



LEAVELL COLLEGE

AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

LCPC2390-30 Human Development
Spring 2020, Term 203
Thursday, 6:00 pm -7:50 pm

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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

Core Value

Each academic year, a core value is emphasized. This academic year, the core value is **Spiritual Vitality**: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.

Course Description

The purpose of this course is to explore the typical path to human growth and development. Students will also discuss how the theories, concepts, and research relate to various ministry settings.

General Education Competencies (GECs)

Leavell College has identified four General Education Competencies:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Quantitative Reasoning

This course addresses GEC #2 and #3.

Bachelor of Arts in Christian Ministry Program Student Learning Outcomes (BACM PSLOs) AND Bachelor of Arts in Music with an Emphasis in Worship Program Student Learning Outcomes (BAM PSLOs)

Leavell College has identified three program Student Learning Outcomes:

1. Biblical Interpretation (BACM PSLO #1)
1. Worship Leadership (BAM PSLO #1)
2. Service and Leadership (both BACM PSLO #2 and BAM PSLO #2)
3. Historical and Theological Interpretation (both BACM PSLO #3 and BAM PSLO #3)

This course addresses BACM PSLO #2.

Course Student Learning Outcomes (CSLOs)

Upon completion of this course students will:

1. Understand human development theories and issues.
2. Value knowledge of human development as it relates to ministry across the lifespan.
3. Demonstrate skills for synthesizing human development theories and issues by identifying ministry opportunities within each developmental stage.

Course Texts

The following textbook is required:

Fiore, Lisa. *Lifesmart: Exploring Human Development*. New York: McGraw-Hill, 2011.

The following text is optional:

Balswick, Jack O, Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: InterVarsity Press, 2005.

Course Requirements and Grading

1. Class Participation (5%)

Students are expected to attend all class meetings. Institutional policies regarding absences and tardiness will be strictly enforced. An absence will be recorded for every three tardies (late arrival or early departure). Each student with absences in excess of 9 hours will receive a grade of F for the course. Roll will be taken at the beginning of each class period. The student is responsible to contact the professor if he or she is tardy and the roll has been taken. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, and evidence of engagement with course materials. *This assignment relates to GEC #1&2, BACM PSLO #1&2, and CSLO #1 & 2.*

2. Reading Assignments

All readings/assignments should be completed prior to class so you can actively relate to all class discussions. A chapter is assigned for each class period as noted on the *Course Outline*. Reading the chapters is extremely important as class discussions are not designed to cover all of the assigned reading material but 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 class.

3. Reading Quizzes (10% – total)

In order to help students keep up with the assigned readings, twelve quizzes will be given during the semester over the designated content assigned for that day. Each quiz will consist of ten questions. Students may use one page (8½” x 11”, front and back) of notes they have taken of the course text during their reading as they take the quiz. Missed quizzes cannot be made up. Two of the lowest quizzes will be dropped. *This assignment relates to BACM PSLO #2 and CSLOs #1 and #3.*

4. Examinations (6% each – 30% total)

Exams will be taken in class and will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer).

5. I– Search Paper and Presentation: (25%)

Students will choose a topic about which they have a genuine desire to know more and write a 5- to 6-page (double-spaced) I-Search paper.* This paper is to include a Title Page, the body of the paper, and a Bibliography. The body of the paper is to be 5 to 6 **full** pages (double-spaced). At least **three** resources (other than the required textbook) are to be used in this study. Of these three resources, only one resource may be a website. (*Wikipedia is not an acceptable on-line resource.*) Students will also present the findings of their research in a 7 – 10 minute presentation. *Paper topics are to be submitted to the professor during the second week of the course. This assignment relates to GEC #2; BACM PSLO #2, and CSLOs #1, #2, #3, and #4.*

*An I-Search paper is a research paper written from a personal point of view.

Writing an I-Search Paper reference found at

<http://faculty.nwacc.edu/tmcginn/writing%20an%20I-search%20paper.pdf>

The I-Search paper will consist of four sections:

- a. **The story of your search** - This section tells the readers:
 - What you knew about your subject before you began your research.
 - What you wanted to know.
 - The research steps you went through to find out what you wanted to know, including both the steps that led to useful information and the steps that turned out to be dead ends.
- b. **What you learned** - In this section, you give readers the results of your search including both the answers you found and the answers you did not find.
- c. **Your reflections on the search** - You use this final section to tell readers what the experience has taught you about conducting and documenting a search.

(Adapted from *Writing an I-Search Paper* found at

<http://faculty.nwacc.edu/tmcginn/writing%20an%20I-search%20paper.pdf>)

- d. **Your reflections on application of search findings to your life and ministry** – In this section you will address how the results of this search will be integrated into your

daily life and ministry.

6. *Service Learning Project* (30%)

This assignment relates to BACM PSLO #2 and CSLOs #1 and #3.

This assignment consists of the following three parts:

e. Service Project (15%)

Students are to provide 8 – 10 hours of service to a group of people discussed in the course text (e.g., children, adolescents, young adults, middle adults, older adults).

Students are to submit a project proposal to the professor for approval the third week of class. The professor will review the proposal and reply to the student the fourth week of class.

f. Reflection paper (5%)

Students are to write a 2- to 3-page (double-spaced) reflection paper of the service learning experience. In addition, students are to document the hours served using the *Service Learning Project Log* (note the log at the end of the syllabus). The reflection paper is to include:

- A brief summary of your engagement in the service learning project
- That which you learned about yourself during this service
- That which you learned about God during this service
- How that which you experienced during this service relates to the principles addressed in the course text, course documents, and class discussions

As this is a personal reflection paper, you may write in first person. Remember: Do not identify any of the people served during your presentation.

g. Presentation (10%)

Students will develop a presentation to be delivered during the assigned class period. Presentations are to be 7 – 10 minutes in length. During the presentation, the student is to:

- Describe the service project in which he or she was engaged
- Describe the service experience
- Relate the experience to principles learned in the text, course documents, and class discussions

Remember: Do not identify any of the people served during your presentation.

Extra Credit:

The following text is to be used for this extra credit opportunity:

Balswick, Jack O, Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self*:
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Human Development in Theological Perspective. Downers Grove, IL: InterVarsity Press, 2005.

Part One: Students will read Part One (chapters 1 – 5) and Part Three (chapters 12 – 14) in their entirety. Additionally, students will read the selected chapter of Part Two based upon their ministry focus.

Part Two: Students will submit a 2- to 3-page (double-spaced) reflection of the selected sections of this text.

Due: No later than May 14

Up to 7 points will be added to the *Final Exam*

Grading:

Reading Quizzes	10%
Examinations (5)	30%
I-Search Paper/Presentation	25%
Service Learning Project	30%
Participation	5%

Grading Scale:

A: 93 – 100
B: 85 – 92
C: 77 – 84
D: 70 – 76

Course Outline

Week	Week of	Topic	Assignment
1	January 23	Course Introduction Biblical Perspective	
2	January 30	Introduction to Lifespan	Chapter 1 <i>Reading Quiz 1</i> (chapter 1) <i>I-Search Paper topic proposal due today</i>
3	February 6	Theories of Development	Chapter 2 <i>Reading Quiz 2</i> (chapter 2) <i>Service Learning Proposal due February 12th</i>

4	February 13	Pregnancy and Prenatal Development	Chapter 3 <i>Reading Quiz 3</i> (chapter 3) Exam #1 (Chapters 1-2)
5	February 20	Birth and the Newborn	Chapter 4 <i>Reading Quiz 4</i> (chapter 4)
6	February 27	Infancy	Chapter 5 <i>Reading Quiz 5</i> (chapter 5)
7	March 5	Early Childhood	Chapter 6 <i>Reading Quiz 6</i> (chapter 6) Exam #2 (Chapters 3-5)
8	March 12	Middle Childhood	Chapter 7 <i>Reading Quiz</i> (chapter 7)
9	March 16-20	Spring Break	Spring Break
10	March 26		I-Search Paper due
Week	Week of	Topic	Assignment
11	April 2	I-Search Paper Presentations Review of Chapters 6 & 7	Exam #3 (Chapters 6-7)
12	April 9	Adolescence	Chapter 8 <i>Reading Quiz 8</i> (chapter 8)
13	April 16	Early Adulthood	Chapter 9 <i>Reading Quiz 9</i> (chapter 9)
14	April 23	Middle Adulthood	Chapter 10 <i>Reading Quiz 10</i>
15	April 30	Late Adulthood	Chapter 11 <i>Reading Quiz 11</i> Service Learning Project due

16	May 7	Dying and Spirituality Service Learning Project Presentations Review	Chapter 12 Reading Quiz 12 Exam #4 (Chapters 8 -10) Extra Credit due today by 6 p.m.
16	May 13	FINAL EXAM	The final exam will cover chapters 11 – 13.

Additional Course Information

1. *Attendance Policy:* Per the Leavell College catalog, school policies regarding absences and tardies will be strictly enforced. Any student missing more than nine hours will automatically receive a grade of “F” for the course. Every three occasions of arriving late for class or leaving early for class will be counted as one hour of absence. The student is responsible for contacting the teacher if he or she is tardy and the roll has been taken. The student is responsible for all material, including that which was covered during an absence.
2. *Blackboard/Self-Serve:* The student is responsible to check Blackboard for grades, assignments, course documents, and announcements. The student is also responsible for maintaining current information and current e-mail address on the Blackboard system and Self-Serve. As Blackboard and Self-Serve do not communicate with one another, students will need to enter updates on both platforms.
3. *Writing Style Guide:* Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.
4. *Netiquette:* 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.
5. *Classroom Behavior:* Students are expected to maintain a Christian attitude both inside and outside the classroom. Derogatory and abusive language will not be tolerated. Any behavior not becoming of a minister may result in dismissal from class. First time offenses will be documented and subsequent offenses will be submitted to the Dean of Leavell College.
6. *Academic Honesty Policy:* All 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.
7. *Plagiarism Policy:* A high standard of personal integrity is expected of all Leavell College 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 committing 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 may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.

8. Emergency Plan: In the event the NOBTS schedule is impacted due to a natural event or epidemic, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.
9. For Technical Assistance: For general NOBTS technical help, go to: www.NOBTS.edu/itc/

Selected Bibliography

- Allen, K. Eileen, and Lynn R. Marotz. *By the Ages: Behavior & Development of Children Pre- Birth through Eight*. Albany, NY: Delmar Thomson Learning, 2000.
- Arden, John B. *Rewire Your Brain: Think Your Way to a Better Life*. Hoboken, NJ: John Wiley & Sons, Inc., 2010.
- Balswick, Jack O., Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove: InterVarsity Press, 2005.
- Estep, James R., and Jonathan H. Kim. *Christian Formation: Integating Theology & Human Development*. Nashville: B&H Publishing Group, 2010.
- Fiore, Lisa Beth. *Lifesmart: Exploring Human Development*. New York: McGraw-Hill, 2011.
- Kail, Robert V., and John C. Cavanaugh. *Human Development: A Life-Span View*. 6th ed. Belmont, CA: Cengage Learning, 2010.
- Levinson, Daniel J. *The Seasons of a Man's Life*. New York: Ballantine Books, 1978.
- _____. *The Seasons of a Woman's Life*. New York: Ballantine Books, 1996.
- Mooney, Carol Garhart. *An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. St. Paul, MN: Redleaf Press, 2010.
- _____. *An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. St. Paul, MN: Redleaf Press, 2000.
- Sprenger, Marilee. *The Developing Brain: Birth to Age Eight*. Thousand Oaks, CA: Corwin Press, 2008.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	writingcenter@nobts.edu	504.816.8193	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students



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