



CECH 6321 Child Development

New Orleans Baptist Theological Seminary
Division of Discipleship and Ministry Leadership
Fall, 2019 (NOLA2U Live Option)
Tuesdays 2:00 – 4:50

Donna B. Peavey, BS, MRE, ThM, PhD

Professor of Christian Education
Director of Management and Training, ELC
504-282-4455, x3741
dpeavey@nobts.edu

Grader: Stephanie L. Cline, BA, MACE, ThM

Adjunct Instructor, NOBTS
peaveygrader@gmail.com

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.

Core Value Focus

The seminary has five core values. The focal core value for 2019-2020 is *spiritual vitality*. This course supports the five core values of the seminary.

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

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will address the following curriculum competencies:

Effective servant leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Interpersonal relationships: To perform pastoral care effectively, with skills in communication and conflict management.

Disciple making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Course Description

A study is made of the human growth developmental process of children birth through eleven years. Physical, mental, social-emotional, and moral/spiritual characteristics are identified and related to implications for parents and teachers. Developmental theories are explored, and observations are made of young children.

Student Learning Outcomes

At the conclusion of the course you will be able to demonstrate an understanding of:

1. developmental theorists and researchers;
2. developmental and cultural issues impacting preschoolers and children; and skill in
3. developing ministry action to respond to the needs of preschoolers and children.

Required Texts

REVEL for Exploring Child Development – Access Card. ISBN: 9780134983721. Berk, Laura. Pearson, 2018. (This is access to a learning platform that includes a digital text. **DO NOT PURCHASE A HARD COPY TEXT OR DIGITAL TEXT ONLY!**)

LifeWay Kids, *Wholly Kids: Guiding Kids to Life in Christ*. Nashville: LifeWay Press, 2012.

Units

Research and Assessment
Newborns
Infants
Toddlers
Preschoolers
Primary Years

Methodology

Methods used in this course include lecture, presentations, service learning, and individual learning assignments.

Format

This course is taught on the main campus in a block format with a NOLA2U Live option.

Assignments and Evaluation Criteria

All assignments are to be posted to the course's Blackboard unless otherwise instructed.

1. Case Study Project (25%)

Due: Weeks 3 and 13

Select one of the following:

- (a) Choose a child from age 6 through age 11/12 to be a “case study” for the course. Submit age of child in week 3. You will need to gain parental consent to observe and/or interview a minor. If possible, collect information from parents and the child about the child and his or her

experiences, background, opinions, and worldview. You may observe a child attending a church program (e.g. Sunday School, TeamKids, etc.). Document at least 1.5 hours in observation and/or interviews. Produce a 5-page report explaining your observations and interpretations In light of what we cover in this course about child development. To maintain confidentiality, respect, and professionalism, you must not use the real name of your “case study” child, nor take any pictures.

(b) Choose a child from 18 months to 5 years to be a “case study” for the course. Submit age of child (in months) in week 3. You will need to gain parental consent to observe and/or interview a minor. Collect information from parents and the child (when possible) about the child and his or her experiences. The case study child must attend an early learning center at which you may observe the child (such as the ELC on campus, which has observation rooms with two-way mirrors). You should try to make your observations as discreet as possible so you are not keeping your “case study” child, or any other children, from participating in daily activities and routines.

Produce a 5-page report explaining your observations and interpretations In light of what we cover in this course about child development. To maintain confidentiality, respect, and professionalism, you must not use the real name of your “case study” child, nor take any pictures. *This assignment is related to SLO #1.*

2. Current Event Response/Presentation (15%)

Due: Week 5

Review current media for articles regarding events that affect the biopsychosocial development of children in your community. Select *one* article about which you will write a 2-page formal response and develop a 10-minute presentation. Submit your selected topic in week 2 on the form provided in class. *Your event article must be approved.* The list of current event topics and presenters will be posted on Blackboard in week 3.

Formal Response (7.5%): The response should be 2 pages, include a Turabian citation for the article and answer the following questions.

- Who or what is the article about? Be specific.
- Who does the event affect?
- When and where did this event occur?
- How did the event occur and what happened? Be specific.
- How does the event in the article impact children and/or families?
- Why did you select this article?
- In what way does this article relate to topics, themes, or essential questions addressed in this class?

A copy of the article should be submitted with the formal response.

Presentation (7.5%): Include the following.

- 3-4 slide PowerPoint or Prezi (or other presentation program)
- Video (not required; no more than 1 minute)
- Recommendations for church ministry action

- For child(ren)
- For parents/families *This assignment is related to SLO #2 and #3.*

3. Service Learning Project (20%)

Due: Weeks 7, 11, 15

Conduct one service-learning project from the following. The project is meant to be a fun and interesting way to increase your comprehension of course material and to help you apply child development principles to everyday life within your community. The project should be creative and integrate multiple concepts.

Select one of the following projects or one of your own choosing, which will require approval. Choose a project which you will enjoy (i.e., which fit your own interests, skills, and creativity level) and which will stimulate your thinking about topics in this course. A brief description of potential projects is listed below. Be aware that some projects may require you to read ahead in the text or get outside sources. You must submit a proposal (briefly describing the project you will do and any relevant details), due week 7 to Blackboard. Please note that these projects can require from several days to a week to complete, so plan accordingly (i.e., do not procrastinate!). **All projects must have a community-service impact.** You will write a summary of the project and/or findings and present the project/findings to the class on the assigned date.

Proposal (5 points)— by Week 7

- Submit a 1-paragraph proposal describing your selection and choice of theory(ies) to be used and potential community service of interest.

Draft 3-page paper (15 points)— Week 11

- Send a draft 3-page paper and *include one peer-reviewed research article that supports your project.* This is on a pass/fail—that is turn in the FULL three pages, and you automatically receive the 15 points (as long as it is not plagiarized).

Final Project - Week 15 (4 to 5 pages final paper)

Content (50 points)

- Identifies the community service component
- Identifies the appropriate child development principles
- Links with and extends beyond class/text material; is appropriate to the “product”
- Insights, comments, and interpretations

Clarity & Organization (10 points)

- Overall organization and structure of your project
- Clarity of explanations (use of examples, clear descriptions)
- Clear flow of information
- Spelling/Punctuation

Presentation (20 points) – Last Class Period —You must be present on the presentation day to receive credit for a presentation. Submit the project to Assignments and the designated Discussion Board.

Individual Projects

Project #1: Create a blog.

If you choose this, you must start blogging early on the semester. **THE BLOG MUST BE LIVE on the Internet. This option will not be possible to choose if selected after week 8.** For this project, you will create a blog (that means it's your voice and your ideas on the blog and what you think) devoted to a specific topic (s) or theory (ies) in child development over the semester time period that will inform your local community about the topic(s). *You must have at least 8 weekly blog posts.* The overall goal of the blog is to inform and educate your visitor about your chosen topic and inform them of your thoughts. You should assume that your visitor is intelligent but not necessarily familiar with the field of child development or psychology (i.e., aim at the level of an introductory student). Your site should be both useful and visually interesting, and should contain (a) pictures or graphics, (b) hot links to related information or relevant sites, and (c) references.

Note: You are responsible for getting your projects up and running on the web. The day the assignment is due, you will simply turn in the correct URL, and it will be graded from the web. Write a 4-5 page paper on your topic summarizing why it was chosen, the target audience, and how will this help the audience develop or grow in their understanding.

Project #2: Write a children's story.

Write a short story for children (10 pages or more) that focuses on the needs of children in your community. Include acts of altruism, aggression and discrimination, etc. Make sure to look at a few children's stories in order to get an idea of how to proceed. Aim your story at any age level 11 or below and specify your story's target audience.

Write a 4-5 page paper explaining (1) whether any of the acts committed in the story might be emulated by the readers of your community, (2) which events would have the created impact on the readers, given past research/theory, and (3) describe how your story concepts and ideas illustrate the theories and what we have learned in class. Make appropriate references to the textbook and articles you have read. Please note that your story should be presented like an actual book and contain illustrations. Bring your book on presentation day.

Project #3: Design a Toy or Game

Design a toy or game that fosters the healthy development of children within your community (e.g., social, cognitive, physical development). Write a 4-5 page paper (1) discussing the theory (ies) you used to help create the toy/game, (2) describing the toy, and articulating the positive and negative (if any) aspects of the toy/game, including the developmental stage for which the toy was designed, and (3) discuss how the toy promotes social, cognitive, and or/physical development. Bring the toy/game to class on presentation day.

Project #4: Design a public service campaign

For this project, imagine that you are a professional specializing in persuasive communications and you have been hired to bring about a positive change in children's behavior within the community (e.g., you might want to get them to exercise more, to adopt one or more healthy

behaviors, to volunteer, to be more compassionate, or to decrease bullying in school or cyber-bullying, etc.)

Your final product will consist of a 4-5 page typed paper that includes a list of your specific goals, an outline of the steps you would take to achieve them, and a thorough discussion of the theoretical principles (e.g., modeling, reinforcement, dissonance) that underlie your persuasive techniques/strategies. You are to provide tangible evidence of your campaign (e.g., a video-clip, pamphlet, etc.) on presentation day.

Project #5: Conduct an observational learning experiment.

Conduct an experiment regarding cartoons and aggression. Secure a television cartoon that contains a lot of violence and one that contains virtually no violence. Then recruit 6 participants to watch the violent cartoon, and 6 participants to watch the mild cartoon. You will need to secure parental permission for minors to participate. Adult participants must sign a consent. You may recruit either parents of children or children, but all 12 individuals must be from the same group. You should also try to have the same number of males and females in each group.

After participants watch the cartoon, give them a sheet of paper and ask them to write a one paragraph story about a boy named Tim. Read these stories and code them on a 4-point scale from “not much aggression in story” to “a lot of aggression in story.” Next, see if your mean rating of the stories in the two groups is different. Did you find more aggression in one of the groups? Use your findings to educate your community by explaining both why you choose this community, and describing the results of your experiment in a 4-5 page paper, including a section on whether or not your findings are consistent with past research. You must collect your data and include them with your project. On the final day you present the data and results in a visual presentation.

Grading rubric for projects:

A **C** project is one that answers the questions adequately, without being particularly innovative. A project receiving this grade may not properly draw on child development concepts, nor integrate them in a logical fashion. Projects that are not well-thought out, do not reflect a great deal of effort, are not well written, and/or include noticeable carelessness, will receive this grade. Projects that seem to “take the easy way out” are more likely to receive this grade.

A **B** project addresses the question in an interesting, logical manner. Concepts and relevant research are applied accurately and cleverly integrated. Such projects are also well written, do not reflect much carelessness, and reflect a fair amount of thought and effort. Novel approaches are not necessarily taken, but the project satisfactorily addresses the question in a thoughtful way.

An **A** project is one that approaches the question in a creative, innovative manner. Several child development concepts are clearly and logically integrated, and links (in some case, novel links) are made to current research on the topic. Such papers reflect extremely careful attention to detail, are very well written, and often offer interesting new approaches to a community problem

at hand. Projects earning this grade usually reflect an impressive amount of thought and rigor.

4. Quizzes (10 = 15%)

Due: See Course Schedule

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 and 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.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcome #1.*

5. Exams (2@7.5, 1@10% = 25%)

Due: See Course Schedule

You are expected to take all sectional tests and exams at the scheduled times. Unless otherwise indicated, exams are open book/open note. 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). **Make-up exams will only be given in extreme circumstances.** The final exam is comprehensive.

All tests will be posted on Blackboard under Assignments and will be available at 12:30 a.m. on Mondays and will close at 11:59 p.m. CST on Sundays. The exam can be opened one time only and must be completed within the time allotted.

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. *This assignment is related to Student Learning Outcome #1.*

Course Evaluation

Service Learning Project	20%	Exams (3)	15%
Current Event Presentation	15%	Final	10%
Case Study	25%		
Quizzes (10)	15%		

Course Outline

Week	Date	Readings	Topic	Assignment Due
1	8/20		Introduction to the Course	
2	8/27	Berk, Ch. 1	Theory and Research in Human Development	Current Event Topic Requests Due Quiz
3	9/3	Berk, Ch. 2	Foundations of Development	Age of Case Study Child (in months if a preschooler) Due Quiz
4	9/10	Berk, Ch.3	Foundations of Development	Quiz
5	9/17		Current Event Topic Presentations	Current Events Response and Presentation Due
6	9/24	Berk, Ch. 4 <i>Wholly Kids</i> , pgs. 10-17, Levels of Biblical Learning*, and Bible Skills for Kids*	Infancy and Toddlerhood	Exam #1 (Chapters 1-3) Quiz
7	10/1	Berk, Ch. 5	Infancy and Toddlerhood	Service Learning Proposal Due Quiz
8	10/8	Berk, Ch. 6	Infancy and Toddlerhood	Quiz
9	10/15		Fall Break	
10	10/22	Berk, Ch. 7 <i>Wholly Kids</i> , pgs. 18-23, Levels of Biblical Learning*, and Bible Skills for Kids*	Early Childhood	Exam #2 (Chapters 4-6) Quiz
11	10/29	Berk, Ch. 8	Early Childhood	Draft of Service Learning Project Paper Due Quiz
12	11/5	Berk, Ch. 9 <i>Wholly Kids</i> pgs. 24-41, Levels of Biblical Learning*, and Bible Skills for Kids*	Middle Childhood	Case Study Due Quiz
13	11/12	Berk, Ch. 10		Exam #3 (Chapters 7-10) Quiz
14	11/19		Thanksgiving	
15	11/26		Final Project Reports Presentations	Final Service Learning Project Due
16	12/3		TBA	
	12/10		Final Exam	

**Read the section applicable to the age group for the week.*

Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

Absences: You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

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.

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

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

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 current NOBTS catalog.

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.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

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.

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

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 need to enroll in the course on Blackboard.

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: 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>.

Office Hours: Office hours are posted outside the professor's office. If necessary, contact the professor to schedule an appointment.

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 that you may need and we are able to provide.

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:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

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/researchlinks/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	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/studentservices/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
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS