



BCCE 5400 Developmental Studies in Christian Education

Baptist College Partnership Program
New Orleans Baptist Theological Seminary
June 10-14, 2019

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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.*

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

Curriculum Competencies Addressed

The seminary has five core values. The focal core value for 2017-2018 is *Servant Leadership*. This course supports the five core values of the seminary. The curriculum competencies addressed in this course are:

Biblical exposition – Student will gain an understanding of the biblical description of the developing person.

Interpersonal relationships – Students will collaborate in class and thru assignments to foster the development of interpersonal skills.

Disciple making – Students will consider the developmental life stage of people in the disciple-making process.

Course Description

Besides reviewing the content of the course through textbook readings prior to the start of the seminar, the seminar also will provide students with the opportunity to research and discuss specific topics related to the field of Human (Lifespan) Development. The prerequisites to taking this seminar are the completion, with a “B” or better, of at least one college course in the area of

Human (Lifespan) Development and at least one course in Christian Education. Additionally, the approval of the Director of the Baptist College Partnership Program is required for entrance into the course.

Student Learning Outcomes

The student involved in this course should be able to:

- Demonstrate an understanding of theories, methods, and research findings related to lifespan development.
- Document major biopsychosocial influences on the development of individuals across the lifespan.

Required Readings

Select ONE of the following texts, which must be read in its entirety. You may request an alternative text (such as one used in an undergraduate course of human development. The text must be approved.)

Suggested:

Berger, Kathleen *The Developing Person Through the Life Span*, New York, NY: Worth Publishers, 2012.

Fiore, Lisa. *LifeSmart*. Chicago. McGraw-Hill, 2011. **ISBN-13:** 978-0078035241 (Text used in Leavell College)

Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View, 2nd edition*. Belmont. CA: Wadsworth Cengage Learning, 2017. ISBN: 978-1305504585 (This text is available as an ebook)

Course Teaching Methodology

Units

Unit 1: Overview

Unit 2: Birth and Infancy

Unit 3: Childhood

Unit 4: Adolescence

Unit 5: Young - Middle Adulthood

Unit 6: Mature Years

Unit 7: Death and Dying

Methodology

A seminar approach is used for lecture, discussion, video, case study, and collaborative projects.

Format

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

Course Requirements

The workshop is made up of three components: pre-assignments which are due upon arrival at the workshop, class assignments which are completed during the workshop, and post-assignments that are due three weeks after the workshop ends.

PRE-ASSIGNMENTS: All pre-assignments are due the day the course begins.

I. Textbook Summary

Read the textbook and summarize each section/chapter or parts in the table of contents of your textbook. For example, the Kale and Cavanaugh text has an introductory section and 4 parts. Each section includes several chapters that correspond with the stages in the lifespan, birth through death.

- Summarize the basic information in each section/chapter in one paragraph of 5-8 sentences. Excessive detail is not necessary, just the main concepts. (e.g. Kai and Cavanaugh has 16 chapters, thus, 16 paragraphs of summary.)

2. Journal Article Critiques.

Analyze and critique 6 articles written in the last five years from top quality, peer-reviewed journals in terms of the contribution the works make to the field of knowledge-one in each of the following focus areas: (1) infancy (birth – 2 years) (2) childhood (early or middle), (3) adolescence, (4) early adulthood, and (5) middle adulthood, and (6) late adulthood.

- Critiques should be 2 pages in length and follow *How to Critique a Journal Article*, which is included in this syllabus and posted on Blackboard in Assignments. 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.

Journals suitable for this assignment include, but are not limited to: *Adolescence, Child Development, Child Welfare, Developmental Psychology, Journal of Applied Gerontology, Journal of Applied Psychology, Journal of Divorce, Journal of Family Psychology, Journal of Gerontology, Journal of Marital and Family Therapy, Journal of Marriage and the Family, Psychology and Aging, Social Forces, Social Problems, Social Work, Sociology of Education, and Sociology of Religion.* (Online journals are acceptable.)

Seminar Research

Due: See Below

3. Developmental Chart. Conduct research on specific stages of the lifespan each day. *The written chart detailing the research will be submitted each day.*

- For each developmental stage, describe two major developmental milestones/characteristics in each of the developmental areas – physical, mental, social, emotional, spiritual (total of ten entries) of the developing person as well as the implications for Christian educators.
- Use library resources, Internet, your journal articles–whatever you can locate to construct a developmental chart.
- The chart will include sources consulted, a summary of findings, and the conclusions drawn. *See a sample of the chart below.* The ITC is open for anyone needing access to a computer.
- Each entry should include the source cited. A bibliography of all sources will be submitted on Friday.

Example of Developmental Chart

| Age | Developmental Characteristic | Source | Implication |
|-----|--|----------------|--|
| 0-2 | <i>spiritual</i> —beginning to understand God as Creator | Shelly, p.22 | Children need to <i>see</i> and <i>touch</i> things God made and <i>hear</i> that God made them. |
| 0-2 | <i>mental</i> — | Thomas, p. 277 | Sunday school - Practice saying words such as I, me, you, friend. |
| 0-2 | <i>physical</i> (motor skills)—can turn the doorknob | Waldrop, p. 29 | VBS: Old doorknobs make good toys |
| 0-2 | <i>social</i> | | |
| 0-2 | <i>emotional</i> | | |

Monday: Infant and Early Childhood Profiles

Due: June 10

Infant: birth through 2 yrs (35 months)

Early childhood: 36 months – 60 months (3-4)

Tuesday: Middle Childhood Profile

Due: June 11

Middle Childhood: 5-12 years

Wednesday: Adolescence Profile

Due: June 12

Adolescence: 13-18 years

Thursday: Early and Middle Late Adulthood Profiles

Due: June 13

Adults - Young adulthood: 25-40, Middle adulthood: 40-65

Friday: Late Adulthood Profiles

Due: June 14

Late Adulthood: 65+.

POST-ASSIGNMENT

4. Research Paper

Due: July 8

Due on Monday - 3 weeks and a weekend after completion of the seminar

Write a 10-page (no more, no less), Research Paper on the application of a developmental theory to Christian Education. The requirements are as follows:

- a. Introduction: (1 page) Why are you interested in this particular developmental theory?
- b. Theory/theorist: (6 pages): Examine a particular developmental theory.
 - Present a brief biography of the theorist
 - Explain the principles of the theory
 - Identify strengths and weaknesses of the theory
 - Comment on personal agreement or disagreement with the theory. Support your position
- c. Application to Christian Education: (2 pages):

- Present how the theory aligns with Scripture and where it “parts ways.”
- Suggest applications of the theory for ministry in the local church, with particular attention to the age group in which you are most interested.

This paper should be of publication quality, demonstrating your ability to engage in research, dialogue honestly with differing viewpoints, and reach defensible conclusions. The form of the paper should follow NOBTS style manual (Turabian or APA). The bibliography should have a minimum of eight sources. Internet sources are acceptable if they are academically credible.

Course Evaluation

| | |
|----------------------|-----|
| Textbook Summary | 10% |
| Journal Articles (6) | 30% |
| Developmental Chart | 30% |
| Research Paper | 30% |

SEMINAR SCHEDULE

Monday, 1:00pm–4:00pm

Introduction
 Studying Human Development
 Theories of Lifespan Development
 Gene-Context Interaction
 Prenatal Development and Birth

Tuesday, 8:30 a.m.–11:30 a.m.

Infancy
 Early Childhood
 Middle Childhood

Wednesday, 8:30 a.m.–11:30 a.m.

Adolescence
 Early Adulthood

Thursday, 8:30 a.m.–11:30 a.m.

Middle Adulthood

Friday, 8:00 a.m.–11:00 a.m.

Late Adulthood
 Death and Dying
 Curriculum Development and implications for Christian Education

Course Policies

Absences: You are not permitted absences from this course.

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 the 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. on 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: Grading is on a pass/fail basis, with pre-assignments, seminar assignments, and the post-assignment each counting one-third of the total grade.

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.

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 the 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 on 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. 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: 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> .

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: 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.



How To Critique A Journal Article

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So your assignment is to critique a journal article. This handout will give you a few guidelines to follow as you go. But wait, what kind of a journal article is it: an empirical/research article, or a review of literature? Some of the guidelines offered here will apply to critiques of all kinds of articles, but each type of article may provoke questions that are especially pertinent to that type and no other. Read on.

First of all, for any type of journal article your critique should include some basic information:

1. Name(s) of the author(s)
2. Title of article
3. Title of journal, volume number, date, month and page numbers
4. Statement of the problem or issue discussed
5. The author's purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself on your copy (not the library's copy, *please*).

The following are some questions you may want to address in your critique no matter what type of article you are critiquing. (Use your discretion. These points don't have to be discussed in this order, and some may not be pertinent to your particular article.)

1. Is the title of the article appropriate and clear?
2. Is the abstract specific, representative of the article, and in the correct form?
3. Is the purpose of the article made clear in the introduction?
4. Do you find errors of fact and interpretation? (This is a good one! You won't believe how often authors misinterpret or misrepresent the work of others. You can check on this by looking up for yourself the references the author cites.)
5. Is all of the discussion relevant?
6. Has the author cited the pertinent, and only the pertinent, literature? If the author has included inconsequential references, or references that are not pertinent, suggest deleting them.
7. Have any ideas been overemphasized or underemphasized? Suggest specific revisions.
8. Should some sections of the manuscript be expanded, condensed or omitted?
9. Are the author's statements clear? Challenge ambiguous statements. Suggest by examples how clarity can be achieved, but do not merely substitute your style for the author's.
10. What underlying assumptions does the author have?
11. Has the author been objective in his or her discussion of the topic?

In addition, here are some questions that are more specific to empirical/research articles. (Again, use your discretion.)

1. Is the objective of the experiment or of the observations important for the field?
2. Are the experimental methods described adequately?
3. Are the study design and methods appropriate for the purposes of the study?
4. Have the procedures been presented in enough detail to enable a reader to duplicate them? (Another good one! You'd be surprised at the respectable researchers who cut corners in their writing on this point.)