



CEEF 6306

Lifespan Development

New Orleans Baptist Theological Seminary

Christian Education Division

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

The Purpose of the Course

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

Core Values

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

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

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

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

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

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year the Core Value is *Mission Focus*.

Curriculum Competencies Addressed

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 Description

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

Student Learning Outcomes

Upon completion of this course you will be able to:

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

Required Readings

Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View*. Belmont, CA: Wadsworth Cengage Learning, 2014. ISBN: 978-1133943440 (This text is available for rent or as an ebook)

Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic, 2005. ISBN: 978-0830827930 (Kindle edition available)

Course Teaching Methodology

Units

Prenatal Development, Infancy, and Early Childhood

School-age Children and Adolescence

Young and Middle Adulthood

Late Adulthood

Methodology

Methods used in this course include lecture, group work and presentations, service hours, guest speakers, and individual learning assignment.

Format

This course is taught on the main campus in a block format.

Assignments and Evaluation Criteria

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 unit is assigned for each class period and denoted on the syllabus. Course documents for each unit are posted on Blackboard and should be reviewed prior to class. Reading the chapters and reviewing the posted documents are extremely important as class discussions will not cover all of the assigned material. Instead, class experiences are designed to expand your understanding and provide opportunities to process what you have studied. A minimum of two hours 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. Quizzes will be posted on Blackboard. Weekly quizzes will open on Monday at 8:00 a.m. and **must be taken by 8 a.m. on the due date.** Quizzes will not be accessible after the due date. No late quizzes will be allowed. You may use your textbooks for the quizzes. *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). *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=10%)

Due: 3/30

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

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

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

5. Service Learning Project (7.5%)

Due: 4/13

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. A completed *Supervisor Evaluation for Student Service Learning* will be submitted on the assigned date. *This assignment is related to Student Learning Outcome #2.*

Service Learning Reflection Paper (7.5%)

Due: 4/13

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 (20%) and Personal Journal (10%)

Due: 4/20

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:

- 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.

- In 1.5 to 2 pages per life stage (Infancy, Early Childhood, Middle Childhood, Adolescence, Young/Middle Adulthood, Late Adulthood), apply information from each chapter regarding that life stage to all aspects (biological, psychological, social/emotional) of your growing and maturing individual. 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. In the toddler stage you may address the relationship between father and child, the work situation of the parents, or child care arrangements.

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

For the Personal Journal:

- This course requires some self-examination and sharing of personal information. Because self-analysis is so important to promote self-understanding, and therefore important to ministry, each of you will be introspecting and analyzing yourselves. You will keep an electronic journal of how this experience has impacted you, making entries (1-2 paragraphs) at each developmental stage. Journal entries are due throughout the semester. 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.*

Course Evaluation

Quizzes	10%
Examinations (5)	30%
Journal Articles/Ministry Application (2)	10%
Service Learning Project	7.5%
Service Learning Project Reflection	7.5%
Developmental Biography	20%
Personal Journal	10%
Participation	05%

Course Policies

Absences: You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

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.

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.

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: 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, Tuesday, Thursday, Friday 9-12

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

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

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

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

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

504.816.8180 - Call for any technical questions/support requests.

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

Course Schedule

Week	Date	Topic	Assignment
1	1/20	Introduction to Lifespan Development Syllabus	
2	1/27	Unit 1: Chapter 1 Theories of Development	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents <ul style="list-style-type: none"> • The Study of Human Development • The Brain: A Secret History Unit 1: Quiz 1 Due
3	2/03	Prenatal Development, Infancy, and Early Childhood Unit 2: Chapters 2-3 Pregnancy/Prenatal Video: <i>Miracle of Life</i>	Kail and Cavanaugh, Chapter 2 Unit 2 – Course Documents <ul style="list-style-type: none"> • How is Sex Determined • Biological Beginnings Developmental Biography Demographic Characteristics Due Unit 2: Quiz 1 Due
4	2/10	The Newborn	Kail and Cavanaugh, Chapter 3 Unit 2 Course Document <ul style="list-style-type: none"> • Tools for Exploring Exam #1
5	2/17	Unit 3: Chapters 4-5 Cognitive Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3 Course Documents <ul style="list-style-type: none"> • The Emergence of Thought and Language Developmental Biography and Personal Journal for Infancy Due Unit 3: Quiz 1
6	2/24	Socioemotional Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 5 Unit 3 Course Documents <ul style="list-style-type: none"> • Entering the Social World Developmental Biography and Personal Journal for Early Childhood Due Unit 3: Quiz 2 Due
7	3/02	School-age Children and Adolescence Unit 4: Chapters 6-7 Middle Childhood	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents Developmental Biography and Personal Journal for Middle Childhood Due Exam #2

Week	Date	Topic	Assignment
8	3/09	Unit 5: Chapters 8-9 Adolescence	Kail and Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Unit 5 Course Documents Developmental Biography and Personal Journal for Adolescence Due Unit 5: Quiz 1 Due
9	3/16	Spring Break	
10	3/23	Young and Middle Adulthood Unit 6: Chapters 10-11 Young/Middle Adulthood	Kail and Cavanaugh, Chapters 10-11 Balswick, Chapter 9 Unit 6 Course Documents Exam #3
11	3/30	Unit 7: Chapters 12-13 Young and Middle Adulthood	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents Journal Articles Due Unit 7: Quiz 1 Due
12	4/6	Late Adulthood Unit 8: Chapters 14-16 Late Adulthood	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents <ul style="list-style-type: none"> • Late Adulthood Exam #4
13	4/13	Late Adulthood	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents <ul style="list-style-type: none"> • Social Aspects of Later Life Service Learning Project Due Unit 8: Quiz 1 Due
14	4/20	Dying and Bereavement	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents <ul style="list-style-type: none"> • Dying and Bereavement Developmental Biography and Personal Journal for Adulthood Due
15	4/27	Applications for Ministry	Balswick, Part Three
16	5/4	Field Trip: TBA	
	5/11	Final Exam – Online 9:00- 11:00	

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

Rubric for Developmental Biography (Embedded Assignment)

Criteria	Excellent 100%	Good 80%	Adequate 60%	Marginal 40%	Poor 20%
Biographical/ Demographic Content Weight: 35%	Student provided excellent biographic/demographic content for all eight areas including: gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical and psychological health of family members.	Student provided biographic/demographic content for six to seven areas.	Student provided biographic/demographic content for four to five areas.	Student provided biographic/demographic content for less than four areas.	
Organization Weight: 50%	Student provided 1.5 to 2 pages per life stage for <i>all six</i> life stages (1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood), and applied information from each chapter regarding that life stage to <i>all aspects</i> of the growth and maturation of the individual. Student <i>connected each</i> life stage to the previous stages.	Student provided 1.5 to 2 pages per life stage for <i>all six</i> life stages (1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood), and applied information from each chapter regarding that life stage to <i>most aspects</i> of the growth and maturation of the individual. Student <i>connected all</i> six life stages to previous stages.	Student provided <i>less than</i> 1.5 to 2 pages per life stage for <i>all six</i> life stages (1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood), and applied information from each chapter regarding that life stage to <i>all aspects</i> of the growth and maturation of the individual. Student <i>connected most</i> life stages to the previous stages.	Student <i>did not provide</i> life stage for <i>all six</i> life stages (1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young/Middle Adulthood, 6. Late Adulthood), <i>or apply</i> information from each chapter regarding that life stage to <i>all aspects</i> of the growth and maturation of the individual. Student <i>did not connect</i> life stages to previous stages.	
Spelling/ Grammar Weight: 15%	Paper had no spelling or grammar mistakes.	Paper had less than five spelling or grammar mistakes.	Paper had 6-9 spelling or grammar mistakes.	Paper had 10 or more spelling or grammar mistakes.	