



CEEF 6306 Lifespan Development

New Orleans Baptist Theological Seminary

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.

The Purpose of the Course

The purpose of this course is to educate students about the life-long and multi-dimensional process of human development and to apply that knowledge to a variety of ministry contexts.

Core Values

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 worshiping 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.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

Interpersonal relationships: Students will interact in class and engage in service projects that will provide opportunities to enhance their interpersonal skills.

Spiritual and Character Formation: Students will practice the spiritual discipline of service to others.

Disciplemaking: Students will apply their understanding of lifespan development to ministry across the lifespan.

Course Description

In this course students will explore the different stages of human life through course readings, a service learning project, and by writing a developmental biography. Emphasis is given to the application of subject knowledge to ministry contexts.

Student Learning Outcomes

Upon completion of this course you will be able to:

1. Understand theories, methods, and research findings related to lifespan development.
2. Appreciate the need to understand the biopsychosocial and spiritual needs of individuals across the lifespan.
3. Document the effects of major biopsychosocial influences on the development of individuals across the lifespan.

Required Readings

Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View*. Belmont, CA: Wadsworth Cengage Learning, 2014. (This text is available for rent or as an ebook)

Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic, 2005. (Kindle edition available)

Course Teaching Methodology

Units

Introduction/Unit 1

Unit 2 Prenatal, Infancy, Early Childhood and Physical/Motor Development

Unit 3 Thought/Language and Social/Emotional Development in Early Childhood

Unit 4 Physical and Social/Emotional Development in Middle Childhood

Unit 5 Cognitive, Physical, and Social/Emotional Development During Adolescence

Unit 6 Physical, Cognitive, Personality Development in Young Adulthood

Unit 7 Occupational/Life Style Issues and Biopsychosocial Issues in Middle Adulthood

Unit 8 Physical, Cognitive, and Social Issues of Later Life/ Dying and Bereavement

Methodology

Methods used in this course include online power point presentations, group work and presentations, service hours, and individual learning assignments.

Format

This course is taught in an online format.

Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Blackboard in Assignments Upload.

1. Readings/Assignments:

Due: See Course Schedule

All readings/assignments should be completed prior to Discussion Board due dates so you can actively relate to all discussions. Three chapters are assigned for Units 1-7, four chapters are assigned for Unit 8. Reading the chapters is extremely important as Discussion Boards will not cover all of the assigned reading material but are designed 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 unit. *This assignment is related to Student Learning Outcome #1.*

2. Quizzes: (10%)

Due: See Course Schedule

In order to help you keep up with the assigned readings, quizzes will be given during the semester over the designated content assigned for that unit. You may use one index card (4x6, front and back) of notes that you have taken over the content as you read. Missed quizzes cannot be made up.

You must have a proctor when you take the quiz. This proctor will email the professor and state that you were under his/her supervision when the quiz was taken. Your quiz grade will not be posted until an email is received from the proctor. This assignment is related to Student Learning Outcome #1.

3. Examinations: (6% each/Total=30%)

Due: See Course Schedule

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are NOT open book/open note. Tests will cover materials presented through class discussions boards, 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.** *All tests will be posted on Blackboard under Assignments and will be available at 8:00 a.m. on Mondays and will close at 11:55 p.m. CST on Wednesdays.* The exam can be opened one time only and must be completed within the time allotted.

You must have a proctor when you take the exam. This proctor will email the professor and grader and state that you were under his/her supervision when the exam was taken. Your exam grade will not be posted until an email is received from the proctor.

A few tips about taking a test on Blackboard:

- When taking an exam, be “wired” to the wall, not on Wi-Fi - and on a computer, not a tablet or a phone. You will most likely lose connection to the exam if you do not follow this instruction.

- You should 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 kick you out.
- Past experience has demonstrated that you should use Mozilla Firefox and not Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- When answering a short answer/discussion question, put your response 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.
- The final exam is comprehensive.

This assignment is related to Student Learning Outcome #1.

4. Journal Article Critiques (5% each/Total=15%)

Due: See Course Schedule

You will analyze and critique 3 articles from recent, top quality, peer-reviewed journals in terms of the contribution the works make to the field of knowledge. Articles will be assigned by the professor and are related to the theory or developmental stage being studied.

- Critiques should be 2 pages in length and follow *How to Critique a Journal Article*. In addition, your critique should address implications of the results of the study for Christian ministry.
- Submit the assignment, complete with a cover page, to Blackboard on the assigned dates.

A rubric for this assignment and *How to Critique a Journal Article* are posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

5. Service Learning Project (7.5%)

Due: See Course Schedule

You will provide 8-10 hours of service to a *group of people* who are discussed in our text (e.g. children, the elderly, physically/mentally disabled, etc.) Service learning sites include nursing homes, child care centers, churches, and community ministry programs. If you need assistance in locating a service site please see the professor. You will submit your service site to the professor in week two. You will submit a *Supervisor Evaluation Form of Student Service Learning* on the due date. The form may be found in Assignments Upload.

Service Learning Reflection Paper (7.5%)

Due: See Course Schedule

You will gain more from a service learning project when you take the time to reflect on it. Following the *Service Learning Project Reflection Guide*, you will write 3 to 4-page paper about your experience. You will find the *Service Learning Project Reflection Guide* and a rubric for this assignment on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

6. Developmental Biography (15%) and Personal Journal (10%) Due: See Course Schedule

You will develop a developmental biography of a fictional individual over the course of the semester following the presentation of the course material. For the developmental biography:

- Introduce your individual. Provide demographic characteristics including: gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical and psychological health of family members. These

characteristics will impact your developing individual at each stage. While you may choose to apply autobiographical details to your individual, this is not a developmental *autobiography* assignment.

- In 1.5 to 2 pages per life stage (Infancy, Early Childhood, Middle Childhood, Adolescence, Young/Middle Adulthood, Late Adulthood), apply information from each chapter regarding that life stage to all aspects of your growing and maturing individual. For example: in the pregnancy and prenatal development stage you may address the mother's emotional state, her age, and the family's reaction to the pregnancy. In the toddler stage you may address the relationship between father and child, the work situation of the parents, or child care arrangements. *Refer to the course schedule for due dates.*

If you are struggling with the application of the material for a particular developmental stage, you may interview someone who is in the stage or who has a child in that particular stage. Communicate to the interviewee that the purpose of the interview is to gain a better understanding of the stage and that you will not be sharing their experiences with the class. A rubric for this assignment is posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2. This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.*

For the Personal Journal:

- You will keep an electronic journal of how this experience has impacted you. Make entries at each developmental stage. Because self-analysis is so important to promote self-understanding, and therefore important to ministry, each of you will be introspecting and analyzing yourselves. This is a course that will involve some self-examination and some degree of sharing personal information with the class. Your journal will not be shared in any way with the class.

A rubric for this assignment is posted on Blackboard in Assignments Upload. *This assignment is related to Student Learning Outcome #2.*

7. Class Participation (5%)

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. You begin with 100. A rubric for class participation may be found in Assignments Upload.

Threaded Discussion: You will participate weekly in the threaded discussions. These discussions are an essential component of the participation grade for the course. Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a web site, asking question of your fellow classmates, giving a personal

example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In addition to writing your own response, each unit you will post a response to at least two other students' responses. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response.

Your contributions to the Discussion Board Topic are worth 20 points for each week for a total of 15% of your final grade. There is NO MAKE-UP option for participation in the weekly Discussion Board. You cannot complete "other assignments" or extra credit to "make-up" for not being able to participate.

The week begins on MONDAY and ends on FRIDAY. Your initial post to the posted questions(s) must be made by Wednesday at 5:00 p.m. CST of each week. Responses to other students' posts must be made by Friday at 5:00 p.m. CST. Any threaded discussion posted after 5:00 on Friday will not be viewed by the professor or grader and will *not* count towards class participation for that week. *This assignment is related to Student Learning Outcomes #1 and #2.*

Course Evaluation

Quizzes	10%
Examinations (5)	25%
Journal Articles/Ministry Application (5)	15%
Service Learning Project	7.5%
Service Learning Project Reflection	7.5%
Developmental Biography	10%
Personal Journal	10%
Participation	15%

Course Policies

Classroom Decorum: Your participation is required for every class unit.

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.

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 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 NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

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 or grader. For technical reasons, this mode of file transmission is extremely inefficient.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Microsoft Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

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.

Recording Policy: 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.

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 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 need to enroll in the course on Blackboard.

Technical Support: 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.

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.

Correspondence with the Grader: You should contact the grader via email at _____. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular “business” hours. Please respect the grader’s personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

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.

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> .

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. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

Course Schedule

Unit	Date	Topic	Assignment
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Unit	Date	Topic	Assignment
Into/1		Introduction to Course Introduction to Lifespan	- <i>Reciprocating Self</i> part 1 - <i>Essentials of Human Development</i> chapter 1
2		Prenatal, Infancy, Early Childhood and Physical/Motor Development	- <i>Reciprocating Self</i> ch.6 - <i>Essentials of Human Development</i> chapters 2-3 Exam #1
3		Thought/Language and Social/Emotional Development in Early Childhood	- <i>Reciprocating Self</i> ch. 7 - <i>Essentials of Human Development</i> chapters 4-5 Journal Article (Infancy or Early Childhood) Due
4		Physical and Social/Emotional Development in Middle Childhood	- <i>Reciprocating Self</i> ch. 8 - <i>Essentials of Human Development</i> chapters 6-7 Exam #2
5		Cognitive, Physical, and Social/Emotional Development During Adolescence	- <i>Reciprocating Self</i> ch.9 - <i>Essentials of Human Development</i> chapters 8-9 Journal Article (Middle Childhood or Adolescence) Due
6		Physical, Cognitive, Personality Development in Young Adulthood	- <i>Reciprocating Self</i> ch.6 - <i>Essentials of Human Development</i> chapters 10-11 Exam #3
7		Occupational/Life Style Issues and Biopsychosocial Issues in Middle Adulthood	- <i>Reciprocating Self</i> ch.11 - <i>Essentials of Human Development</i> chapters 12-13 Journal Article (Early, Middle, or Late Adulthood) Due
8		Physical, Cognitive, Social, and Dying Issues of Later Life	- <i>Reciprocating Self</i> ch.14 - <i>Essentials of Human Development</i> chapters 14-16 Exam #4 Service Learning Project Reflection Paper Due

Unit	Date	Topic	Assignment
			Developmental Bibliography and Personal Journal Due
			Final Exam – Chapters 14- 16

***The Professor reserves the right to change topics/dates as necessary (see course policies).**