



CEYH9402

Adolescent Development

New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2016

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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 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.

The purpose of this course is to examine 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

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

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.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

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.

Student Learning Outcomes

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. Design a research project in the discipline of 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

Overview of Adolescent Development

Theories and Theorists

Research in Adolescent Development

Research Design for study of adolescents and adolescent theory

Teaching Method

The teaching method for this course will include:

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

Seminar Schedule:

Online collaboration: **January 1, 2016 through February 25, 2016**

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
- negotiate assignments
- declare a topic for the major paper
- presentation of textbook chapters via threaded discussion online.

On campus collaboration:

All seminar meetings are Thursday 1:00pm-9:00pm and Friday 8:00am-11:00am

Seminar Meeting #1: February 25-26, 2016

Seminar Meeting #2: April 7-8, 2016

Seminar Meeting #3: May 5-6, 2016

Students

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Assignments and Evaluation Criteria

Course Requirements

1. During the first two weeks of January, access the Blackboard shell and
 - a. Introduce yourself to the rest of the seminar via an online “essay” which you will post, describing who you were as an adolescent and who you are now.
 - b. Ask any questions you may have concerning the syllabus. Use the thread, “About the Syllabus” so everyone can see Dr. J’s responses to questions about the syllabus and assignments.

Goal of the assignment: Cognitive (syllabus); Interaction (affective)

Success: on-time submission of a one-page essay. Due 5:00pm 1/5/16.

2. Complete reading of the primary text (Arnett) and develop three discussion questions about your assigned chapter and facilitate a threaded discussion online, then respond as colleagues post. The due date below is for posting the questions.
 - a. The assignments are as follows with due date for posting the questions:
 1. Introduction - Dr. Jackson (1/12/16)
 2. Biological Foundations - Christina (1/12/16)
 3. Cognitive Foundations - Kelley (1/12/16)
 4. Cultural Beliefs - Clay (1/12/16)
 5. Gender - Maggie (1/19/16)
 6. The Self - Jung Lim (1/19/16)

7. Family Relationships - Ai (1/19/16)
 8. Friends and Peers - Christina (1/26/16)
 9. Love and Sexuality - Kelley (1/26/16)
 10. School - Clay (1/26/16)
 11. Work - Maggie (2/2/16)
 12. Media - Jung Lim (2/2/16)
 13. Problems and Resilience - Ai (2/2/16)
- 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. You will comment online to the discussion questions posted by peers. Dr. J. 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.

Goal of the assignment: Cognitive (comprehension); Psychomotor (critical thought & synthesis)

Success: Timely response to questions posted by peers

3. Theories and Theorists: Minor paper
 - a. You will submit a 15-page (before bibliography) 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. You will submit the minor paper in February and present your minor paper in the April seminar meeting. Please submit a hard copy of the paper to Dr. Jackson and make either a hard copy for each student in the seminar (6) or make a .pdf file available. 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
 - (5) ***Critical but kind assessment of papers of colleagues***

Goal of the assignment: Cognitive (comprehension of a theory); Affective (synthesis and response); Psychomotor (presentation)

Success: Submission of paper to Dr. Jackson and seminar members in the February seminar. Presentation and critique of other papers takes place in the April meeting. **Submission due 2/25/16, Presentation and critique 4/7-8/16.**

4. Major Paper: You will design a research project that is dissertation quality. **You will stop short of conducting the research. The assignment is to present a design that you could do.**
- a. 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
- b. Write a research question/problem that investigates the topic from a developmental point of view. Work at clear language to craft a clear problem statement, hypothesis statement(s), definitions, limitations. **Post online by 2/26/16.**
- c. Write a literature review which will present background information on the particular topic. Document sources and organize the review in some categorical arrangement. **Rough draft form due 4/7/16.**
- d. Select a research method that will best assess the research question
- e. Submit a paper (minimum 30) pages reporting on your topic. Submissions due via email to each participant and Dr. Jackson **no later than 5pm on 4/28/16.**
Paper should include:
1. Description of Population/Sample
 2. Methodology
 3. Instrument to be used--a careful description of the instrument selection -- the appropriateness to the type of data and research question (qualitative, quantitative or hybrid), whether an instrument is to be located or developed, assumptions, survey distribution strategy, plan for gathering and collation of data, “defense” of selected scale, speculate to possible additional testing.
- 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. Written submission via e-mail is **due 4/28/16** to seminar members and Dr. Jackson, in .rtf or .pdf format.

- f. Present your paper during the May seminar weekend. Professor 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. Presentations will be in random order, followed by colleague response.

Goal of the assignment: Cognitive (comprehension of a theory); Affective (synthesis and response); Psychomotor (presentation)

Success: on-time submission, one week prior to seminar; presentation of paper in a creative manner

Course Policies

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 Submission: All assignments are to be submitted by 11:59 p.m. of the due date unless otherwise indicated. When e-mailing assignments to the professor or to reviewers/colleagues, do so in either .rtf or .pdf.

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.

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.

Grading:

Evaluation

Pleased to meet you & discussion questions	5%
Reading and online participation: Arnett	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.

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 to Blackboard. You will be enrolled in the course on Blackboard by the NOBTS Blackboard Center before the first scheduled class meeting.

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.

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: Need technical assistance? Contact the ITC today:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180 - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website. 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.

Course Meeting Schedule

Date	Time	Topic	Presenter/Facilitator
January 1-26	5pm	Introductions, Syllabus overview, assignments, questions	Dr. Jackson
Jan 1-Feb 2		Questions posted to Blackboard	Seminar
February 25	1:00pm	Overview of Adolescent Development; Review of historical and contemporary theories and theorists	Drs. Jackson, and Seminar
February 26	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	Drs. Jackson
April 7	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 with response Presentation of preliminary rough draft of literature review	Seminar

May 5	1:00pm	Major papers presented along with response	Seminar
May 6	8:00am	Major papers presented Summary and Evaluation	Seminar and Dr. Jackson

Selected Bibliography

A complete bibliography is available online at www.youthministryinstitute.org.