



CEYH6341 Understanding Contemporary Adolescents (NOLA2U Flex)

New Orleans Baptist Theological Seminary
Church Ministry Division

Fall 2021 Tuesday/Thursday 9:30-10:50 a.m.

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Mission Statement

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

Course Catalog Description

A study is made of the developmental characteristics of adolescence, including the physical, emotional, social, intellectual, religious, and moral.

Student Learning Outcomes

Upon completion of the course, the student will be able to:

Cognitive:

- Describe adolescence as a unique period of life from historical and current perspectives.
- Describe the developmental processes that accompany adolescence with attention to physical, mental, social, and moral.
- Identify current research in adolescent psychology which has implications for ministry to adolescents and their families.

Affective:

- Empathize with parents and adult volunteers as to the difficulty of understanding teenagers.
- Comprehend the urgency of competency in understanding developmental issues.

Psychomotor:

- Summarize the positions taken by selected adolescent theorists and distinguish between their schools of thought.

- Articulate to ministry partners (parents, youth workers, staff) implications of understanding adolescent development.
- Integrate principles of adolescent development into the structure of youth ministry in the local church.

Course Requirements

Textbook:

Santrock, John. *Adolescence, 17th Edition*. (New York, NY: McGraw-Hill Education, 2019).

ISBN-10: 1260058786

** Consider renting this textbook on Amazon **

Course Teaching Methodology

The course will involve the following methodologies: reading assignments, lecture, discussion, and individual learning assignments.

Format

This course is taught in the classroom and NOLA2U.

Assignments and Evaluation Criteria

1. Reading Assignments: (10%)

See Course Schedule for Due Dates

All reading assignments should be completed prior to the deadline so you can actively engage and process all course materials. The assigned reading for each unit appears in the “Course Schedule” section of the syllabus. Reading is extremely important as the content covered in this course is based on the required reading. Blackboard discussion shows the level to which you are grasping and applying the course content. A minimum of one to two hours of reading and studying is needed to prepare for each unit. **Each student will be asked to report a percentage of the reading you have completed at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcome.*

2. Class Participation (15%)

Each student is expected to participate fully throughout the course. Each student begins with a grade of 100. The class participation grade will be reduced one point for each tardy and two points for absence. Participation in class discussions will also be evaluated by the professor. The professor will record attendance each class period. As indicated in the Academic Catalogue, eight absences during the semester results in failure of the course. *This assignment is related to the Cognitive and Psychomotor Student Learning Outcomes.*

3. Unit Quizzes: (2.5% each, Total = 20%)

Each student is expected to take all quizzes at the scheduled times. Quizzes are open book/open note. Unit quizzes will cover the content found in the unit’s assigned reading. Unit quizzes will consist of objective questions (true/false, multiple choice, fill-in-the-blank, etc.) and subjective questions (essay questions and short answer questions). **Make-up unit quizzes are approved at the discretion of the professor.** *These assignments are related to the Cognitive Student Learning Outcome.*

4. Journal Article Review (20%)

Locate an academic (peer-reviewed) journal article concerning one aspect of adolescent development (physical, cognitive, social, moral/spiritual). Write a 3-4 page review of the research summarizing the conclusions and suggesting application in the local church. For assistance with this assignment, refer to the **Peer-Reviewed Journal section** of this syllabus.

The review should include:

1. A full bibliographic reference
2. The author's primary point(s)
3. At least one identified strength
4. At least one identified weakness
5. A summary of the conclusions and suggested application in the local church

Note: Strengths and weaknesses are not likes or dislikes, but an academic evaluation that should be supported by the course texts or content. *This assignment is related to the Cognitive and Psychomotor Student Learning Outcomes.*

5. Research Paper (35%)

Each student will write a 10-12 page research paper on a "current event" topic that relates to adolescent development (for example: eating disorders, addiction, bullying, etc.). The paper must include at least eight sources and should follow Turabian 8 formatting – double-spaced with one-inch margins, and a cover page. The paper should include an adequate presentation of information on the topic as well as a section on implications and applications for youth ministry. *This assignment is related to the Affective Student Learning Outcome.*

Evaluation of Grade

The student's grade will be computed as follows:

Reading Assignments	10%
Classroom Participation/Blackboard Discussion	15%
Unit Quizzes (10 at 2% each)	20%
Journal Article Review	20%
Research Paper	35%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policies

Students are responsible for completing all reading assignments.

Please arrive on time.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Professor's Policy on Late Assignments

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 10 percent penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Blackboard. Do not send files as attachments via email to the professor.

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 Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Style and Formatting

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"

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 helps and guidelines.

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources.

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/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Academic Policies

Academic policies related 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](#).

Grading Scale

Each student's 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 catalog.

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

Extra Credit

The policy for extra credit in this course is students can submit an additional Journal Article Review for extra credit. The extra journal article review will not substitute or replace any course assignment. The extra credit assignment is worth up to three points on the final grade.

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.

Special Needs

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

Withdrawal from the Course

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through [assignment by professor] after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

Selected Bibliography

Peer-reviewed journals:

Adolescence – available online at ebsco

Journal of Adolescence – published by the Association in Professional Services for Adolescents

Journal of Adolescent Research – available online at ebsco

Journal of Research on Adolescence – published by Society for Research on Adolescence

Journal of Youth and Adolescence – published by Springer

Journal of Youth Ministry – published by the Association of Youth Ministry Educators

Journal of Youth and Theology – published by the International Association for the Study of Youth Ministry

Books:

Arnett, Jeffrey J. *Adolescence and Emerging Adulthood: A Cultural Approach*, 5th ed. Boston: Pearson, 2013.

Bertoli, Dewey. *Back to the Heart of Youth Work*. Wheaton, IL: Victor Books, 1989.

Black, Wesley. *An Introduction to Youth Ministry*. Nashville, TN: B&H, 1998.

Cannister, Mark. *Teenagers Matter: Making Student Ministry a Priority in the Church*. Edited by Chap Clark. Grand Rapids, MI: Baker Publishing, 2013.

Clark, Chap, ed. *Adoptive Youth Ministry: Integrating Emerging Generations into the family of Faith*. Grand Rapids, MI: Baker Publishing, 2016.

Castor, Ken and Katie Edwards. *The Skinny on Discipleship: A Big Youth Ministry Topic in a Single Little Book*. Loveland, CO: Simply Youth Ministry, 2015.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers is Telling the American Church*. New York, NY: Oxford University Press, 2010.

DeVries, Mark. *Family-Based Youth Ministry*. InterVarsity Press, 2004.

_____. *Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It*. Downers Grove, IL: InterVarsity Press, 2008.

_____, and Jeff Dunn-Rankin. *The Indispensable Youth Pastor: Land, Love, and Lock in Your Youth Ministry Dream Job*. Loveland, CO: Group/Simply Youth Ministry, 2011.

Dunn, Richard and Mark Senter. *Reaching a Generation for Christ*. Chicago: Moody Press, 1997.

Dunn, Richard and Jana L. Sundene. *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation*. Westmont, IL: InterVarsity Press, 2012.

Erwin, Pamela. *A Critical Approach to Youth Culture: Its Influence and Implications for Ministry*. Grand Rapids, MI: Zondervan, 2010.

Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids, MI: Zondervan Youth Specialties, 1998.

Fields, Doug. *Your First Two Years in Youth Ministry*. Grand Rapids, MI: Zondervan/Youth

- Specialties, 2002.
- Goodwin, Debbie Salter. *Raising Kids to Extraordinary Faith: Helping Parents and Teachers Disciple the Next Generation*. Kansas City, MO: Beacon Hill Press, 2008.
- Geiger, Eric, Michael Kelly, and Philip Nation, *Transformational Discipleship: How People Really Grow*. Nashville, TN: B&H Publishing 2012.
- Grassel, Rich. *Help! I'm a Small Church Youth Worker!* Grand Rapids, MI: Zondervan/Youth Specialties, 2002.
- Kageler, Len. *The Youth Minister's Survival Guide*. Grand Rapids, MI: Zondervan/YouthSpecialties, 1992.
- Erwin, Pamela. *A Critical Approach to Youth Culture: Its Influence and Implications for Ministry*. Grand Rapids, MI: Zondervan, 2010.
- Ogden, Greg, *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downer's Grove, IL: InterVarsity Press, 1998.
- Patty, Steven and Steve Keels, eds. *Impact: Student Ministry that Will Transform a Generation*. Nashville, TN: Broadman & Holman, 2005.
- Pelt, Rich Van and Jim Hancock. *The Youth Worker's Guide to Helping Teenagers in Crisis*. Grand Rapids, MI: Zondervan/Youth Specialties, 2005.
- Senter, Mark. *When God Shows Up: A History of Protestant Youth Ministry in America*. Edited by Chap Clark. Grand Rapids, MI: Baker Publishing, 2010.
- Setran David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Publishing, 2013.
- Shafer, Barry. *Unleashing God's Word in Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.
- Smith, Christian and Melinda Lundquist Denton. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. New York, NY: Oxford University Press, 2005.
- Spooner, Bernie, Ed. *Youth /Collegiate Christian Education*. Coppel, TX: Christian Leadership Publishing, 2015.
- Wright, Steve with Chris Graves. *reThink*. InQuest Ministries, 2007.
- Yaconelli, Mike. *The Core Realities of Youth Ministry: Nine Biblical Principles that Mark Healthy Youth Ministries*. Grand Rapids, MI: Zondervan/Youth Specialties, 2004.

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Course Schedule

Due Date	Topic	Reading	Assignment Due
Unit One: Introduction and Overview of Development			
8/17	Syllabus Review Introduction to Adolescent		
8/19	Overview of Development	Santrock Ch. 1	
8/24	Puberty and Biological Foundations	Santrock Ch. 2	Quiz 1 Due before midnight on Tuesday, Aug. 24
Unit Two: Cognitive Development and Identity			
8/26	Piaget's Theory Vygotsky's Theory	Santrock Ch. 3	
8/31	Cognition Attention & Memory		
9/2	Erikson's Stages	Santrock Ch. 4	
9/7	Identity Development		Quiz 2 Due before midnight on Tuesday, Sept. 7
Unit Three: Gender & Sexuality			
9/9	Biological, Social, and Cognitive Influences on Gender	Santrock Ch. 5	
9/14	Sexual Identity LGBTQ		
9/16	Library Day (no class)		
9/21	Sexual Development	Santrock Ch. 6	
9/23	Biblical Response		Quiz 3 Due before midnight on Thursday, Sept. 23
Unit Four: Moral Development & Religion			
9/28	Kohlberg Fowler	Santrock Ch. 7	
9/30	Religion & Spirituality Youth Ministry Implications		Quiz 4 Due before midnight on Thursday, Sept. 30

10/5	Fall Break (no class)		
10/7	Fall Break (no class)		
10/12	Library Day (no class)		
10/14	Library Day (no class)		
Unit Five: Family Dynamics and Issues			
10/19	Family Connections Parenting Styles	Santrock Ch. 8	Journal Article Review Due
10/21	Family and Faith Development		Quiz 5 Due before midnight on Thursday, Oct. 21
Unit Six: Relating to Others			
10/26	Peers and Romantic Relationships	Santrock Ch. 9	
10/28	Gender and Culture The Importance of Relationships		Quiz 6 Due before midnight on Thursday, Oct. 28
Unit Seven: Education, Career Choice, and Cultural Influences			
11/2	Adolescent learning	Santrock Ch. 10	
11/4	Finding a Career	Santrock Ch. 11	
11/9	Pop Culture and Youth Ministry part 1	Santrock Ch. 12	
11/11	Pop Culture and Youth Ministry part 2		Quiz 7 Due before midnight on Thursday, Nov. 11
11/16	Library Day (no class)		
11/18	Library Day (no class)		
11/23	Thanksgiving Break (no class)		
11/25	Thanksgiving Break (no class)		
Unit Eight: Ministry to Adolescents			
11/30	Adolescent Problems	Santrock Ch. 13	Quiz 8 Due before midnight on Tuesday, Nov. 30
12/2	Youth Ministry Implications		
12/7	Putting It All Together		Research Paper Due