



CEEF 6306

Lifespan Development

New Orleans Baptist Theological Seminary

Church Ministry Division

Fall 2021

Donna B. Peavey, BS, MRE, ThM, PhD

Professor of Christian Education

Director of Program Advancement, ELC

New Orleans Baptist Theological Seminary

Dodd 109

3939 Gentilly Blvd.

New Orleans, LA 70126

Office: (504) 282-4455 ext.3741

dpeavey@nobts.edu

Grader: Della Lago, BS, MACE

peaveygrader@gmail.com

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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 understanding of how developmental concepts, theories, and principles apply to everyday life and ministry contexts.
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.

I. *Demographic Characteristics*: Introduce your individual. For the time of your subject's birth, provide demographic characteristics (refer to the rubric). *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.

II. *Eight Life Stages (one pre-birth, seven post-birth)*

Using the template provided on Blackboard, in 1.5 to 2 pages for each of the assigned *eight* life stages (Prenatal, 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 must connect the infancy stage to the prenatal (pre-birth) stage. What kind of prenatal care did the mother receive? Refer to the rubric in the syllabus for factors to address. *Each installment is due by Sunday at 11:59 p.m. in the week it is due.*

- Write in narrative form (not a bullet list of information) as you share the life story of your fictional character.
- Create ONE document – begin with demographic characteristics and end with late adulthood **IN THE SAME DOCUMENT**; just keep adding new life stages to the same paper, using headings to denote the new life stage. Submit with a cover sheet.
- **Connect the biography to course content**; Use page numbers and provide citations if you reference a source.
- Review the comments provided in the Grade Center with your submissions. Before the last submission, make corrections/additions to the content for the various life stages based upon the feedback.
- Proof your entire paper for typos, grammar, and formatting adjustments.

You will receive essential feedback which will be helpful as you construct the subsequent life stage biographies. **YOU WILL NOT RECEIVE A SEPARATE GRADE FOR EACH INSTALLMENT. THE ASSIGNMENT GRADE WILL BE POSTED AFTER THE LAST INSTALLMENT.** 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. *This assignment is related to Student Learning Outcomes #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 Digital Platform

MindTap Psychology for Kail/Cavanaugh's *Essentials of Human Development*, 2nd Edition, 2017 [Instant Access], 1 term (6 months) by Robert V. Kail; John C. Cavanaugh, Edition: 2nd ISBN: 9781305858657. **YOU MUST PURCHASE THE DIGITAL PLATFORM. DO NOT PURCHASE A HARD COPY OF THE BOOK OR E-BOOK ONLY!** Go to <https://www.cengage.com/c/essentials-of-human-development-a-life-span-view-2e-kail/9781305858657/?filterBy=Student> or purchase through ecampus bookstore.

Required Text

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

Methodology

Methods used in this course include readings, lecture, videos, discussion, and individual learning assignments.

Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Blackboard in Assignments. Weeks begin in Monday and end on Sunday. Unless otherwise instructed, assignments are due on Sundays by 11:59 p.m.

1. Readings/Assignments:

Due: See Course Schedule Below

All readings and review of course materials should be completed prior to class so you can actively relate to all discussions. Reading and review is extremely important as class discussions are designed to supplement unit study and provide opportunities to process what you have read and reviewed. A minimum of one to two hours 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 Below

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. You 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 Below

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 text. 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, 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 at 12:30 a.m. on Monday and will close at 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), and not on a public Wi-Fi. You may lose connection to the exam if you do not follow this instruction. I know this is “old-school” but it is what I have been told.
- 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 exam.

If you believe that an answer to a question is keyed incorrectly, please send an email with the full questions, 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 (10% each/Total=20%) Due: Weeks 6, 15

Complete two projects selected from the application projects presented in the syllabus (pg. 7). Select one project from options 1-6 and one from options 7-10. 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 Outcomes #2 and #3.*

5. Developmental Biography (30%) Due: Weeks 3, 5, 9, 11, 13

Refer to the description under The Embedded Assignment (pg. 1-2 of the syllabus).

6. Class Presence and Participation (10%)

Class presence and participation points may be earned to encourage your active class participation and discussion. You will earn a perfect score if you attend class and actively contribute to the class discussion.

Presence: Although it is not required, a brief e-mail of explanation in advance of the absence is appreciated. Three late arrivals or early departures equal an absence. Attendance is taken each class period.

Participation: I am less concerned with “right” or “wrong” answers than I am with thoughtful contributions which follow the discussion and either add to it or move it in a new direction. If you find it uncomfortable to speak up in class, I encourage you to work on this skill, as this is an integral component of ministerial training.

Course Evaluation

Quizzes	10%
Examinations (5)	30%
Application Projects (10% each)	20%
Developmental Biography	30%
Presence and Participation	10%

Course Schedule

Week	Date(s)	Unit	Topic	Assignment
1	August 17, 19	Intro	Review of Syllabus/ Introduction to Lifespan Development	
2	August 24, 26	1	Theories of Development	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents Unit 1: Quiz 1 Due
3	August 31, September 2	2A	Prenatal Development, Infancy, and Early Childhood Pregnancy/Prenatal	Kail and Cavanaugh, Chapter 2 Unit 2A – Course Documents Unit 2: Quiz 1 Due Demographic Characteristics Due
4	September 7, 9	2B	The Newborn	Kail and Cavanaugh, Chapter 3 Unit 2B Course Documents
5	September 14, 16	3A	Infancy and Early Childhood Cognitive Development	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3A Course Documents Unit 3: Quiz 1 Due Developmental Biography for Prenatal and Infancy Due Exam #1 (Kail and Cavanaugh, Chapters 1-2, Balswick Part 1)
6	September 21, 23	3B	Socioemotional Development:	Kail and Cavanaugh, Chapter 5 Unit 3B Course Documents Unit 3: Quiz 2 Due Application Project I Due
7	September 28, 30	4	Middle Childhood	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents Exam #2 (Kail and Cavanaugh, Chapters 3-5; Balswick, Chapter 6)
8	October 5, 7		FALL BREAK	
9	October 12, 14	5	Adolescence	Kail and Cavanaugh, Chapters 8-9 Balswick, Chapter 8 Unit 5 Course Documents Unit 5: Quiz 1 Due Developmental Biography for Early and Middle Childhood Due
10	October 19, 21	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)

Week	Date(s)	Unit	Topic	Assignment
11	October 26, 28	7	Middle Adulthood	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents Unit 7: Quiz 1 Due Developmental Biography for Adolescence and Young Adulthood Due
12	November 2, 4	8A	Late Adulthood	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents Exam #4 (Kail and Cavanaugh, Chapters 10-13; Balswick, Chapters 9-10)
13	November 9, 11	8B	Late Adulthood	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents Unit 8: Quiz 1 Due Developmental Biography for Middle and Late Adulthood Due
14	November 16, 18	8C	Dying and Bereavement	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents Unit 8: Quiz 2 Application Project II Due
15	November 23, 25		THANKSGIVING BREAK	
16	November 30 December 2	9	Applications for Ministry	Balswick, Part Three
	December 7			Final Exam – 10:00 – 12:00

***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. You should 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	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.	2-5	
2.	Since we have no memories of the first few years of our lives, we must rely on those who took care of us to tell us what our early lives were like. Learn about your early physical development by interviewing your parent(s) or guardian(s).	2-5	
School-Age Children			
3	Conduct Piagetian conservation tasks with two children (about 3-9 years of age). Record and report their responses.	6-7	
4.	Visit http://datacenter.kidscount.org/ and research child maltreatment, poverty, and other indicators that you think are particularly notable in your state.	6-7	
Adolescence			
5	Write a letter to your future child describing the physical and psychological changes that they will experience during puberty	8-9	
6	Analyze media in relation to adolescent development. Choose a topic related to adolescent development and analyze its depiction in the media.	8-9	
Application Project I Due			Week 6
Young and Middle Adulthood			
7	Learn about alcohol use and addiction from the National Institute on Alcohol Abuse and Alcoholism.	10-13	
8	Interview a family member, friend, or community member, who is at least 35 years of age, about his/her career experiences.	10-13	
Late Adulthood			
9	Conduct interviews with two people (one male, one female) in late adulthood about their experience of aging.	14-15	
Dying			
10	Learn about national and local bereavement support groups and services.	16	
Application Project II Due			Week 15

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 or PDF documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. (Hint: PDF preserves the formatting).

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.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent

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.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Student 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 CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS 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 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: 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: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>

Office Hours: Hours are posted outside the office door. Email the professor to arrange a meeting outside of posted hours.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek

support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

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

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

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Bibliography

Beckett, Chris, and Hilary Taylor. *Human Development and Growth*, 2nd ed. England: Sage, 2010.

Biography. *Jean Piaget*. Available at: <https://www.biography.com/scientist/jean-piaget>

Cavanaugh, John, and Fredda Blanchard-Fields. *Adult Development and Aging*, 8th ed. Cengage: 2019.

Cherry, Kendra. *The 4 Stages of Cognitive Development in Children*. Available at:

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

_____. *Child Development Theories and Examples*. Available at:

<https://www.verywellmind.com/child-development-theories-2795068>

Crandell, Thomas., Corinne Crandell, and James Zanden. *Human Development*. New York: McGraw-Hill, 2012.

Gillibrand, R, V. Lam and V. O'Donnell. *Developmental Psychology*. England: Pearson Education Limited, 2011.

Hospice and Palliative Care Service. *Death and Dying*. Available at:

<https://www.hospicare.org/education/death-and-dying/>

Mayo Clinic Staff. *Fetal Development: the 1st Trimester*. Available at:

<https://www.mayoclinic.org/healthy-lifestyle/pregnancy-week-by-week/in-depth/prenatal-care/art-20045302>

MIT. Young Adult Development Project. Available at:

<https://hr.mit.edu/static/worklife/youngadult/changes.html>

Patrick, Julie, Bert Hayslip, and Lisa Hollis-Sawyer. *Adult Development and Aging: Growth, Longevity, and Challenges, 1st ed.* Thousand Oaks, CA: Sage, 2021.

Ryan, Allison, Tim Urdan, and Eric Anderman. *Adolescent Development for Educators.* Boston, MA: 2017.

Rubric for Developmental Biography (Embedded Assignment)						
	Criteria	Excellent	Good	Fair	Poor	Unacceptable
Understanding	Biographical/ Demographic Content Weight: 5%	Student demonstrated an excellent understanding of bio/demo of a character by providing a thorough descriptive narrative of the following <i>eight</i> areas: Gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical health of family members, psychological health of family members	Student provided a thorough descriptive narrative of most content areas.	Student provided a shallow descriptive narrative of some content areas.	Student provided a shallow descriptive narrative of a few content areas.	Student failed to provide a descriptive narrative of content areas.
	Prenatal Weight: 5%	Student demonstrated excellent understanding of prenatal development by providing a deep narrative description of <i>six areas</i> of prenatal development: type and frequency of prenatal care received, environmental complications, developmental/medical complications of mother and fetus, mother's emotional state, length of pregnancy, type of delivery.	Student demonstrated above-average understanding of prenatal development by providing a deep descriptive narrative of <i>five</i> content areas.	Student demonstrated sufficient understanding of prenatal development by providing a shallow narrative description of <i>five or six</i> content areas.	Student demonstrated minimal understanding of prenatal development by providing a shallow narrative description of <i>four</i> content areas.	Student provide a narrative description of fewer than four content areas.
	Developmental Content Weight: 40%	Student demonstrated excellent understanding of the 4 areas of development for post-birth life stages by providing detailed descriptions of stages with examples.	Student demonstrated above-average understanding of 4 areas of development for post-birth life stages by providing somewhat detailed descriptions of stages with examples.	Student demonstrated sufficient understanding of 4 areas of development for post-birth life stages by providing general descriptions of the stages; some examples are provided.	Student demonstrated minimal understanding of the 4 areas of development for post-birth life stages by providing limited descriptions of the stages; very few examples are provided.	Student demonstrated no understanding of the 4 areas of development for post-birth life stages by providing superficial descriptions of the stages; no examples are provided.

Application	Lifespan Development Connections Weight: 30%	Student demonstrated excellent understanding of connections/relationship between life stages by providing detailed descriptions with examples.	Student demonstrated above-average understanding of connections/relationship between life stages by providing somewhat detailed descriptions with examples.	Student demonstrated sufficient understanding of connections/relationships between life stages by providing general descriptions; some examples are provided.	Student demonstrated minimal understanding of connections/relationships between life stages by providing limited descriptions; some examples are provided.	Student demonstrated no understanding of the connections/relationships between life stages by providing superficial or no examples.
Communication	Style: 10%	Writing is flowing and easy to follow. Sentences are well phrased.	Writing has minimal awkward, or unclear passages.	Writing has a few awkward or unclear passages.	Writing has several awkward or unclear passages.	Writing is choppy and unclear.
	Grammar and Usage: 5%	The paper is free of grammatical errors and errors in spelling and punctuation.	Grammatical errors and spelling/punctuation errors are rare and do not impede the flow of the paper.	Grammatical errors and spelling/punctuation errors are occasional and somewhat impede the flow of the paper.	Grammatical errors and spelling/punctuation errors are frequent; they impede the flow of the paper.	Grammatical errors and spelling/punctuation errors are constant; they significantly impede the flow of the paper.
Mechanics	Length and Format Weight: 5%	Follows the template and has no Turabian errors; meets length requirement.	Follows the template; has very few Turabian errors; nearly meets length requirement.	Follows the template; has several Turabian errors; fails to meet the length requirement.	Follows the template; has many Turabian errors; fails to meet the length requirement.	Does not follow the template; has many Turabian errors; fails to meet the length requirement