impact(s) of *most (3)* of the assigned developmental areas of *each* life stage upon the subsequent stage(s).	Student related specific impacts(s) of each of the assigned developmental areas of *six* life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the assigned developmental areas of *five* life stages upon the subsequent stage(s).	Student related specific impacts(s) of the assigned developmental stages of *four or less* life stages upon the subsequent stage(s).
	Subtotal 30%					
Communication	**Length Weight: 10%**	Student provided 1.5 to 2 pages for *7* life stages.	Student provided *less than* 1.5 to 2 pages for *7* life stages assigned but did include all 7 stages.	Student provided 1.5 to 2 pages for six of the life stages.	Student provided *less than* 1.5 to 2 pages for six of the life stages.	Student addressed *less than six* of the life stages.
	Grammar and Usage 10%	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.
	Subtotal 20%					
	TOTAL					

DOMAIN	LEVEL	Not Applicable	Does Not Meet	Meets	Exceeds
UNDERSTANDING	Able to understand theories, methods, and research findings related to lifespan development.				
APPLICATION	Able to apply in a Christian Education ministry the biopsychosocial and spiritual needs of individuals across the lifespan.				
COMMUNICATION	Able to communicate the major biopsychosocial influences on the development of individuals across the lifespan.				