



CECH 6321 Child Development
New Orleans Baptist Theological Seminary
Division of Church Ministry
Spring, 2022 NOLA 2U (FLEX)

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

Course Description

A study is made of the human growth developmental process of children birth through eleven years. Physical, mental, social-emotional, and moral/spiritual characteristics are identified and related to implications for parents and teachers. Developmental theories are explored, and observations are made of young children.

Student Learning Outcomes

At the conclusion of the course you will be able to demonstrate an understanding of:

1. developmental theorists and researchers;
2. developmental and cultural issues impacting preschoolers and children; and skill in
3. developing ministry action to respond to the needs of preschoolers and children.

Required Texts

Berk, Laura. *Exploring Child Development*. Hoboken, NJ: Pearson, 2018. eTextbook ISBN-13: 978-0134893471.

LifeWay Kids, *Wholly Kids: Guiding Kids to Life in Christ*. Nashville: LifeWay Press, 2012.

LifeWay Kids, Levels of Biblical Learning (provided by professor)

LifeWay Kids, Bible Skills for Kids (provided by professor)

Units

Theory and Research in Human Development
Foundations of Development
Infancy and Toddlerhood
Early Childhood
Middle Childhood

Methodology

Methods used in this course include lecture, presentations, case study, and individual learning assignments.

Format

This course is taught on the main campus, NOLA2U (Flex).

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 page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf>).
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 by emailing a statement of completion to the 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.

Assignments and Evaluation Criteria

All assignments are to be posted to the course's Blackboard unless otherwise instructed.

1. Dear Abby Letters (20%)

Due: Weeks 3, 5, 7, 11, 14

Respond to five "Dear Abby" letters. Write at least 100 words in your response. Dear Abby letters are posted on Blackboard in the unit documents. Draw upon research-based information from your textbooks to formulate your response. Avoid plagiarism by putting the information into your own words and by referencing the information drawn from the textbook by indicating the page number. Be concise in your response and avoid mere opinion or anecdotal evidence. *This assignment is related to SLOs #1 and #2.*

2. Case Study and Narrative Report (30%)

Due: Weeks 3, 8, 12, 15

Observe one child between the ages of 0-11 years over the course of the semester, conducting observations and collecting artifacts to create a narrative report. You should

complete a minimum of five hours of observation of the child in a childcare, preschool, or elementary school setting. Maintain a log of your hours of observation. Obtain all clearances prior to beginning fieldwork. The Case Study will have the following parts:

- Three observations of the child totaling a minimum of five hours: one qualitative, one quantitative, and one of your choice (10%). Your observation notes should provide the following information about the child:
 - a pseudo name, age, physical appearance, the setting, and any other important background information.
- Oral or written reflection on each observation. Oral reflections should be no more than 5 minutes in length. (5%)
- Three artifact collections and review: one qualitative, one quantitative, and one of your choice (5%), and
- Oral or written reflections of each artifact – Oral reflections should be no more than 5 minutes in length (5%).
- Descriptive Narrative/Final Case Study Paper (5%)

You will use your observations to write your narrative. Examples of the components of the case study are posted on Blackboard. Use them as a guide of best practices for completing the Case Study assignment. Each part of the project is graded using a separate rubric, and the work is spread out over the semester.

Observations

- **Qualitative Observations:** A qualitative observation is one in which you simply note what you see using the anecdotal note format provided on Blackboard.
- **Quantitative Observations:** A quantitative observations is one in which you will use a checklist to assess a child's skills. This can be a checklist that you create or found online or in a printed source.
- **Remaining Objective:** For both qualitative and quantitative observations, you will only write down what you see and hear – just report the facts. Do not interpret your observation notes. Remain objective (versus subjective). Examples of **objective statements** are: "Mary rocked the baby in the Homeliving Center for 5 minutes" and "Jerry kicked the blocks over." Examples of **subjective statements** are: "Mary was content to rock the baby in the Homeliving Center for 5 minutes" and "Jerry kicked the blocks over because he was angry." See [Objective versus Subjective Observation Evidence](#) for more information.

Artifact Collection and Review

Collect artifacts from and/or on the child during the time you observe the child. Artifacts may include, but are not limited to, the following:

Qualitative Artifacts

- Photos of a child completing a task, during free play, and/or outdoors. (You must blur the face of the child unless you have written permission from the parent to photograph or in any way visually record the child)

- Samples of artwork
- Samples of writing
- Products of child-led activities

Quantitative Artifacts

- Checklist
- Rating Scales
- Product teacher-led activities

Narrative Report

The narrative portion of the case study should follow the format below and be a minimum of 5 pages:

- **Introduction:** Background information about the child (if any is known), setting, age, physical appearance of the child, and other relevant details which provide an overall picture of what the child and his/her family is like. Remember – the child’s neighborhood, school, community, and family all play a role in development (Bronfenbrenner), so be sure to accurately and fully describe this setting. (1 page)
- **Observations of Development:** The main body of your observations coupled with course materials supporting whether or not the observed behavior is typical of the child’s age. Report behaviors and statements from both the child observation and from the parent/guardian interview. (1.5 pages)
- **Comment on Development:** Share a professional analysis of your observations. Based on your evidence, what can you generally state regarding the cognitive, social/emotional, and physical development of the observed child? Include both information from your observations and your interview. (1.5 pages)
- **Ministry Action Plan:** If this child were associated with your church, from what ministry action would he/she benefit?
- **Conclusion:** What are the relative strengths and weaknesses/challenges of the family and child? From what could this child benefit? Make any final remarks regarding the child’s overall development in this section. (1 page)

Use the child’s pseudo name in the Narrative Report. Support your narrative with references to course material and the textbook. Review the rubric before completing the assignment. *This assignment is related to SLO #2.*

Biggest Mistakes You Can Make

- Failing to start early: You will submit this in parts throughout the semester. Waiting until the last minute will lead to a poor grade on this assignment.
- Failing to review and utilize the rubrics: The rubrics provide you with guidelines on what components are necessary for the assignment.
- Failing to use Turabian formatting and proper grammar and spelling: Use a spell-checker/grammar checker to ensure your narrative is well written. The NOBTS Style Guide is posted on Blackboard.

- 3. Current Event Article Response/Presentation/MAP (15%) Due: Weeks 2, 5**
Review current media for articles regarding events that affect the biopsychosocial development of children in your community. Select *one* article about which you will write a 2-page formal response and develop a 10-minute presentation. Submit your selected topic in week 2 to Blackboard. Articles will be assigned on a first-come first-served basis. *Your event article must be approved.* The list of current event topics and presenters will be posted on Blackboard in week 3.

Response (5%): The response should be 2 pages, include a Turabian citation for the article and answer the following questions.

- Who or what is the article about? Be specific.
- Who does the event affect?
- When and where did this event occur?
- How did the event occur and what happened? Be specific.
- How does the event in the article impact children and/or families?
- Why did you select this article?
- In what way does this article relate to topics, themes, or essential questions addressed in this class?

A copy of the article should be submitted with the formal response.

Presentation (5%): Include the following.

- 3-4 slide PowerPoint or Prezi (or other presentation program)
- Video (not required; no more than 1 minute)

Recommendations for Ministry Action Plan (5%)

- a. For child(ren)
- b. For parents/families *This assignment is related to SLOs #1, #2, and #3.*

- 4. Quizzes (10 = 10%) Due: Weeks 2, 4, 7, 11**

Open-book quizzes will be given during the semester over the designated content assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not “Google” answers and are trusted to be honest in your academic endeavors. *Quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Sunday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to SLO #1 and #2..*

- 5. Exams (3@5%, 1@10% = 25%) Due: Weeks 6, 10, 14, and Final**

All tests will be posted on Blackboard under Assignments and available from 12:30 a.m. Monday until 11:59 p.m. CST on Sunday. You are expected to take examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers

are not word for word in your text. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). The exam can be opened one time only and must be completed within the time allotted. A few tips about taking a test on Blackboard:

- Be on a computer (not a tablet or phone), “wired” to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction. I know this is “old-school” but it is true.
- Do not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single- attempt test. Any attempt to do so will likely kick you out.
- Use Firefox or Chrome. Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- Compose your response to a short answer/discussion question in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the exam.

If you believe a question is keyed incorrectly, please send an email with the full questions, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are possible, and you may find errors. Often, by going through these steps, students discover that what is keyed as the correct answer is, in fact, correct. *This assignment is related to Student Learning Outcomes #1 and #2.*

Course Evaluation

Dear Abby Letters	20%
Current Event/ Pres./MAP	15%
Case Study	30%
Quizzes (4)	10%
Exams (3)	15%
Final	10%

Course Schedule, Spring 2022

Wk.	Date	Readings	Topic	Assignment Due
1	Jan. 18/20		Introduction to the Course	
2	Jan. 25/27	Berk, Ch. 1	THEORY AND RESEARCH IN HUMAN DEVELOPMENT	Current Event Article Request Due Quiz (Chapter 1)
3	Feb. 1/3	Berk, Ch. 2	FOUNDATIONS OF DEVELOPMENT Genetics	Age of Case Study Child (in years/months if a preschooler) Due Dear Abby Letter Due
4	Feb. 8/10	Berk, Ch.3	Prenatal Development/Newborn	Quiz (Chapters 2-3)
5	Feb. 15/17		Current Event Article Presentations/MAP	Current Event Response, Presentation, and MAP Due Dear Abby Letter Due
6	Feb. 22/24	Berk, Ch. 4 <i>Wholly Kids</i> , pgs. 10-17	INFANCY AND TODDLERHOOD Physical Development	Exam #1 (Chapters 1-3)
7	Mar. 1	MARDI GRAS		Dear Abby Letter Due Quiz (Chapters 4-5)
	3	Berk, Ch. 5 and Bible Skills for Kids*	Cognitive Development	
8	Mar. 8/10	Berk, Ch. 6 and Levels of Biblical Learning*	Emotional/Social Development Parent Panel	Three Observations and Reflections Due
9	Mar. 15/17	SPRING BREAK		
10	Mar. 22/24	Berk, Ch. 7 <i>Wholly Kids</i> , pgs. 18-23 and BSK*	EARLY CHILDHOOD: TWO TO SIX Physical and Cognitive Development	Exam #2 (Chapters 4-6)
11	Mar. 29/31	Berk, Ch. 8 and LOBL*	Emotional/Social Development	Dear Abby Letter Due Quiz (Chapters 7-8)
12	Apr. 5/7		Guest Speaker: DeLeece Nichols, Children's Minister – Greenwell Springs Parent Panel	Three Artifacts and Reflections Due
13	Apr. 12/14	Berk, Ch. 9 <i>Wholly Kids</i> pgs. 24-41 and BSK*	MIDDLE CHILDHOOD: SIX TO ELEVEN Physical and Cognitive Development	
14	Apr. 19/21	Berk, Ch. 10 and LOBL*	Emotional/Social Development	Exam #3 (Chapters 7-10) Dear Abby Letter Due
15	Apr. 26/28		Guest Speaker: Dr. Faye Scott, Children's Minister – FBNO Parent Panel	Narrative Report Due
16	May 3		Class Celebration	
	May 10		Final Exam 8:00 – 10:00	

Bibliography

- Boivin, Michel and Karen Bierman, ed. *Promoting School Readiness and Early Learning*. Guilford Press: New York, NY, 2014.
- Brogaard Clausen, and Robson, S. Friendships for Wellbeing? Parents' and Practitioners' Positioning of Young Children's Friendships in the Evaluation of Wellbeing Factors, *International Journal of Early Years Education*, 27(4): 345-359.
- Bronson, Martha. *Self-regulation in Early Childhood*. Guildford Press: New York, NY, 2000.
- Bruce, Tina. *Learning Through Play for Babies, Toddlers, and Young Children*. Abingdon: Hodder Education: London, UK, 2001.
- Conkbayir, Mike. *Early Childhood and Neuroscience. Theory, Research and Implications for Practice*. Bloomsbury Academic: New York, NY, 2021.
- Gottman, John. *Raising an Emotionally Intelligent Child*. Simon & Schuster: New York, NY, 1997.
- Green, Ross. *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children*, 6th ed. Harper: New York, NY 2021.
- Sahlberg, Pasi, and William Doyle. *Let the Children Play: How More Play will Save our Schools and Help Children Thrive*. Oxford University Press: New York, NY, 2019.
- Schein, Deborah. *Inspiring Wonder, Awe, and Empathy: Spiritual Development in Young Children*. RedLeaf Press: St. Paul, MN, 2018.
- Siegel, Daniel, and Tina Bryson. *The Yes Brain: How to Cultivate Resilience, Encourage Curiosity, and Inspire*. Bantam Books: New York, NY, 2019.

Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

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.

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

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

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the current NOBTS catalog.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/.3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

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

Recording Policy: Student recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled

Additional Information

Blackboard and CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the 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. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Office Hours: Office hours are posted outside the professor's office. If necessary, contact the professor to schedule an appointment.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Technical 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.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at "The Write Stuff"

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