



## **CEEF6306**

### **Lifespan Development**

New Orleans Baptist Theological Seminary  
Christian Education Division  
Spring, 2017

#### **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](mailto:dpeavey@nobts.edu)

#### **Grader: Stephanie Cline, BA, MACE**

[peaveygrader@gmail.com](mailto:peaveygrader@gmail.com)

#### **Mission Statement**

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

#### **Core Value Focus**

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

#### **Curriculum Competencies**

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

*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.

## Embedded Assignment

### Developmental Biography (30%)

**Due: See Course Schedule**

You will 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.
- 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. Connect each life stage to the prior stages. For example: You should connect the prenatal stage to the infancy 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      February 7
  - Infancy      February 21
  - Early Childhood      February 28
  - Middle Childhood      March 7
  - Adolescence      March 14
  - Young Adulthood      March 28
  - Middle Adulthood      April 4
  - Late Adulthood      April 25

**NOTE:** Each life stage developmental biography will be returned with essential feedback which will be helpful as you construct the subsequent life stage biographies. After feedback, you may resubmit the life stage developmental biography for final grading.

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.*

## Textbooks

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

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

## Course Teaching Methodology

### 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.

## Course Requirements

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 week. Quizzes will be posted on Blackboard. Weekly quizzes will open on Monday at 8:00 a.m. and **must be taken by 9 a.m. on Tuesday**. Quizzes will not be accessible after that time. No late quizzes will be given. 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: 4/13

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 and Reflection (5% each=10%)

Due: 4/20

You will provide 5 hours of service to an *individual* or *group of people* who are discussed in our texts (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. For this assignment, teaching does not qualify as service. A completed *Supervisor Evaluation for Student Service Learning* (in Assignments on Blackboard) will be submitted on the assigned date. *This assignment is related to Student Learning Outcome #2.*

##### Service Learning Reflection

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 2-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 (30%)

Due: 4/27

You will 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.
- 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. Connect each life stage to the prior stages. For example: You should connect the prenatal stage to the infancy 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 February 7
  - Infancy February 21
  - Early Childhood February 28
  - Middle Childhood March 7
  - Adolescence March 14
  - Young Adulthood March 28
  - Middle Adulthood April 4
  - Late Adulthood April 25

NOTE: Each life stage developmental biography will be returned with essential feedback which will be helpful as you construct the subsequent life stage biographies. After feedback, you may resubmit the life stage developmental biography for final grading.

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.*

### **7. Class Participation (10%)**

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.*

### **Evaluation of Grade**

Quizzes	10%
Examinations (5)	30%
Journal Articles/Ministry Application (2)	10%
Service Learning Project	5.0%
Service Learning Project Reflection	5.0%
Developmental Biography	30%
Participation	10%

### **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 need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email at [peaveygrader@gmail.com](mailto: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.

**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.

**Hurricane/Severe Weather Evacuation:** In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://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](http://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 9-12, Tuesday 1-4, Wednesday 9-12, Thursday 1-4, 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](http://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/](http://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](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

## Course Schedule

Week	Date	Topic	Assignment
1	1-24/26	Introduction to Lifespan Development Syllabus	
2	1-31/2-2	<b>Unit 1: Chapter 1</b> Theories of Development	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents <ul style="list-style-type: none"> <li>The Study of Human Development</li> <li>The Brain: A Secret History</li> </ul> <b>Unit 1: Quiz 1 Due</b>
3	2-7/9	<b>Prenatal Development, Infancy, and Early Childhood</b> <b>Unit 2: Chapters 2-3</b> Pregnancy/Prenatal Video: <i>Miracle of Life</i>	Kail and Cavanaugh, Chapter 2 Unit 2 – Course Documents <ul style="list-style-type: none"> <li>How is Sex Determined</li> <li>Biological Beginnings</li> </ul> <b>Developmental Biography Demographic Characteristics Due</b> <b>Unit 2: Quiz 1 Due</b>
4	2-14/16	The Newborn	Kail and Cavanaugh, Chapter 3 Unit 2 Course Document <ul style="list-style-type: none"> <li>Tools for Exploring</li> </ul> <b>Exam #1</b>
5	2-21/23	<b>Unit 3: Chapters 4-5</b> Cognitive Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3 Course Documents <ul style="list-style-type: none"> <li>The Emergence of Thought and Language</li> </ul> <b>Developmental Biography and Personal Journal for Infancy Due</b> <b>Unit 3: Quiz 1</b>
6	2-28/3-2	Socioemotional Development: Infancy and Early Childhood	Kail and Cavanaugh, Chapter 5 Unit 3 Course Documents <ul style="list-style-type: none"> <li>Entering the Social World</li> </ul> <b>Developmental Biography and Personal Journal for Early Childhood Due</b> <b>Unit 3: Quiz 2 Due</b>
7	3-7/9	<b>School-age Children and Adolescence</b> <b>Unit 4: Chapters 6-7</b> Middle Childhood	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents <b>Developmental Biography and Personal Journal for Middle Childhood Due</b> <b>Exam #2</b>
8	3-14/16	<b>Unit 5: Chapters 8-9</b> Adolescence	Kail and Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Unit 5 Course Documents <b>Developmental Biography and Personal Journal for Adolescence Due</b> <b>Unit 5: Quiz 1 Due</b>
9	3-21/23	<b>Spring Break</b>	

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
10	3-28/30	<b>Young and Middle Adulthood</b> <b>Unit 6: Chapters 10-11</b> Young/Middle Adulthood	Kail and Cavanaugh, Chapters 10-11 Balswick, Chapter 9 Unit 6 Course Documents <b>Developmental Biography and Personal Journal for Young Adulthood Due Exam #3</b>
11	4-4/6	<b>Unit 7: Chapters 12-13</b> Young and Middle Adulthood	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents <b>Developmental Biography and Personal Journal for Middle Adulthood Due Unit 7: Quiz 1 Due</b>
12	4-11/13	<b>Late Adulthood</b> <b>Unit 8: Chapters 14-16</b> Late Adulthood	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents <ul style="list-style-type: none"> <li>• Late Adulthood</li> </ul> <b>Journal Articles Due Exam #4</b>
13	4-18/20	Late Adulthood	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents <ul style="list-style-type: none"> <li>• Social Aspects of Later Life</li> </ul> <b>Service Learning Project Due Unit 8: Quiz 1 Due</b>
14	4-25/27	Dying and Bereavement	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents <ul style="list-style-type: none"> <li>• Dying and Bereavement</li> </ul> <b>Developmental Biography and Personal Journal for Late Adulthood Due</b>
15	5-2/4	Applications for Ministry	Balswick, Part Three
	5/11		<b>Final Exam – Online 9:00- 11:00</b>

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

<b>Rubric for Developmental Biography (Embedded Assignment)</b>					
<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Unacceptable (0)</b>
<b>Biographical/Demographic Content</b>  <b>Weight: 15%</b>	Student provided complete biographic/demographic content for the following <i>eight</i> areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided complete biographic/demographic content for <i>seven</i> of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided complete biographic/demographic content for <i>six</i> of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student provided <i>incomplete</i> biographic/demographic content for <i>five</i> or more of the following areas: <ul style="list-style-type: none"> <li>• gender</li> <li>• socio-economic status</li> <li>• ethnicity</li> <li>• cultural background</li> <li>• family composition</li> <li>• parental characteristics</li> <li>• physical health of family members</li> <li>• psychological health of family members.</li> </ul>	Student failed to provide biographic/demographic content.
<b>Developmental Content</b>  <b>Weight: 30%</b>	Student included <i>all (4)</i> of the following areas of development for 7 assigned life stages: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>most (4)</i> of the following areas of development for <i>six</i> assigned life stages: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>all (4)</i> of the following areas of development for <i>six</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included <i>all (4)</i> or <i>most (3)</i> of the following areas of development for <i>five</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>	Student included the following areas of development for <i>less than five</i> of the assigned life stages. <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul>
<b>Lifespan Development Connections</b>  <b>Weight: 30%</b>	Student related specific impact(s) of <i>each (4)</i> of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>each</i> life stage upon the subsequent stage(s).	Student related specific impact(s) of <i>most (3)</i> of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>each</i> life stage upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>six</i> life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>five</i> life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the following: <ul style="list-style-type: none"> <li>• <i>physical development</i></li> <li>• <i>cognitive development</i></li> <li>• <i>social/emotional development</i></li> <li>• <i>spiritual development</i></li> </ul> of <i>four or less</i> life stages upon the subsequent stage(s).
<b>Length</b>  <b>Weight: 15%</b>	Student provided 1.5 to 2 pages for 7 life stages assigned: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young Adulthood, 6. Middle Adulthood, 7. Late Adulthood	Student provided <i>less than</i> 1.5 to 2 pages for 7 life stages assigned but did include all 7 stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young Adulthood, 6. Middle Adulthood, 7. Late Adulthood	Student provided 1.5 to 2 pages for six of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young Adulthood, 6. Middle Adulthood, 7. Late Adulthood	Student provided <i>less than</i> 1.5 to 2 pages for six of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young Adulthood, 6. Middle Adulthood, 7. Late Adulthood	Student addressed <i>less than six</i> of the following life stages: 1. Infancy, 2. Early Childhood, 3. Middle Childhood, 4. Adolescence, 5. Young Adulthood, 6. Middle Adulthood, 7. Late Adulthood
<b>Grammar and Usage</b>  <b>10%</b>	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.