Note:
Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form.

MOODY DISTANCE LEARNING

Course Number, Name, and Credit Hours

SOC 4402, Applied Human Development 1, 3 credit hours

Course Description

This course is a holistic study of the developing individual in the span of life from conception through the school age child. The course is designed to provide a foundation for understanding the processes of human growth and development, describing an in-depth treatment of the characteristics and needs of the major life stages, and integrate a biblical perspective throughout lifespan development. Major theorists and theories will be presented in cognitive, moral and psychosocial development with engagement of a Christian worldview.

Course Objectives

By the completion of this course, you should be able to:

1. Define each life stage from conception through middle childhood by their unique characteristics and key developmental tasks
2. Identify key issues from each life stage in light of the four domains of human development (physical, cognitive, psychosocial and spiritual)
3. Describe and apply age-appropriate developmental tasks for each life stage
4. Identify the major theories specific to the study of human development
5. Integrate a Christian worldview within each life stage studied

Course Textbook(s)

Required textbooks for all Moody Online classes can be found on the Required Textbooks section of the Moody website.

Assignments

All assignments are due according to the schedule listed on the Course Schedule.

1. **CLASS PARTICIPATION:** Active participation is expected in this online course. Participation includes two main areas: Discussion boards and Reading. Class Participation will account for 20% of final course grade. You will submit through Blackboard (Bb), a weekly submission of what material you have read. If you have read material, but the given week the reading was assigned has past, a15% penalty will apply. Once the 8 weeks has ended, any reading material that has not been completed will receive a 0.

    - **DISCUSSION BOARDS:** You must maintain a significant presence in the discussion board. Please refer to the discussion board rubric included in the *Course Resources* section of this course for more information on how your participation in the discussion board will be assessed.   THERE ARE FOUR (4) DISCUSSION BOARDS DURING THIS COURSE AND ARE CREATED FOR SHARED LEARNING AND FEEDBACK BETWEEN CLASSMATES AND THE PROFESSOR.

    - **READING:** The completion of the course reading is an important part of the course. You are expected to complete the reading prior to projects assigned for the given weeks.

2. **ASSIGNMENTS:** There will be several projects in this course requiring application of the material which includes work with Microsoft Word and/or PowerPoint as well as web links and YouTube.

- **Assignment 1: Self-description with the 4 Domains of Human Development**
  In no more than two (2) double-spaced pages, write a self-description with the 4 Domains of Human Development.

- **Assignment 2: In Image and Likeness Project**
  CREATE A SCENARIO - We are God's image-bearers – made in His image and likeness…So What? Create one (1) scenario written in two (2) pages (MLA Format) either in ministry, community or family displaying image-bearing values. Keep these scenarios practical and possible.

  APPLY THEORY - **After you make your scenario**, apply which stages of each theory (chart) applies.

- **Assignment 3: Annotated Bibliography**
  We are made in our Mother's womb intentionally and uniquely; as such, ALL life is to be valued and respected. We see God's divine appointed value as we study the beginning stages of human life. You will define and identify the topic's key issues and formulate a relevant annotated bibliography.

  1. **Paper (MLA format, 3 pages max for body content):** You are to pick a topic from the given list. You will describe the topic:

      a. in regard to the physical development of the prenatal child or infant, and
      b. the main points of the issue as discovered from your resource review.

      The topic is to be **briefly** described with the key developmental issues listed from above.

  2. **Bibliography:** Accompanying this paper, you are to create a bibliography of 4-5 contemporary, relevant sources from which you completed a study of the chosen topic.

- **Assignment 4: Interactive Questions**
  Accompanying the Chapter 5 in the textbook is a list of 16 interactive questions designed to help you apply and consider how to use the information you are learning. Complete all 16 questions (2 pages maximum total)

- **Assignment 5: Classical-Operant Conditioning**
  Create practical examples of Classical Conditioning (anticipation and expectation resulting in a behavior) and Operant Conditioning (reward, punishment and negative reinforcement – one of each). You may do this in written or video format.

- **Assignment 6: Compiling Chart**
  For the lifespan, make a chart compiling the theories of Kohlberg, Fowler and Murphy. Include the name of each stage and one to two (1-2) sentences explaining it.

- **Assignment 7: Narrative Scenario**
  Create a scenario in **narrative form** (a story). Use the follow link to help properly set up your story: https://owl.english.purdue.edu/owl/resource/685/04/ . This story needs to be at least five to six (5-6) pages long (MLA Format). The story should be about a family or ministry situation that actively uses the information you have learned in the psychosocial development of young children. You may pick which theme you will illustrate in your story:
  1. Attachment to caregivers
  2. Pretend
  3. The importance of play

  As you make a point, you may use resources given in your textbook, but you may not refer to the textbook as a source. Remember to cite quoted sources in MLA 'short form' paper format (https://owl.english.purdue.edu/owl/resource/747/03/). Your 'Works Cited' page is **not** part of the total pages of the narrative. The point of this story is for you to show that you have learned something about psychosocial development in infants to preschoolers; nearly every part of this assignment should be informed by something you have learned from this week, as well as perhaps from the previous three weeks.

- **Assignment 8: Resource List**
  There are a number of excellent resources on the Web for language and literacy development in preschool children. There is also excellent church curriculum (several mentioned in your syllabus) that can be used to help children learn biblical truth and the gospel.

  This week, investigate a list of possible resources you or your church could use to help develop cognitive skills in children so they can learn skills in language and literacy. The resources must be age-appropriate in learning methods (i.e. – games, crafts) and the child's physical developmental abilities. Provide books, articles, annotated with a reference on how you see it useful to your life or the life of your church.

- **Assignment 9: Student Choice Project**
  This assignment is your choice in exploring the psychosocial development of children by evaluating the implications of a child's relationships. Choosing one of the options provided, write a plan of action and the results of your project from a personal perspective with a distinctive Christian integration. Your paper must be three (3) pages in length in MLA format. You will be assessed on your focus, timely participation and effort.

- **Assignment 10: Game or Curriculum Project**
  Choose to either create a game or write curriculum. Within both of these options, make sure you consider how we are not just teaching truth through what we say, but how we model it and how we build relationships with the children and the children with one another. All domains of development should be considered.

- **Assignment 11: Game or Curriculum Defense Paper**
  AFTER you have written the game or curriculum, write a two to three (2-3) page defense paper (MLA format) explaining why you wrote the game or curriculum the way you did in light of:
  1. the school-age child's physical, cognitive, spiritual, and psychosocial development,
  2. learning styles, and
  3. friendships and peer influence.

- **Assignment 12: External Evaluation of Game or Curriculum**
  Show your game or curriculum to someone who works regularly with children. (A pastor, Sunday school teacher, elementary school teacher, nanny, childcare worker, church volunteer are a few examples.) Ask this individual to read your curriculum or game as well as your paper and then with the rubric provided, have them comment on what you have created.

- **Assignment 13: Reflection Paper**
  Write a two to three (2-3) page self-reflection paper in which you explain how the evaluator's assessment of your game or curriculum has helped you grow in your understanding of how to apply what you have learned about middle childhood into a distinctly Christian game or curriculum which is not only developmentally appropriate, but clear in its goals, instructions and application. Throughout this paper, clearly describe how the project and the evaluator's assessment have stimulated your personal growth. Give a clear picture with specific examples of how the creation of the project and evaluation affected and encouraged you both in the subject matter and in your personal skill set.

3. **FINAL EXAM:**
   There are several documents which offer comprehensive review, identifying theorists and their theories, domains of human development integrating the unique and key characteristics of each life stage. An integration of what it means to be made in the Image of God is also included. You should read through each of these documents, using their text as a resource for any information which is not clear to you. From these documents and past homework assignments, fill out the study guide. Review the study guide for the final exam provided in **Week 8**. You may choose to fill out applicable sections throughout the course verses waiting until **Week 8**. You may use your completed study guide for the Final Exam. Other material in the course may be used as well, including the professor's PowerPoints, notes, and charts. You have 1.5 hours to take this exam. The exam will not shut down at the end time; however, time is monitored and for every 5 minutes over 1.5 hours, a 2% grade deduction will be applied to the final score.
   a. Example: 1:30- 1:35 – 2 points deducted; 1:36-1:40 – 4 points deducted; 1:41 - 145 – 6 points deducted, etc.
   b. You will be able to monitor your time while you complete the exam.
   c. You must take the exam in one sitting, by yourself on a reliable computer.
   d. You will not be allowed to retake the exam.
   e. Once Week 8 is completed and you have not taken the Final Exam, you will receive a zero (0) as your Final Exam score.

Assessments

Your grade for this course will consist of:

Class Participation	20%
Assignment 1: Self-Description Paper	3%
Assignment 2: In Image and Likeness Project	7%
Assignment 3: Annotated Bibliography	10%
Assignment 4: Interactive Questions	2%
Assignment 5: Classical-Operant Conditioning	2%
Assignment 6: Compiling Chart	6%
Assignment 7: Narrative Scenario	10%
Assignment 8: Resource List	8%
Assignment 9: Student Choice Project	10%
Assignment 10: Game or Curriculum Choice	4%
Assignment 11: Game or Curriculum Defense Paper	4%

Assignment 12: External Evaluation	2%
Assignment 13: Reflection Paper	4%
Final Exam	8%
	100%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Letter Grade	Percentage Equivalent
A	96% or higher	C	73 - 76.9%
A-	90 - 95.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63- 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
C+	77 - 79.9%	F	Below 60%

Course Copyright Statement

ADA Compliance Statement

Moody Bible Institute complies with the ADA (Americans with Disabilities Act) as well as Section 504 of the Rehabilitation Act, by providing appropriate accommodations to qualified students with disabilities. We value diversity and inclusion and recognize disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are invited to address the professor with your concerns; additionally, you are encouraged to contact Gayla Gates, our disability services provider, at the Student Resource Center to discuss possible environmental modifications or adaptations. Please note, accommodations are not retroactive, therefore we encourage you to contact our service provider within the first two weeks of the semester. Contact Gayla Gates at ggates@moody.edu or 312-329-2177.