



**TYNDALE**  
Seminary

**Course Syllabus  
Winter Semester 2012**

**CHED 0654/COUN 0654  
HUMAN DEVELOPMENT & LEARNING**

**JANUARY 9 – APRIL 13, 2012  
TUESDAYS, 1:00-3:50 PM**

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Schedule appointments via email

**Course Resource Page:** <http://class.tyndale.ca>

## **I. COURSE DESCRIPTION**

This is a foundation course that explores the relationship of developmental psychology to human and faith development. Learners will study some major developmental theorists and their impact upon human development, learning and faith development. A major aim of this course is to reflect upon a fundamental question, “How are intellect, personality, morality and belief systems shaped and how are these related to faith formation and learning?” Learners will critique various psychological concepts within a theological framework, and where possible, integrate them into a more fully informed approach in the Christian ministries of education and counseling.

## **II. LEARNING OUTCOMES**

At the end of this course, the student should be able to:

1. Develop a theological perspective toward developmental psychology and discern its place in Christian ministry, study and research.
2. Understand key theorists and concepts in human development within the framework of developmental psychology:
  - Cognitive development (Jean Piaget & Lev Vygotsky; William Perry; Mary Belenky et al.)
  - Psychosocial development (Erik Erikson, James Marcia)
  - Moral development (Lawrence Kohlberg)

- Faith development (James Fowler), and critically evaluate their contributions to Christian education and counseling.
3. Reflect upon one's life using the frameworks generated by human and faith development theories, and seek a clearer self-understanding and growth through:
    - (a) Identification of theories that accurately describe one's own growth
    - (b) Identification of issues involved in one's own growth
  4. Learn foundational concepts within the three major learning theory systems—behavioral (B.F. Skinner), cognitive-field (Jerome Bruner), and humanistic (Carl Rogers), so as to develop specific principles for effective teaching and learning.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED READINGS**

Books in the field of developmental psychology are expensive and I am reluctant to require you to purchase at the beginning of the course. However, reading a selected chapter in ONE of these texts is required for Assignment #1, and you will need to check the particular book out from the Tyndale Library (course reserved).

- (1) Woolfolk, Anita E., Philip H. Winne and Nancy E. Perry. *Educational Psychology*. 2<sup>nd</sup> Canadian ed. Toronto: Pearson Education Canada Inc., 2003.
- (2) Sprinthall, Richard C., Norman A. Sprinthall and Sharon Nodie Oja, *Educational Psychology: A Developmental Approach*. 7<sup>th</sup> ed. Boston, MA: McGraw-Hill Publishers, 1998.
- (3) Crain, William. *Theories of Development: Concepts and Applications*. 5<sup>th</sup> ed. New Saddle River, NJ: Prentice Hall, 2005.

#### **Primary Sources**

For Assignment #1, you will also need to read a selection of primary sources from each developmental theorist.

- (4) Eugene S. Gibbs, ed. *A Reader in Christian Education: Foundations and Perspectives*. Grand Rapids: Baker Book House, 1992. This is a collection of key writings by some of the developmental theorists we are studying. The book is out of print, but relevant sections will be posted on Moodle.
- (5) Kuroyanagi, Tetsuko. *Totto-chan: The Little Girl at the Window*. Translated by Dorothy Britton. Japan: Kodansha International Limited, 1981/1996.

OR

- (6) Coles, Robert. *The Moral Intelligence of Children*. New York: Plume, 1998.
- (6) Supplementary articles for discussion learning (on Moodle).

#### **B. SUPPLEMENTARY / RECOMMENDED READING:**

Feldmeier, Peter. *The Developing Christian*. New York: Paulist Press, 2007.

- Dykstra, Craig, and Sharon Parks, ed. *Faith Development and Fowler*. Birmingham, AL: Religious Education Press, 1986.
- Greoschel, Benedict A. *Spiritual Passages: The Psychology of Spiritual Development*. Crossroads, 1988.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco, CA: Jossey-Bass, 1998.
- Paludi, Michelle A. *Human Development in Multicultural Contexts*. New Saddle River, NJ: Prentice Hall, 2001.

## **C. ASSIGNMENTS AND GRADING**

### **1. Critical Evaluations** (Due: Feb. 14, Mar. 6, Mar. 20; 35 % of total grade)

Instead of one major research paper, you will provide a series of critical evaluations of major developmental theorists. Each critical evaluation should include:

- (a) Clear summary of the theorist
- (b) Thoughtful engagement and theological critique (draw on your theology & Bible courses)
- (c) Insights for Christian ministry

Length: 3 pages each (single-spaced), to be posted on Moodle by 5PM on due dates.

Evaluation criteria: Clear summary, thoughtful biblical/theological critique and engagement with developmental theorist, and insights for Christian ministry. You should demonstrate you read the primary source (Gibbs) and a choice of either Woolfolk et al., or Sprinthall et al., or Crain.

### **2 (a). “My Unfolding Story I”** (Due: January 24; 10% of total grade)

Review your past and recall significant events that occurred in various aspects of your life (cognitive, psycho/social, moral, spiritual), and how these have shaped your development. Write “My unfolding story I” following your lifespan from early childhood till now (divide your lifespan in periods of 5-7 years).

Length: 3-4 pages, single-spaced, to be posted on Moodle by 10PM on due date. If you are concerned about confidentiality, please email a soft copy to my private address.

Evaluative criteria: well-described key events, honesty, and detailed life changes.

### **2 (b). “My Unfolding Story II”** (Due: April 10; 35 % of final grade)

At the end of the course, assess and reflect critically on your journey of developmental growth as recorded in “My unfolding story I” using what you learned from the theories of human and faith development. To facilitate this paper, you are encouraged to review your “My unfolding story I” as you progress through the course, making notes and insights sparked by the learning each week.

Length: 6-8 pages, single-spaced, to be posted on Moodle by 10PM on due date (or email me a soft copy).

Evaluative criteria: depth of reflection and insight, correlation between theories and your story, and completeness.

### 3. Book Review (Due: April 25; 20 % of total grade)

Read Tetsuko Kuroyanagi, *Totto-Chan: The Little Girl at the Window* OR Robert Coles, *The Moral Intelligence of Children* and write a review from a developmental perspective (intellectual, psycho-social and moral).

Length: 4-5 pages, single-spaced, to be posted on Moodle by 10PM on due date.

Evaluation criteria (Kuroyanagi): Comment on the intellectual, psycho-social and moral aspects of Toto-chan from a developmental perspective.

Evaluation criteria (Coles): Outline Coles' thesis for moral development of children, contrast it with Kohlberg's theory, and evaluate Coles in light of Scripture.

## D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK & PENALTY FOR LATE WORK

All assignments are to be submitted to me via Moodle. Late papers will be penalized, at the rate of one mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor (note this is different from the Academic Calendar).

Students should consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Critical evaluation of THREE developmental theorists	35 %
"My unfolding story"	10 %
Critical reflection of "my unfolding story"	35 %
Book review	20 %
<b>Total Grade</b>	<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan. 10	Introductions Course Overview Learning covenant	Siew, "Fostering community" <sup>1</sup> Siew, Interview, Tyndale Link
Jan. 17	Introduction to psychology Orientation & Perspective Discussion: Ward, Stonehouse	Sprinthall et al., 1 <sup>2</sup> Ward, Stonehouse
Jan. 24	Spiritual development & human development Developmentalism as model of growth (theological critique)	<u>Due</u> : "My unfolding story I" Article
31	Cognitive Development Jean Piaget	Woolfolk et al., pp. 27-42 or Sprinthall et al., 5 or Crain 6 <sup>3</sup> Gibbs 5
Feb. 7	Cognitive Development Lev Vygotsky  William Perry & Belenky et al. Discussion: Perry	Woolfolk et al., pp. 42-57 or Crain 10 or Sprinthall et al., pp. 132-137; Article on Perry
Feb. 14	Psycho-social Development Erik Erikson	Gibbs 1 Sprinthall et al, 6 or Woolfolk et al., pp. 61-75 or Crain 12 <u>Due</u> : Critical evaluation of Piaget OR Vygotsky
Feb. 21	Community lunch at Siew's School visit /classroom observation	
Feb. 28	Moral Development Lawrence Kohlberg	Sprinthall et al., 7 OR Woolfolk et al., pp. 75-101 OR Crain 7 Gibbs 3

<sup>1</sup> All supplementary articles to be read are posted on Moodle.

<sup>2</sup> Number after author/s refers to chapter, on Moodle.

<sup>3</sup> You have a choice of reading any ONE of these texts, located at the Tyndale Library (course reserve).

March 6	Faith Development James Fowler	Gibbs 23 <u>Due:</u> Critical evaluation of Erikson
March 12-16	Reading week	
March 20	Behaviorism Theory B.F. Skinner Discussion: Dykstra	Dykstra article Sprinthall et al., 9-10 or Woolfolk et al., 6 or Crain 8 <u>Due:</u> Critical evaluation of Kohlberg OR Fowler
March 27	Jerome Bruner Cognitive-Field Theory) Educational Implications	Read Kuroyanagi or Coles
April 3	Carl Rogers and Humanistic Learning Theory	Read Kuroyanagi or Coles
April 10	Summary of Lessons	<u>Due:</u> "My unfolding story II" <u>Due April 25:</u> Book Review

## V. SELECTED BIBLIOGRAPHY

- Belenky, Mary Field, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule. *Women's Ways of Knowing*. New York: Basic Books, 1986.
- Bonnidell, Clouse. *Moral Development: Perspectives in Psychology and Christian Belief*. Grand Rapids, MI: Baker Book House, 1985.
- Bushnell, Horace. [\*Christian Nurture\*](#). Grand Rapids, MI: Baker Book House, 1979/1989.
- Coles, Robert. [\*The Spiritual Life of Children\*](#). Boston: Houghton Mifflin Company, 1990.
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- Droege, Thomas. A. *Faith Passages and Patterns*. Philadelphia: Fortress Press, 1983.
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- Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton & Company, 1963.
- \_\_\_\_\_. *The Life Cycle Completed*. New York: W.W. Norton, 1997.

- Feldmeier, Peter. *The Developing Christian*. New York: Paulist Press, 2007
- Fischer, Kathleen. [\*Autumn Gospel: Women in the Second half of Life\*](#). New York: Paulist Press, 1995.
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- Forsyth, James. *Freud, Jung and Christianity*. Ottawa: University of Ottawa Press, 1989.
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- Newman, Barbara M., and Philip R. Newman. [\*Theories of Human Development\*](#). New Jersey: Mahwah, 2007.
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- Yount, William R. *Created to Learn*. Nashville, TN: Broadman and Holman Publishers, 1996.