

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

SOC4403, Applied Human Development II, 3 credit hours

Course Description

This course is a holistic study of the developing individual in the span of life from adolescence through older adulthood, including death and grief. The course is designed to apply your understanding of the theories of human growth and development, describing an in-depth treatment of the characteristics and needs of the middle to later major life stages with the integration of a biblical perspective. Major theorists and theories will be presented in cognitive, moral and psychosocial development with the understanding of spiritual development and application to ministry.

Course Objectives

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

1. Define each life stage from adolescence through older adulthood 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

Required Materials

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 read. If you read material, but the given week the reading was assigned has past, a 15% penalty will apply. Once the 8 weeks has ended, any reading material that has not been completed will receive a 0.
 - a. **DISCUSSION BOARDS:** You must maintain a significant presence in the discussion board. Please refer to the discussion board rubric included in the 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, weeks 1, 4, 6, and 8.
 - b. **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.:

- a. **ASSIGNMENT 1-1: Chapter 11 Reading Outline:**
Complete and submit Chapter 11 Reading outline.

- b. **ASSIGNMENT 1-2: Quiz on 'Hooked'**
Watch the video presentation and take the quiz on Blackboard based on the book by McIlhane, Joe S., and Freda McKissic. Bush: *Hooked: New Science on How Casual Sex Is Affecting Our Children*.

- c. **ASSIGNMENT 2-1: Chapter 12 Reading Outline**
Complete and submit Chapter 12 Reading outline.

- d. **ASSIGNMENT 2-2: Outlines with Ministry Resource Ideas**
View and read each of the following:
YouTube:
 - 1. Teen Social Development [00:04:19]
 - 2. Teen Emotional Development [00:02:21]**Online Reading:**
 - 3. *Youth and the Pleasures of Piety*, sermon by Jonathan Edwards

Create an outline of the key points for each of the two (2) YouTube videos and for Jonathan Edward's sermons. There will be three (3) outlines. **At the end of each outline:**

- 1. Choose one of the main ideas that you learned from the outline and in two to three (2-3) sentences, explain why it is important to Adolescent Development.
- 2. Create one (1) possible practical ministry idea that could be done or used to teach adolescents the chosen point from the outline.
- 3. For each ministry resource idea, quote scripture that would be used in the resource to validate the point being made from the outline.

Each outline should be a one to two (1-2) page alphanumeric outline. For example see:

See '**Assignment 2-2 Description.pdf**' for assignment example.

- e. **ASSIGNMENT 3-1: Chapter 13 Reading Outline**
Complete and submit Chapter 13 outline.

- f. **ASSIGNMENT 3-2: Video Outlines**
Create and submit an outline for each of the two (2) videos about Emerging Adulthood.

g. ASSIGNMENT 3-3: Pinterest Page

Create a Pinterest page that displays quotes fitting to the cognitive development of either emerging adulthood or young adulthood (from your reading and YouTube videos, strive to ensure your quotes are correctly reflective of either of the life stages). You must specify in the title of your Pinterest page which life stage you are targeting.

To do this Assignment, you will need to create a Pinterest account. You can search to get ideas and sources from other's Pinterest pages.

Title: you will need to create a focus for your Pinterest page. This focus will be evident in your title.

Why do I like this source? The information quoted is from reliable sources with accurate and contemporary information. The information is easy to understand and apply. It helps to explain and expand how adolescents learn using the brain's change in physiology and mechanics.

For every pin you choose, you need to make sure you are able to defend your choice and that it clearly meets the objectives of your Pinterest page.

h. ASSIGNMENT 4-1: Chapter 14 Reading Outline

Complete and submit Chapter 14 outline.

i. ASSIGNMENT 4-2: Blog Article

Create a 500 to 700 word blog post discussing a well-researched topic with source citations, at the end of the blog, that are relevant, appropriate and key to the contemporary psychosocial development of young adults. Since building intimacy is the key psychosocial task for this life stage, the topic is to be relationship oriented in nature. This simulated popular-level blog post is to educate, inspire and be original and creative.

j. ASSIGNMENT 5-1: Chapter 15 Reading Outline

Complete and submit Chapter 15 outline.

k. ASSIGNMENT 5-2: Interview Part 1: Rationales, Questions, Answers

This Middle Adulthood Interview project paper is composed of two (2) sections. Part 1 contains the rationales, questions and answers. Please be sure to read the Part 1 guidelines so that you know what this section should contain.

1. RATIONALES (4 points per rationale)

For each question, you will write a rationale explaining why the question is accurate and applicable to Middle Adulthood; each rationale has sufficient, reliable research (two (2) sources or more) and as appropriate, applied theology (scripture, doctrine). Sources are quoted in MLA and cited as a bibliography **PRIOR** to the rationale. Sources are quoted within the paragraph as well. A total of 8 separate rationales of no more than 200 words each is required.

2. QUESTIONS (4 points per question)

You will create a total of **eight (8) questions** which cover key topics in the cognitive and physical development of Middle Adulthood (an adult between the physical ages of 40-65). Each question has its own rationale. The research is explored in the

questions designed by the student. One of the cognitive questions should cover the spiritual development of the person – what they believe and how they are growing in their faith in Middle Adulthood. Questions are to be well-thought through, open-ended (not just "yes/no" or "one word answers"), appropriate and applicable to the Middle Aged adult. The interview is an actual interview, not a hypothetical scenario.

Sources for Questions: Do **NOT** use your text book. I have read the text book – do **NOT** use it as a source for your questions. You only need two (2) good sources to create a question – they need to be reliable, relevant and applicable to the life stage and one (1) of them is not your textbook.

Spiritual Integration of Questions: Along with using secular resources based on scientific research, students should feel free to draw from excellent sources within theology (Spurgeon, Wesley, Augustine, Puritans) and preachers (Piper, MacArthur, Washer, Edwards) to gain source material to craft a question

3. ANSWERS (2 points per answer)

Answers from the Middle Adult interviewed are reported clearly and succinctly with relevant detail. You are to conduct the interview in a professional, caring, and clear manner, appropriate in duration (maximum two (2) hours) and relational context.

l. ASSIGNMENT 5-3: Interview Part 2: Reflection Paper

Three (3) paragraphs; Arial; 12 font; 1" margins. Maximum length: Three (3) pages or 1000 words.

This paper consisting of three paragraphs should keep the Middle Adulthood stage of life in focus and a connection between the researched topics and why they are significant and useful to you. This paper reveals personal thought, reflection and application. Sources are not required as content is original to you, but appreciated if quoted content is applicable.

Paragraph 1 - A paragraph briefly describing why you researched the topics you chose. What personal interest drew you to these topics?

Paragraph 2 - What did you learn about Middle Adulthood Cognitive and Physical development from interviewing this person? How did the topics you researched connect with your current life and how you live?

Paragraph 3 - How will you apply what you learn from this interview to your ministry? What will you do differently or better in light of this experience in your ministry? (You need to give at least one VERY specific example. Put what you have learned into practice!

m. ASSIGNMENT 6: Student Choice Middle Age Paper

This assignment is your choice in exploring psychosocial development of Middle Age adults and their relationships. You are to **choose one (1)** of the four (4) options given; you are to write up a 3-part ministry plan (3-4 pages long) with a distinctive Christian integration. Along with appropriate research, clear biblical integration (scripture, commentators, Christian experts in that field) **is necessary**.



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- n. **ASSIGNMENT 7-1: Chapters 17 & 18 Reading Outline**
Complete and submit Chapters 17 & 18 outline.

- o. **ASSIGNMENT 7-2: Life Legacy Project**

This Life Legacy Project could also be called an ethical will.

“In ethical wills, we bequeath our inner wealth—our important values, worldview, life lessons, experiences, and specific messages—traditionally in written form ...often done near the end of one’s life in the Older Adult years, but can be done at any time.”

The Life Legacy Project allows you to determine and communicate key values that reflect who you are in an original, creative way. Help others understand why you have lived your life the way that you have. Consider the following in this project:

- **Who and Why** - you need to determine your purpose for writing it.
 - Who is my audience for which I am writing this?
 - Why am I creating this life legacy?
- **How** – determine your format
 - In what format shall I create my legacy?
 - Why do I believe this is the best format?
- **What** – outline your main point(s)
 - What point(s) do I want to develop that will accomplish my purpose for creating this Legacy?

CREATE your Life Legacy and put in what you have decided upon from the above considerations.

- p. **ASSIGNMENT 8-1: Final Exam**

FINAL EXAM: During Week 8, a Final Exam will be posted on Blackboard. The final exam covers the material found in Chapters 11 – 18 of the textbook. The completed outlines provided by the professor are to be used as study material for the Final Exam.

You have 1.5 hours to take the 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. Example: 1:30- 1:35 – 2 points deducted; 1:36-1:40 – 4 points deducted; 1:41 - 1:45 – 6 points deducted, etc.

- a. You are able to monitor the time to complete the exam. It is a feature provided by BB during the time you are taking the exam.
- b. You must take the exam in 1 seating, by yourself on a reliable computer.
- c. You will not be allowed to retake the exam.

Once the 8th week of the course is done, if you have not taken the Final Exam, you will receive a zero (0) as your Final Exam score.

- q. **ASSIGNMENT 8-2: ‘When I Am Old’ Poem**

Read the document entitled ‘**Assignment 8-2_When I Am Old Description and Rubric.pdf**’ and create your own poem based on the rubric and guidelines within the document.

Writing Style

Undergraduate students at Moody Bible Institute are to follow the Modern Language Association (MLA) style for all written assignments. Your instructor may waive this requirement for specific assignments such as discussion boards, blogs, emails, and the like, but if not stated otherwise, follow MLA guidelines.

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Assignments not in proper MLA format may be returned with a request to redo the assignment and could be subject to a late penalty.

At a minimum, all assignments submitted as a document are to be in a standard 12-point font (limited to Time New Roman, Arial, Calibri, Cambria, Century Schoolbook), 8½ x 11 page size, and double-spaced and are to be submitted as a Microsoft Word document (.doc or .docx). Papers that cite other works should include a Works Cited page.

Students should follow the latest version of the *MLA Handbook for Writers of Research Papers* (currently the 7th edition) or use the OWL website at <https://owl.english.purdue.edu/owl/resource/747/01/>

Assessments

Your grade for this course will consist of:

Class Participation	20%
Assignment 1-1	3%
Assignment 1-2	7%
Assignment 2-1	3%
Assignment 2-2	7%
Assignment 3-1	1.5%
Assignment 3-2	1.5%
Assignment 3-3	7%
Assignment 4-1	3%
Assignment 4-2	7%
Assignment 5-1	2%
Assignment 5-2	6%
Assignment 5-3	2%
Assignment 6	10%
Assignment 7-1	3%
Assignment 7-2	7%
Assignment 8-1	8%
Assignment 8-2	2%
	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%



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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.

Course Weekly Topics

Week 1 – Lifespan Theorists; Physical and Cognitive Development in Adolescence

Week 2 - Psychosocial and Spiritual Development and Contemporary Issues in Adolescence

Week 3 –Physical and Cognitive Development in Emerging and Young Adulthood

Week 4 – Psychosocial Development in Emerging and Young Adulthood

Week 5 – Physical and Cognitive Development in Middle Adulthood

Week 6 – Psychosocial Development in Middle Adulthood

Week 7 – Physical, Cognitive, and Psychosocial Development in Older Adulthood

Week 8 – Final Exam; Death and Grieving