



CEYH9402 Adolescent Development

New Orleans Baptist Theological Seminary

Christian Education Division

Dr. R. Allen Jackson

Professor in Youth and Collegiate Ministry

ajackson@nobts.edu
office: (504) 816-8103

Dr. Angie Bauman

Assistant Professor of Christian Education

abauman@nobts.edu

Emily Tillman

Administrative Assistant:

jacksonsec@nobts.edu

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.

Purpose of the Course

Adolescence roughly covers the years from 12 to 18. However, issues important to adolescence, especially in the church, begin before age 12 and generally extend themselves well past 18 years of age into young adulthood. The inclusion of “middle schoolers” and “collegiate ministry” in the parameters of student ministry suggests principles related to ministry with adolescents extend beyond the teen years on both ends.

This course examines biological, cognitive, self and social transitions during this important, formative period of life. Issues of identity pervade our understanding of adolescence and effect development with family, peers, school and work, and God. Identity also plays a central role in gender, intimacy and sexuality. Examination of ministry with adolescents, parents, siblings, peers, teachers and society regarding these situations is the “takeaway” of this seminar.

Core Value Focus

This course is consistent with the Seminary Core Values of Doctrinal Integrity, Characteristic Excellence, Spiritual Vitality, Mission Focus and Servant Leadership. The seminary core value emphasis for 2013-2014 is *Doctrinal Integrity*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical exposition: Biblical basis for understanding the world of an adolescent is explored.
2. Theological and historical perspective: Research and current findings on psychology are discussed in connection with the ministry of the church.
3. Servant Leadership: Enlistment, training, equipping and encouragement of volunteers are facilitated. Relationship building is a key component.
4. Disciple Making: The basic model of student ministry involves replication of discipleship.
5. Characteristic Excellence: Excellence as a minister is explored.

Course Description

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

Learning Objectives

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.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Text:

Arnett, J. J. *Adolescence and emerging adulthood*, 4th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2010.

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*, 6th edition. Boston: Allyn and Bacon, 2008.

Muuss, Rolf E. *Theories of Adolescence*, 6th edition. New York: The McGraw-Hill Companies, Inc., 1996.

Rice, F. Philip and Kim Gale Dolgin. *The Adolescent: Development, Relationships, and Culture*, 12th edition. Boston: Allyn and Bacon, 2008.

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 Teaching Methodology

Units of Study

Meeting Schedule:

- January 20- 24, 2014- 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.

- January 25–February 20, 2014 - Presentation of textbook chapters via threaded discussion online.
- Friday, February 21 and Saturday, February 22, 2014
- Friday, April 11 and Saturday, April 12, 2014
- Friday, May 2 and Saturday, May 3, 2014

Teaching Method

The teaching method for this course will include:

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

Assignments and Evaluation Criteria

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 ask about the syllabus on the thread, “About the Syllabus” so everyone can see our responses to questions about the syllabus and assignments.
 - a. Goal of the assignment: Cognitive (syllabus); Interaction (affective)
 - b. Success: on-time submission of a one-page essay
2. Complete reading of the primary text (Arnett) and develop three discussion questions about that chapter and facilitate a threaded discussion online.
 - a. The assignments are as follows:
 1. Introduction
 2. Biological Foundations
 3. Cognitive Foundations
 4. Cultural Beliefs
 5. Gender
 6. The Self
 7. Family Relationships
 8. Friends and Peers
 9. Love and Sexuality
 10. School
 11. Work
 12. Media
 13. Problems and Resilience
 - b. The assigned student or faculty member will be responsible for introducing two or three questions per chapter on the discussion board area, “Chapter Discussions.”

- c. Each student will comment online to the discussion questions posted by peers. Faculty will stay in the background except for occasional comments. Especially introduce threads which reflect points of disagreement with Arnett's conclusions, and interact online with each other in a thoughtful, lively, and respectful manner.
 - d. Goal of the assignment: Cognitive (comprehension of text); Psychomotor (critical thought and synthesis)
 - e. Success: Timely response to questions posted by peers—every student responds to every question.
2. Theories and Theorists: Minor paper
- a. Students will submit an 8 page paper summarizing a theory of adolescent development. The objective is to help the seminar sort through the myths and misinformation surrounding the theory/theorist as well as to become more acquainted with the arguments concerning a particular viewpoint. Choose a theorist or theory, then negotiate online to make sure you do not replicate theorists.
 - b. Students will present the minor papers during the April seminar meeting. Paper/Presentation will include:
 - (1) A brief summary of the theory and the positions presented in the literature
 - (2) Questions or discussion areas that will facilitate interaction with the seminar regarding opinions they noted in the literature
 - (3) Presentation of your opinion (first person is acceptable) regarding the validity of the theory, supplemented by *current* research which supports your position
 - (4) Acknowledgment of contra-positions in current research
 - c. Goal of the assignment: Cognitive (comprehension of a theory); Affective (synthesis and response); Psychomotor (presentation)
 - d. Success: Submission of paper electronically one week prior to seminar so other students may have a copy for all presentations; lead seminar in discussion of the theory
3. Major Paper: Select a topic from the following (or suggest a comparable alternative—we are flexible!)
- The role of temperament in early adolescent personality development
 - Genetic Predisposition toward a selected behavior (i.e. violence, homosexuality)
 - Precocious Puberty
 - Effective adolescent parenting principles
 - The relationship between quality of marriage and effective adolescent parenting

- The role of values/spirituality in adolescent development
 - The interface between home and school for the adolescent
 - Effective educational programs for career planning in adolescence
 - The development of identity in adolescence and young adulthood
 - Issues in transitions from adolescence to adulthood
 - Peer influence and social skills development in adolescence
 - Poverty and adolescence
 - Attachment, intimacy and sexuality in adolescence
 - Freedom, responsibility and the media for adolescence
 - The definition, characteristics, causes and treatment of an adolescent mental health disorder
- a. Write a research question/problem that investigates the topic from a developmental point of view.
 - b. 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 February weekend.
 - c. 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.
 - d. Submit a paper (minimum 30) pages reporting on your topic. **Submissions will be online, one week before the final seminar meeting.** Paper should include
 1. Statement of the research question
 2. Hypothesis
 3. Literature review
 4. Methodology
 5. Results
 6. Interpretation (especially within context of ministry to adolescents)
 7. Selected bibliography
 8. Include your survey instrument in your appendix. Sources may include books, periodicals, online journals, electronic databases, interview and magazines.
 - e. While it is expected all students will read carefully 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.

- f. Present your paper during the May 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. 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 e-mailed to each seminar participant and professor) in .rtf or .pdf format.
- g. Goal of the assignment: Cognitive (comprehension of a theory); Affective (synthesis and response); Psychomotor (presentation)
- h. Success: on-time submission, one week prior to seminar; presentation of paper in a creative manner

Course Policies

Grading

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.

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.

Course Schedule

Date	Time	Topic	Presenter/Facilitator
Week of January 20-24	TBA <i>online</i>	Introductions, Syllabus overview, assignments, questions	Dr. Jackson
February 21	1:00pm	Overview of Adolescent Development; Review of historical and contemporary theories and theorists	Drs. Jackson, Bauman and Seminar
February 22	8:00am	Contemporary issues <ul style="list-style-type: none"> • Precocious Puberty and/or the Secular Trend • Gender -Related developmental differences • Discussion of research questions Presentation of preliminary rough draft of literature review	Drs. Jackson and Bauman
April 11	1:00pm	Contemporary Issues <ul style="list-style-type: none"> • Moral development and Spirituality • Update on research regarding teen brain development • Racial or ethnic issues in adolescent development Minor Papers presented in random order	Drs. Jackson and Bauman
April 12	8:00am	Minor Papers presented	Drs. Jackson and Bauman
May 2	1:00pm	Major papers presented along with response	Seminar
May 3	8:00am	Major papers presented	Seminar

Selected Bibliography

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- Kent, Joseph F. *Rites of Passage: Adolescence in America 1790 to the Present*. New York: Basic Books, Inc., 1977.
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