

CEHY9402 Adolescent Development  
New Orleans Baptist Theological Seminary  
Christian Education Division  
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Fall 2011

### **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**

This course addresses the Seminary Core Values of Doctrinal Integrity, Characteristic Excellence, and Servant Leadership. This year's focus is Characteristic Excellence.

**Course Description:** A study is made of the characteristics of youth, including the physical, emotional, social, intellectual, religious, and moral.

### **Meeting Schedule:**

- August 23--August 30, 2011. Online collaboration. Go to the discussion board part of the course on Blackboard so we can have a robust threaded discussion to
  - make sure the syllabus is clear
  - allow each student to negotiate assignments
  - declare a topic for the major paper
  - time arranged online through Blackboard.
- August 30--September 16. Presentation of textbook chapters via threaded discussion online.
- Friday, September 16 and Saturday, September 17, 2011
- Friday, November 4 and Saturday, November 5, 2011
- Friday, December 2 and Saturday, December 3, 2011

### **Required Texts:**

Rice, F. Philip and Kim Gale Dolgin. *The Adolescent: Development, Relationships, and Culture* (12<sup>th</sup> edition). Boston: Allyn and Bacon, 2008. **Note: either the 11<sup>th</sup> or 12<sup>th</sup> edition will suffice for the seminar.**

Drysdale, Maureen and B.J. Rye. *Taking Sides: Clashing Views in Adolescence*. Dubuque, Iowa: The McGraw-Hill Companies, Inc., 2007.- ISBN 0073515086. **Note: there is a second edition that is newer, but the first edition will suffice and it is available online for under \$10.**

Assorted Journal articles as assigned or as discovered via online databases.

### **Recommended Reading:**

Garrod, Andrew, Lisa Smulyan, Sally I. Powers, and Robert Kilkenny. *Adolescent Portraits: Identity, Relationships, and Challenges* (6<sup>th</sup> edition). Boston: Allyn and Bacon, 2008.

Muuss, Rolf E. *Theories of Adolescence* (6<sup>th</sup> edition). New York: The McGraw-Hill Companies, Inc., 1996.

Stickler, Fred E., ed. *Adolescent Psychology* (Annual Editions). Boston: The McGraw-Hill Companies, 2008.

Van Pelt, Rich and Jim Hancock. *The Youthworker's Guide to Helping Teenagers in Crisis*. Grand Rapids, MI: Zondervan Publishing, Inc., 2005.

**Course Objectives:** At the conclusion of the course, students should be able to:

1. Articulate the ideas of adolescent theorists, both classical and contemporary.
2. Describe the developmental processes that accompany adolescence as well as their contexts, with attention to biological, cognitive, social, emotional, and personality development.
3. Discuss in detail selected contemporary adolescent development issues and relate how theory leads to practice.
4. Identify current research in adolescent psychology which has implications for ministry to adolescents and their families.
5. Understand and utilize the case study method to research adolescent development.

### Course Requirements:

1. During the first two weeks of the semester, go online through Blackboard and introduce yourself to the rest of the seminar via an online "essay" describing who you were as an adolescent and who you are now. Also contribute to the discussion entitled, "When can we e-meet" to arrange a time for a live chat to answer any questions about the syllabus and assignments.
2. Write a reaction to the discussion questions posted on the threaded discussion section of the course website. Success in this assignment involves posting a thoughtful response to each question.
3. Complete reading of the primary text (Rice) and develop a series of questions about that section to facilitate a threaded discussion online. The assignments are as follows:
  - a. Dr. Jackson, Beth Masters (Part One, post by week 2)
  - b. Emily Dean (Part Two, post by week 3)
  - c. David Allen (Part Three, post by week 4)
  - d. Derek Pearce (Part Four, post by week 5)
  - e. Dr. Bauman, Daniel Clark (Part Five, post by week 5)
  - f. Peter Copeland (Part Six, post by week 6)
  - g. Donald Sandau (Part Seven, post by week 7)
  - h. Doug Hedrick (Part Eight, post by week 7)The assigned student or faculty member will be responsible for introducing two or three questions per chapter as threaded discussion. Each student should comment on each question. Faculty will stay in the background except for occasional comments. Especially introduce threads which reflect points of disagreement with Rice's conclusions, and interact online with each other in a thoughtful, lively, and respectful manner.
4. Round o' topics:
  - a. For a minor paper, read Drysdale and Rye, making notes in margins, etc. regarding your opinions regarding the questions that are investigated by the guest articles.
  - b. Pick one of the questions that you want to spend extra time researching. Choose a "yes" or "no" position and add your article to the two included for that question. Follow the same report format used by the contributors (note that though some of the contributing authors conducted research via survey/assessment, it is not expected that you would conduct research in this manner—your essay should be comprised of a research/report style). Your article should be 5-10 pages long, similar to the ones presented to address the questions in the text.
  - c. The objective is to help the seminar sort through the myths and misinformation surrounding the topic as well as to become more acquainted with the arguments concerning these question.
  - d. Negotiate online to make sure that you do not replicate questions.
  - e. Students will present the minor papers during the November seminar meeting. Presentation will include:
  - f. A short summary of the question and the positions presented in the text.
    - (1) Facilitation of interaction with the seminar regarding opinions they noted in their text.
    - (2) Presentation of your position documented by *current* research which supports your position.
    - (3) Students should also acknowledge the contra-positions in current research.

5. Major Paper

- a. Select a topic that generally falls within the following developmental categories:
  - (1) physical
  - (2) mental/emotional
  - (3) social/cultural
  - (4) spiritual/moral
- b. Write a research question/problem that investigates the topic from a developmental point of view. For example, a possible question from the mental/emotional category might be, "What emotional motivation might exist for an adolescent who presents an eating disorder?" Research questions will be confirmed online before the first on-campus meeting. assigned during the online meeting.
- c. Write a literature review which will present background information on the particular topic. Document sources and organize the review in some categorical arrangement. Literature review will be due in preliminary rough draft form on the September weekend.
- d. Construct a survey which will assess some aspect of your research question. The survey should have up to 10 questions, depending upon how you wish to measure your question. You may use an established survey if you wish, but document it and indicate permission to use if necessary. If you construct your own, time will constrain your ability to fully validate, but at least establish a level of face validity by asking several knowledgeable persons if they think it will measure what you are attempting to measure. Include their responses as appendices.
- e. Submit a paper (minimum 30) pages reporting on your topic. Include your literature review and your survey instrument and a selected bibliography. Sources may include books, periodicals, online journals, electronic databases, interview and magazines. During the presentation/discussion of your paper, you should be able to introduce the seminar to *new* research regarding adolescent development as well as the particular discoveries from your survey. Papers must be posted online (Blackboard) or e-mailed to each seminar participant and professor) in .rtf or .pdf format.
- f. While it is expected that all students carefully will read each contribution, papers will be assigned a responder/reviewer who will examine the paper for form, style, and logic (flow, sequence of arguments, interpretation of survey results) issues. The responder should mark the paper for spelling, grammar, flow, style, and Turabian format.
- g. Present your paper during the December seminar weekend. Presentations will be in random order. Professors will evaluate papers for content. Each presentation will conclude with a response from the designated seminar colleague who will comment on content, style, and presentation

Class Schedule

Date	Time	Topic	Presenter/Facilitator
Week of August 18-22	TBA <b>online</b>	Introductions, Syllabus overview, assignments, questions	Dr. Jackson
September 16	2:00pm	Overview of Adolescent Development; Review of historical and contemporary theories and theorists	Drs. Jackson, Bauman and Seminar
September 17	9:00am	Contemporary issues <ul style="list-style-type: none"> <li>• Precocious Puberty and/or the Secular Trend</li> <li>• Gender -Related developmental differences</li> <li>• Genetic Predisposition toward a selected behavior (i.e. violence, homosexuality)</li> </ul> Discussion of research questions Presentation of preliminary rough draft of literature review	Drs. Jackson and Bauman
November 4:	2:00pm	Contemporary Issues <ul style="list-style-type: none"> <li>• Moral development and Spirituality</li> <li>• Update on research regarding teen brain development</li> <li>• Racial or ethnic issues in adolescent development</li> </ul> Minor Papers presented in random order	Drs. Jackson and Bauman
November 5:	9:00am	Minor Papers presented	Drs. Jackson and Bauman
December 2	2:00pm	Major papers presented along with response	Seminar
December 3	9:00am	Major papers presented	Seminar

Course Methodology:

1. Lecture
2. Seminar presentation and discussion
3. Videos
3. Research and report

Evaluation:

Pleased to meet you & discussion questions	5%
Reading and online participation: Rice text	20%
Minor paper	25%
Major paper+ presentation	40%
Response to major paper	10%

See the appropriate manuals for form and style for the outline and the major paper. The personal pronoun is permitted in the minor paper. For the major paper, pay strict attention to Turabian form, including problem, subproblems, and hypotheses. Pay attention to margins, spacing, title pages, and footnoting.