



CEEF6306

Lifespan Development

New Orleans Baptist Theological Seminary

Church Ministry Division

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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 (SLOs)

Upon completion of this course you will be able to demonstrate:

1. an understanding of theories, methods, and research findings related to lifespan development.
2. an understanding of how developmental concepts, theories, and principles apply to everyday life and ministry contexts.
3. an ability to document the effects of major biopsychosocial influences on the development of individuals across the lifespan.

The Embedded Assignment

Developmental Biography (25%)

Due: See Course Schedule

Write a developmental biography of a *fictional individual* over the course of the semester. You may be asked to comment on your individual in class discussions.

I. *Demographic Characteristics*: Introduce your individual. For the time of your subject's birth, provide demographic characteristics (refer to the rubric). *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.

II. *Eight Life Stages (one pre-birth, seven post-birth)*

Using the template provided on Canvas, in 1.5 to 2 pages for *each* of the assigned *eight* life stages (Prenatal, Infancy, Early Childhood, Middle Childhood, Adolescence, Young Adulthood, Middle Adulthood, Late Adulthood), apply information from each unit regarding that life stage. For the prenatal stage, address the six areas presented in the rubric. For infancy through late adulthood address all aspects (physical development, cognitive development, social/emotional development, spiritual development) of your growing and maturing individual.

Connect each life stage to the prior stages. For example, connect the infancy stage to the prenatal (pre-birth) stage. For instance, a baby born with cerebral palsy, a condition caused by damage that occurs to the developing brain, most often before birth, will be affected by it in every stage of life. *Each installment is due by Sunday at 11:59 p.m. in the week it is due.*

- Write in narrative form (not a bullet list of information) as you share the life story of your fictional character.
- Create ONE document – begin with demographic characteristics and end with late adulthood **IN THE SAME DOCUMENT**; just keep adding new life stages to the same paper, using headings to denote the new life stage. Submit with a cover sheet.
- **Connect the biography to course content.** Use page numbers and provide citations if you reference a source.
- Review the comments provided in the Grade Center with your submissions. Before the last submission, make corrections/additions to the content for the various life stages based upon the feedback.
- Proof your entire paper for typos, grammar, and formatting adjustments.

You will receive essential feedback which will be helpful as you construct the subsequent life stage biographies. **YOU WILL NOT RECEIVE A SEPARATE GRADE FOR EACH INSTALLMENT. THE ASSIGNMENT GRADE WILL BE POSTED AFTER THE LAST INSTALLMENT.** If you are struggling with the application of the material for a particular developmental stage, 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. *This assignment is related to SLOs #2 and #3.*

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.

Required Texts

Kail, Robert and John Cavanaugh. *Essentials of Human Development*, 2nd Edition, 2016. ISBN 978-1305504585. This textbook is available as an etextbook or paperback.

Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*, 2nd ed. Downers Grove, IL: IVP Academic, 2016. ISBN: 978-0830851430 (Kindle edition available)

Course Teaching Methodology

Methodology

Methods used in this course include readings, lecture, videos, discussion, and individual learning assignments.

Format

This course is taught online over summer term.

Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Canvas. Weeks begin on Monday and end on Sunday. Unless otherwise instructed, assignments are due on Sundays by 11:59 p.m.

1. Readings/Assignments:

Due: Weekly

All readings and review of course materials should be completed so you can actively relate to all discussions. Reading and review is extremely important as class discussions are designed to supplement unit study and provide opportunities to process what you have read and reviewed. A minimum of one to two hours will be needed to be prepared for each unit. *This assignment is related to SLO #1.*

2. Quizzes: (10%)

Due: Weeks 1-7

Open-book quizzes will be given during the semester over the designated content assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not “Google” answers. You are trusted to be honest in your academic endeavors. *Weekly quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Sunday.* Late quizzes will not be given. *This assignment is related to SLO #1.*

3. Examinations (5): (6% each/Total=30%)

Due: Weeks 3, 4, 5, 6, 9

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers cannot be found word for word in your text. You should understand key concepts, be able to apply what you have learned, and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). *All tests will be posted on Blackboard under Assignments and will be available at 12:30 a.m. on Monday and will close at 11:59 p.m. CST on Sunday.* The exam can be opened one time only.

If you believe that an answer to a question is keyed incorrectly, please send an email with the full questions, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are made, the textbook publisher makes mistakes, and it is possible that you will find errors. Often, by going through these steps, students discover that what was designated as the correct answer was in fact correct. *This assignment is related to SLO #1.*

4. Application Projects (10% each/Total=20%) Due: Weeks 3 and 7

Complete two projects selected from the application projects presented in the syllabus (pg. 7). Each project is associated with a chapter in *Essentials of Human Development*. Detailed instructions for each assignment are posted on Canvas.

- Application Project I: Choose one from options 1-6.
- Application Project II: Choose one from options 7-10

This assignment is related to SLOs #2 and #3.

5. Developmental Biography (25%) Due: Weeks 2, 3, 4, 5, 6

Refer to the description under The Embedded Assignment.

6. Discussion Board Participation (15%) Due: Weekly

Threaded Discussion: Topic oriented discussions are graded and open during a set period of time. Your task is to discuss an assigned topic and demonstrate your knowledge, understanding, and insight, much like you would in a classroom discussion. 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 website, 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. Your response must be more than "Yeah, I agree." 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.
- Spelling and grammar count. You should write in complete sentences and present well-developed ideas.

Once a due date has passed, you can no longer receive credit for submitting a discussion posting. *No exceptions to this policy are made.* You cannot complete "other assignments" or extra credit to "make-up" for not being able to participate. Consider the discussion board the classroom. If you want to participate in a discussion, you need to show up on time, when everyone else is discussing that topic, in order to get credit for participating. You need your classmates in order to

get credit for responding to someone, just as they need you to post an interesting statement to which they can respond.

The week begins on MONDAY and ends on SUNDAY. 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 Sunday at 11:59 p.m. CST. Any threaded discussion posted after 11:59 on Sunday will not be viewed by the professor or grader and will *not* count towards class participation for that week. *This assignment is related to SLOs #1 and #2.*

Attendance Policy

Students are expected to engage regularly with course content through the learning management system and other course delivery methods. Students who fail to participate consistently in course activities may receive a grade of "F" for the course.

Course Evaluation

Quizzes	10%
Examinations (5)	30%
Application Projects (10% each)	20%
Developmental Biography	25%
Discussion Boards	15%

Course Schedule

Week	Unit	Topic	Reading	Assignments	Due Date
1 5/29-6/4	0	Introduction			6/4 at 11:59 pm
	1	Theories of Development	Kail & Cavanaugh, Ch. 1 Balswick, Part One	Unit 1: Quiz 1 Discussion Board	
2 6/5-11	2A	Pregnancy and Prenatal Development	Kail & Cavanaugh, Ch. 2	Unit 2: Quiz 1 Discussion Board Developmental Biography: Demographic Characteristics	6/11 at 11:59 pm
	2B	The Newborn	Kail & Cavanaugh, Ch. 3	Discussion Board	
3 6/12-18	3A	Infancy and Early Childhood: Cognitive Development	Kail & Cavanaugh, Ch. 4 Balswick, Ch. 6	Unit 3: Quiz 1 Discussion Board Developmental Biography: Prenatal and Infancy Exam #1 (Kail & Cavanaugh, Chs. 1-2, Balswick Part 1)	6/18 at 11:59 pm
	3B	Infancy and Early Childhood: Socioemotional Development	Kail & Cavanaugh, Ch. 5	Unit 3: Quiz 2 Discussion Board Application Project I	
4 6/19-25	4	Middle Childhood	Kail & Cavanaugh, Chs. 6-7 Balswick, Ch.7	Discussion Board Exam #2 (Kail & Cavanaugh, Chs. 3-5; Balswick, Ch. 6)	6/25 at 11:59 pm
	5	Adolescence	Kail & Cavanaugh, Chs. 8-9 Balswick, Ch. 8	Unit 5: Quiz 1 Discussion Board Developmental Biography: Early and Middle Childhood	
5 6/26-7/2	6	Young Adulthood	Kail & Cavanaugh, Chs. 10-11 Balswick, Chapter 9	Discussion Board Exam #3 (Kail & Cavanaugh, Chs. 6-9; Balswick, Chs. 7-8)	7/2 at 11:59 pm
	7	Middle Adulthood	Kail & Cavanaugh, Chs. 12-13 Balswick, Ch. 10	Unit 7: Quiz 1 Discussion Board Developmental Biography: Adolescence and Young Adulthood	

6 7/3-9	8A	Late Adulthood: Physical, Cognitive, Mental Health	Kail & Cavanaugh, Ch. 14 Balswick, Ch. 11	Discussion Board Exam #4 (Kail & Cavanaugh, Chs. 10-13; Balswick, Chs. 9-10)	7/9 at 11:59 pm
	8B	Late Adulthood: Social Aspects	Kail & Cavanaugh, Ch.15	Unit 8: Quiz 1 Discussion Board Developmental Biography: Middle and Late Adulthood (The complete biography)	
7 7/10-16	8C	Dying and Bereavement	Kail & Cavanaugh, Ch. 16	Discussion Board Unit 8: Quiz 2 Application Project II	7/16 at 11:59 pm
8 7/17-23	9	Applications for Ministry	Balswick, Part Three	Discussion Board	7/23 at 11:59 pm
9 7/24-28				Final Exam	7/28 at 12:00 pm CST (Noon)

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

Lifespan Development Application Projects

The following are brief descriptions of the projects from which you will select two - one from 1-6 and one from 7-10. You should decide early which of the projects interest you most and plan accordingly. *Specific instructions for each project assignment are posted on Canvas.*

Project	Brief Description	Chapters	Due Date
Prenatal Development, Infancy, and Early Childhood			
1	Interview two adults (one male, one female) outside of classmates, with regard to their attitudes concerning various technological advances in assisted reproductive technology and prenatal development.	2-5	
2.	Since we have no memories of the first few years of our lives, we must rely on those who took care of us to tell us what our early lives were like. Learn about your early physical development by interviewing your parent(s) or guardian(s).	2-5	
School-Age Children			
3	Conduct Piagetian conservation tasks with two children (about 3-9 years of age). Record and report their responses.	6-7	
4.	Visit http://datacenter.kidscount.org/ and research child maltreatment, poverty, and other indicators that you think are particularly notable in your state.	6-7	
Adolescence			
5	Write a letter to your future child describing the physical and psychological changes that they will experience during puberty	8-9	
6	Analyze media in relation to adolescent development. Choose a topic related to adolescent development and analyze its depiction in the media.	8-9	
Application Project I Due			Week 3
Young and Middle Adulthood			
7	Learn about alcohol use and addiction from the National Institute on Alcohol Abuse and Alcoholism.	10-13	
8	Interview a family member, friend, or community member, who is at least 35 years of age, about his/her career experiences.	10-13	
Late Adulthood			
9	Conduct interviews with two people (one male, one female) in late adulthood about their experience of aging.	14-15	
Dying			
10	Learn about national and local bereavement support groups and services.	16	
Application Project II Due			Week 7

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 Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs are acceptable – and will preserve your formatting.

Assignment Submission: All assignments are to be submitted to Canvas by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

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

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.

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. NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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.

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

Canvas and CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Canvas and CNS. The professor will utilize both to communicate with the class. Assignment grades will be posted to Canvas.

Correspondence with the Grader: Contact the grader via email at peaveygrader@gmail.com. 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.

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.

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.

NOBTS Emergency Text Messaging Service: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>

Office Hours: Email the professor to arrange a meeting or phone call.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from

support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. Canvas.NOBTS.com Click on the “Help” button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas@nobts.edu.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Style Guide: A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center’s page on the seminary website at: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at “The Write Stuff”: NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Bibliography

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- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1982.
- Levitin, Daniel. *Successful Aging: A Neuroscientist Explores the Power and Potential of Our Lives*. Penguin Random House, 2020.
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- Nouwen, Henri. *Our Greatest Gift: A Meditation on Dying and Caring*. New York, NY: Harper One, 1994.

O’rourke, Michelle. *Befriending Death: Henri Nouwen and a Spirituality of Dying*. Maryknoll, NY: Orbis Books, 2009.

Willimon, Will. *Aging: Pastoring for Life: Theological Wisdom for Ministering Well*. Grand Rapids, MI: Baker Academic, 2020.

Rubric for Developmental Biography (Embedded Assignment)						
	Criteria	Excellent (93-100)	Good (85-92)	Fair (77-84)	Poor (70-76)	Unacceptable (0-69)
Understanding	Biographical/ Demographic Content (5%) ___ x .05 = ___	Student demonstrated an <i>excellent</i> understanding of bio/demo of a character by providing a thorough descriptive narrative of <i>all</i> the following <i>eight</i> areas: Gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical health of family members, psychological health of family members	Student demonstrated <i>above-average</i> understanding by providing a <i>thorough</i> descriptive narrative of <i>most</i> content areas.	Student demonstrated <i>sufficient</i> understanding by providing a <i>shallow</i> descriptive narrative of <i>some</i> content areas.	Student demonstrated <i>minimal</i> understanding by providing a <i>shallow</i> descriptive narrative of <i>a few</i> content areas.	Student demonstrated <i>no</i> understanding by failing to provide a descriptive narrative of content areas.
	Prenatal (5%) ___ x .05 = ___	Student demonstrated <i>excellent understanding</i> of prenatal development by providing a <i>deep</i> narrative description of <i>all six areas</i> of prenatal development: type and frequency of prenatal care received, environmental complications, developmental/medical complications of mother and fetus, mother's emotional state, length of pregnancy, type of delivery.	Student demonstrated <i>above-average understanding</i> of prenatal development by providing a <i>deep</i> descriptive narrative of <i>five</i> content areas.	Student demonstrated <i>sufficient</i> understanding of prenatal development by providing a <i>shallow</i> narrative description of <i>five or six</i> content areas.	Student demonstrated <i>minimal</i> understanding of prenatal development by providing a <i>shallow</i> narrative description of <i>four</i> content areas.	Student demonstrated <i>no</i> understanding by providing a narrative description of fewer than four content areas.
	Developmental Content (40%) ___ x .40 = ___	Student demonstrated <i>excellent</i> understanding of the 4 areas of development for post-birth life stages by providing <i>detailed</i> descriptions of <i>all</i> stages with examples.	Student demonstrated <i>above-average</i> understanding of 4 areas of development for post-birth life stages by providing <i>somewhat detailed</i> descriptions of stages with examples.	Student demonstrated <i>sufficient</i> understanding of 4 areas of development for post-birth life stages by providing <i>general</i> descriptions of the stages; some examples are provided.	Student demonstrated <i>minimal</i> understanding of the 4 areas of development for post-birth life stages by providing <i>limited</i> descriptions of the stages; very few examples are provided.	Student demonstrated <i>no</i> understanding of the 4 areas of development for post-birth life stages by providing <i>superficial</i> descriptions of the stages; no examples are provided.

Application	Connections (30%) ___ x .30 = ___	Student demonstrated <i>excellent</i> understanding of connections/relationship between life stages by providing <i>detailed descriptions</i> with examples.	Student demonstrated <i>above-average</i> understanding of connections/relationship between life stages by providing <i>somewhat detailed descriptions</i> with examples.	Student demonstrated <i>sufficient</i> understanding of connections/relationships between life stages by providing <i>general descriptions</i> ; some examples are provided.	Student demonstrated <i>minimal</i> understanding of connections/relationships between life stages by providing <i>limited descriptions</i> ; some examples are provided	Student demonstrated <i>no</i> understanding of the connections/relationships between life stages by providing superficial or no examples. stage(s).
	Style (10%) ___ x .10 = ___	Writing is flowing and easy to follow. Sentences are well phrased.	Writing has minimal awkward, or unclear passages.	Writing has a few awkward or unclear passages.	Writing has several awkward or unclear passages.	Writing is choppy and unclear.
Communication	Grammar and Usage (10%) ___ x .05 = ___	No errors impair the flow of the assignment. Errors are infrequent and have a minor impact.	Errors are occasional but do not impede the flow of the assignment; the student's meaning is not seriously obscured by errors.	Errors are frequent and somewhat disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is not discernable.
	Length and Format (5%) ___ x .05 = ___	Follows the template and has no Turabian errors; meets length requirement.	Follows the template; has very few Turabian errors; nearly meets length requirement.	Follows the template; has several Turabian errors; fails to meet the length requirement.	Follows the template; has many Turabian errors; fails to meet the length requirement.	Does not follow the template; has many Turabian errors; fails to meet the length requirement
Mechanics						

Total: _____

DOMAIN	LEVEL	Not Applicable	Does Not Meet	Meets	Exceeds
UNDERSTANDING	Able to understand theories, methods, and research findings related to lifespan development.				
APPLICATION	Able to apply in a Christian Education ministry the biopsychosocial and spiritual needs of individuals across the lifespan.				
COMMUNICATION	Able to communicate the major biopsychosocial influences on the development of individuals across the lifespan.				