



LEAVELL COLLEGE

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

CECM 2310: Human Development
Spring 2017

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The mission of Leavell College 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

Each academic year, a core value is emphasized. This academic year, the core value is *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.”

Course Description

The purpose of this course is to study the growth and development of the human life. The emphasis of this course is the examination and comparison of theories of development from the prenatal period through infancy, childhood, adolescence, and adulthood.

Student Learning Outcomes

Upon completion of this course students will:

1. Understand human development theories and issues.
2. Value knowledge of human development as it relates to ministry across the lifespan.
3. Demonstrate skills for synthesizing human development theories and issues by identifying ministry opportunities within each developmental stage.

Course Texts

The following textbook is required:

Fiore, Lisa. *Lifesmart: Exploring Human Development*. New York: McGraw-Hill, 2011.

The following text is optional:

Balswick, Jack O, Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: InterVarsity Press, 2005.

Course Requirements and Grading

1. Class Participation (5%)

Students are expected to attend all class meetings. Institutional policies regarding absences and tardiness will be strictly enforced. An absence will be recorded for every three tardies (late arrival or early departure). Each student with absences in excess of 9 hours will receive a grade of F for the course. Roll will be taken at the beginning of each class period. The student is responsible to contact the professor if he or she is tardy and the roll has been taken. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, and evidence of engagement with course materials.

2. Reading Assignments

All readings/assignments should be completed prior to class so you can actively relate to all class discussions. A chapter is assigned for each class period as noted on the *Course Outline*. Reading the chapters is extremely important as class discussions are not designed to cover all of the assigned reading material but to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each class.

3. Reading Quizzes (10% – total)

In order to help students keep up with the assigned readings, twelve 100-point quizzes will be given during the semester over the designated content assigned for that day. The quizzes will consist of ten questions. Students may use one page (8½" x 11", front and back) of notes they have taken of the course text during their reading as they take the quiz. Missed quizzes cannot be made up. Two of the lowest quizzes will be dropped.

4. Examinations (6% each – 30% total)

Students are expected to take all examinations at the scheduled times. Unless otherwise indicated, online exams are NOT open book/open note. Tests will cover materials presented through class discussion, PowerPoint presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). **Make-up exams will not be given for online exams.** *All tests will be posted under Assignments and will be available from 8:00 a.m. (CST) Friday through 11:59 p.m. (CST) Sunday.* 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:

- a. When taking an exam, be “wired” and not on Wi-Fi. Signal strength varies and students have been kicked out of exams in the past.
- b. Do not select the “save” button to save answers during a single-attempt test – “saving” implies that the student wishes to complete the test later and this is not allowed in a single-attempt test. An attempt to do so may kick the student out.
- c. Past experience has demonstrated students should use Mozilla Firefox and not Internet Explorer to take exams.

- d. When answering a short answer/discussion question, type responses in a Word document and then copy and paste this response into the respective test question/answer box. By doing so you will have a copy of your answers should you get kicked out of the exam and have to resubmit.

4. I-Search Paper and Presentation: (25%)

Students will choose a topic about which they have a genuine desire to know more and write a 5- to 6-page (double-spaced) I-Search paper.* This paper is to include a Title Page, the body of the paper, and a Bibliography. The body of the paper is to be 5 to 6 **full** pages (double-spaced). At least **three** resources (other than the required textbook) are to be used in this study. Of these three resources, only one resource may be a website. (*Wikipedia* is **not** an acceptable on-line resource.) Students will also present the findings of their research in a 7 – 10 minute presentation. *Paper topics are to be submitted to the professor during the second week of the course.*

*An I-Search paper is a research paper written from a personal point of view.

Refer to *Writing an I-Search Paper* posted on Blackboard under Course Documents and also found at <http://faculty.nwacc.edu/tmcginn/writing%20an%20i-search%20paper.pdf>

The I-Search paper will consist of four sections:

- a. **The story of your search** - This section tells the readers:
 - What you knew about your subject before you began your research.
 - What you wanted to know.
 - The research steps you went through to find out what you wanted to know, including both the steps that led to useful information and the steps that turned out to be dead ends.
- b. **What you learned** - In this section, you give readers the results of your search including both the answers you found and the answers you did not find.
- c. **Your reflections on the search** - You use this final section to tell readers what the experience has taught you about conducting and documenting a search.

(Adapted from *Writing an I-Search Paper* found at <http://faculty.nwacc.edu/tmcginn/writing%20an%20i-search%20paper.pdf>)

- d. **Your reflections on application of search findings to your life and ministry** – In this section you will address how the results of this search will be integrated into your daily life and ministry.

5. Service Learning Project (30%)

This assignment consists of the following three parts:

- a. Service Project (15%)
Students are to provide 8 – 10 hours of service to a group of people discussed in the course text (e.g., children, adolescents, young adults, middle adults, older adults).

Students are to submit a project proposal to the professor for approval the third week of class. The professor will review the proposal and reply to the student the fourth week of class.

b. Reflection paper (5%)

Students are to write a 2- to 3-page (double-spaced) reflection paper of the service learning experience. In addition, students are to document the hours served using the *Service Learning Project Log* (note the log at the end of the syllabus). The reflection paper is to include:

- A brief summary of your engagement in the service learning project
- That which you learned about yourself during this service
- That which you learned about God during this service
- How that which you experienced during this service relates to the principles addressed in the course text, course documents, and class discussions

As this is a personal reflection paper, you may write in first person. Remember: Do not identify any of the people served during your presentation.

c. Presentation (10%)

Students will develop a presentation to be delivered during the assigned class period. Presentations are to be 7 – 10 minutes in length. During the presentation, the student is to:

- Describe the service project in which he or she was engaged
- Describe the service experience
- Relate the experience to principles learned in the text, course documents, and class discussions

Remember: Do not identify any of the people served during your presentation.

Extra Credit:

The following text is to be used for this extra credit opportunity:

Balswick, Jack O, Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: InterVarsity Press, 2005.

Part One: Students will read Part One (chapters 1 – 5) and Part Three (chapters 12 – 14) in their entirety. Additionally, students will read the selected chapter of Part Two based upon their ministry focus.

Part Two: Students will submit a 2- to 3-page (double-spaced) reflection of the selected sections of this text.

Due: No later than May 4

Up to 7 points will be added to the *Final Exam*

Grading:

Reading Quizzes	10%
Examinations (5)	30%
I-Search Paper/Presentation	25%
Service Learning Project	30%
Participation	5%

Grading Scale:

A: 93 – 100
B: 85 – 92
C: 77 – 84
D: 70 – 76

Course Outline

Week	Week of	Topic	Assignment
1	January 26	Course Introduction Biblical Perspective	
2	February 2	Introduction to Lifespan	Chapter 1 <i>Reading Quiz 1</i> (chapter 1) <i>I-Search Paper</i> topic proposal due today
3	February 9	Theories of Development	Chapter 2 <i>Reading Quiz 2</i> (chapter 2) <i>Service Learning Proposal</i> due today
4	February 16	Pregnancy and Prenatal Development	Chapter 3 <i>Reading Quiz 3</i> (chapter 3) Exam #1 (Chapters 1-2)
5	February 23	Birth and the Newborn	Chapter 4 <i>Reading Quiz 4</i> (chapter 4)
6	March 2	Infancy	Chapter 5 <i>Reading Quiz 5</i> (chapter 5)
7	March 9	Early Childhood	Chapter 6 <i>Reading Quiz 6</i> (chapter 6) Exam #2 (Chapters 3-5)
8	March 16	Spring Break	

Week	Week of	Topic	Assignment
9	March 23	Middle Childhood	Chapter 7 <i>Reading Quiz</i> (chapter 7) <i>I-Search Paper due today @ 8:00 a.m.</i>
10	March 30	I-Search Paper Presentations Review of Chapters 6 & 7	Exam #3 (Chapters 6-7)
11	April 6	Adolescence	Chapter 8 <i>Reading Quiz 8</i> (chapter 8)
11	April 6	Early Adulthood	Chapter 9 <i>Reading Quiz 9</i> (chapter 9)
12	April 13	Middle Adulthood	Chapter 10 <i>Reading Quiz 10</i>
12	April 13	Late Adulthood	Chapter 11 <i>Reading Quiz 11</i> Exam #4 (Chapters 8 -10)
13	April 20	Dying and Spirituality	Chapter 12 <i>Reading Quiz 12</i> <i>Service Learning Project due today</i>
14	April 27	Service Learning Project Presentations Closing Comments	<i>Extra Credit due today</i>
15	May 4	FINAL EXAM	The final exam will cover chapters 11 – 13.

*With the expectation of Assignment due dates, the Professor reserves the right to change dates as necessary.

Additional Course Information

1. ***Cell Phones:*** Cell phones and other communication devices are to be turned off during class. Under no circumstance is a cell phone to be answered or calls (including texts) made during class time.
2. ***Computers:*** Computers may be used during class to access unit PowerPoints and/or for taking notes. If the use of a computer is abused during class, the student will be asked not to bring the computer to class again. Computers are not to be used on those days a guest speaker is present.
3. ***Assignment Policies:*** All assignments are to be submitted as indicated in the *Course Requirements and Grading* section. Late assignments will be assessed an initial 5-point penalty and 1 point for each additional day, including weekends, after the due date. ***No assignment will be accepted past two weeks of the original due date. No assignment will be accepted after the final day of class.*** Assignments are not to be e-mailed to the professor.
4. ***Assignment Formatting:*** Unless otherwise noted, all assignments are to be created in Turabian format (revision 8). All papers must be written in third person (unless otherwise instructed) and created in a 12 pt. Times New Roman font. All assignments are to include a Turabian-formatted Title Page. All assignments are to be submitted as either Word or WordPerfect documents. Documents submitted in any other form will not be graded.
5. ***Blackboard/Self-Serve:*** The student is responsible to check Blackboard for grades, assignments, course documents, and announcements. The student is also responsible for maintaining current information and current e-mail address on the Blackboard system and Self-Serve. As Blackboard and Self-Serve do not communicate with one another, students will need to enter updates on both platforms.
6. ***Netiquette:*** 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.
7. ***Academic Honesty Policy:*** All undergraduate and graduate 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.
8. ***Plagiarism Policy:*** A high standard of personal integrity is expected of all Leavell College 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 committing 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 may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.

9. *Special Needs*: If you need an accommodation for any type of disability, please set up a time to meet with the professor to discuss any modifications you may need.
 10. *Emergency Plan*: In the event the NOBTS schedule is impacted due to a natural event or epidemic, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.
 11. *For Technical Assistance*: For general NOBTS technical help, go to: www.NOBTS.edu/itc/
 12. *Office Hours*: M/F: 9:00 – 11:00 a.m., 2:00 – 4:00 p.m.
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Selected Bibliography

- Allen, K. Eileen, and Lynn R. Marotz. *By the Ages: Behavior & Development of Children Pre-Birth through Eight*. Albany, NY: Delmar Thomson Learning, 2000.
- Arden, John B. *Rewire Your Brain: Think Your Way to a Better Life*. Hoboken, NJ: John Wiley & Sons, Inc., 2010.
- Balswick, Jack O., Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove: InterVarsity Press, 2005.
- Estep, James R., and Jonathan H. Kim. *Christian Formation: Integating Theology & Human Development*. Nashville: B&H Publishing Group, 2010.
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- Levinson, Daniel J. *The Seasons of a Man's Life*. New York: Ballantine Books, 1978.
- _____. *The Seasons of a Woman's Life*. New York: Ballantine Books, 1996.
- Mooney, Carol Garhart. *An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. St. Paul, MN: Redleaf Press, 2010.
- _____. *An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. St. Paul, MN: Redleaf Press, 2000.
- Sprenger, Marilee. *The Developing Brain: Birth to Age Eight*. Thousand Oaks, CA: Corwin Press, 2008.

