

**CECM2310 HUMAN DEVELOPMENT**  
**New Orleans Baptist Theological Seminary**

**Disclaimer:** This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

### **Course Description**

The purpose of this course is to provide students with a quality theological education in the discipline of Christian Education Studies. This course is a study of the growth and development of the human life. Theories of development will be examined and compared from the prenatal period through infancy, childhood, adolescence, and adulthood.

### **Course Objectives**

1. To provide students with foundational understanding of human development theories and issues.
2. To provide students with opportunities for further developing an appreciation for human development and its significance to ministry.
3. To provide students with opportunities for further developing skills for synthesizing human development theories and issues with ministry.

### **Required Texts**

Dacey, John S. and John F. Travers. Human Development Across the Lifespan, 7th ed. New York, NY: McGraw-Hill Higher Education, 2008.  
ISBN Number 978-0-07-338265-4

### **Course Methods**

Course materials will be made available in two week blocks. Students will be allowed to review previously covered material at any time.

The following methods will be used to accomplish the course objectives.

**Class Participation** - Students will be expected to participate in all threaded discussions (see the Discussion Board for more instructions), projects and interactions as directed by the Instructor. Participation will be measured by the contributions of the student in these activities and time spent in the course area.

**Required Reading** - Students will be expected to read all assigned reading for the course. This will include the text book and other supplemental materials as directed by the Instructor. The required reading will be measured by weekly reading quizzes.

**Examinations** - Students will be expected to take all examinations at the scheduled times in the material. There will be four examinations based on the four basic content areas. (Beginnings and Infancy, Early and Middle Childhood, Adolescence and Early Adulthood, and Middle and Late Adulthood)

It is important to remember that when answering questions on an exam (even if it is online), I expect for you to respond to the questions based on your study of the material. As you study the material you should come to the point that you can use your own words to describe, discuss, and/or interact with the content.

Copying and Pasting in lecture materials does not show me that you have dealt with or learned any of the material. I know what I have posted - - I want to know what you have learned! Please keep this in mind as you complete your exams.

**Research Articles Review** - Students will research four journal articles - one in each of the following areas: infancy, childhood (early or late), adolescence and adulthood. Students will evaluate each article and turn in a review of the article by each due date. Pages 22-28 of the textbook Human Development Across the Life Span contain helpful information for completing this assignment.

The article to be reviewed should be dissected into four sections: introduction, method section, results section, and discussion.

The review must be prepared according to style guidelines contained in Kate L. Turbain's A Manual for Writers of Term papers, Theses and Dissertations. You will submit these through an attachment in a designated thread submission. You may use Corel WordPerfect or Microsoft Word to prepare the report.

The report should answer these questions:

1. What is the purpose of the article?
2. What predictions are made about the outcome of the study?
3. Where is the literature review located in the research article?
4. Who are the subjects? How many? How were they selected?
5. Describe any test that were used.
6. Summarize the steps taken to carry out the study.
7. What outcome measure was used?
8. What are the results of the study? What statistical information was presented?
9. What is the importance of what the authors found (or didn't find)?
10. What are the implications of the results of this study for ministry in a local church?

### **Web Site Resources**

Child Development     [www.srkd.org](http://www.srkd.org)

Developmental Psychology     [www.apa.org/journals/dev/](http://www.apa.org/journals/dev/)

Society for Research in Adolescence     [www.s-r-a.org/jra.html](http://www.s-r-a.org/jra.html)

List of Psychology Journals     [www.springer.com/west/home/psychology](http://www.springer.com/west/home/psychology)

**Ministry Implications Paper** - Students will choose one of the four age groups infancy, childhood (early or late), adolescence and adulthood.) and will be responsible for preparing a presentation for the class that will highlight the implications for Ministry based on the Human Development issues for that age group. The presentation will be submitted and reviewed by the class in the later part of the course. The student will need to focus on planning, educational, and physical plant concerns for the church. This is not to be an issue paper but an implication paper. Students will be expected to apply their developmental study of the age group to a ministry setting.

Here are some questions to help you get started. What physical needs does our age group have? (example – Infants need to be safe, to be fed, to be changed, etc) How does our age group learn? (Example – Children learn by doing, sensing, reading, etc) How does our age group develop socially? (Example – Youth are learning about relating to the opposite sex appropriately) How does our age group develop psychological? (Example – Older Adults deal with integrity vs. despair) What implication do the answers to these questions have for a ministry? How should they impact the planning for ministry for that age group? How should the church facilities be designed based on their needs?

## **Grading Policies**

### **Course Evaluation**

Class Participation	10%
Required Reading	10%
Sectional Exams	40%
Research Articles	20%
Ministry Implication Group Project	20%

### **Grading Scale**

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

### **Netiquette Statement on Appropriate Online Behavior**

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. 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 will be expected at all times in the online environment.