



TYNDALE
• SEMINARY •

**Course Syllabus
Winter Semester 2013**

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

**JANUARY 14 – APRIL 22, 2013
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 one at this time. However, reading a selected chapter in ONE of these texts (#1 to #3) 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*. 2nd Canadian ed. Toronto: Pearson Education Canada Inc., 2003.
- (2) Sprinthall, Richard C., Norman A. Sprinthall and Sharon Nodie Oja, *Educational Psychology: A Developmental Approach*. 7th ed. Boston, MA: McGraw-Hill Publishers, 1998.
- (3) Crain, William. *Theories of Development: Concepts and Applications*. 5th 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 text #4.

- (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.

For Assignment #3, you can review either texts #5 OR #6.

- (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.
- (7) 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.

Grabriel Moran, *Religious Education Development* (Minneapolis: Winston Press, 1983)

Greoschel, Benedict A. *Spiritual Passages: The Psychology of Spiritual Development*. Crossroads, 1988.

Paludi, Michelle A. *Human Development in Multicultural Contexts*. New Saddle River, NJ: Prentice Hall, 2001.

C. ASSIGNMENTS AND GRADING

1. Critical Evaluations (Due: Feb. 19, Mar. 5, Mar. 26; 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 (counselling majors to focus on therapy applications).

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 29; 15% of total grade)

Recall a significant event that occurred in each aspect of your growth (cognitive, psycho/social, moral, spiritual) from childhood till now. Why is this significant and how has it influenced your development? You will find it helpful to divide your lifespan in these “periods” (elementary, junior, high school, college/university, young adult, now).

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 email address (ysiew@tyndale.ca).

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

2 (b). “My Unfolding Story II” (Due: April 9; 30 % of final grade)

Reflect critically on your journey of growth 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 and readings 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 15; 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, 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).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

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”	15 %
Critical reflection of “my unfolding story”	30 %
Book review	20 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
January 15	Introductions Course Overview Learning covenant	Siew articles (Moodle) ¹
22	Introduction to psychology Orientation & Perspective Discussion: Ward, Stonehouse	Sprinthall et al., 1 ² Ward, Stonehouse (Moodle)
29	Spiritual development & human development Developmentalism as model of growth (theological critique)	<u>Due</u> : “My unfolding story I” Article (to be decided)
February 5	Cognitive Development Jean Piaget	Woolfook et al., pp. 27-42 or Sprinthall et al., 5 or Crain 6 ³ Gibbs 5
12	Cognitive Development Lev Vygotsky William Perry &	Woolfolk et al., pp. 42-57 or Crain 10 or Sprinthall et al., pp. 132-137;

¹ All supplementary articles to be read are posted on Moodle.

² Number after author/s refers to chapter.

³ Choice of reading any ONE of these texts, located at the Tyndale Library (course reserve).

	Belenky et al. Discussion: Perry	Article on Perry
19	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
26	Community lunch at Siews School visit /classroom observation	
March 5	Moral Development Lawrence Kohlberg	Sprinthall et al., 7 OR Woolfolk et al., pp. 75-101 OR Crain 7 Gibbs 3 Due: Critical evaluation of Erikson
March 11-15	Reading week	
19	Faith Development James Fowler	Gibbs 23
26	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
April 2	Jerome Bruner Cognitive-Field Theory) Educational Implications	Read Kuroyanagi or Coles
9	Carl Rogers and Humanistic Learning Theory Summary of Lessons	Read Kuroyanagi or Coles <u>Due</u> : "My unfolding story II" <u>Due April 15</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.

_____. *The Moral Intelligence of Children*. New York: Plume Books, 1997.

Coles, Robert, ed. [The Erik Erikson Reader](#). New York: W.W. Norton and Company, 2000.

Conn, Joann Wolski, ed. *Women's Spirituality*. 2nd ed. New York: Paulist Press, 1996.

Craig, Grace J. *Human Development*. New Saddle River, NJ: Prentice-Hall, 1998.

Crain, William. *Theories of Development*. New Saddle River, NJ: Prentice-Hall, 1995.

Dacey, John S. & Travers, John F. *Human Development Across the Lifespan*. New York: McGraw Hill, 2001.

Downey, Michael. [Understanding Christian Spirituality](#). New York: Paulist Press, 1997.

Droege, Thomas. A. *Faith Passages and Patterns*. Philadelphia: Fortress Press, 1983.

Dykstra, Craig, and Sharon Parks, eds. *Faith Development and Fowler*. Birmingham, AL: Religious Education Press, 1986.

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.

Ford, Iris. *Life Spirals: The Faith Journey*. Burlington: Welch Publishing, 1990.

- Forsyth, James. *Freud, Jung and Christianity*. Ottawa: University of Ottawa Press, 1989.
- Fowler, James W. *Stages of Faith*. San Francisco: Harper & Row, 1995.
- Freiberg, Karen L. *Human Development: A Life-span Approach*. Boston: Jones and Bartlett Publishers, 1987.
- Gardiner, Harry W. et al. *Lives Across Cultures: Cross-Cultural Human Development*. Boston: Allyn and Bacon, 1997.
- Gilligan, Carol. [*In a Different Voice*](#). Cambridge: Harvard University Press, 1982.
- Greoschel, Benedict J. *Spiritual Passages: The Psychology of Spiritual Development*. New York: Crossroads, 1988.
- Gormly, Anne V. *Lifespan Human Development*. New York: International Thomson Publishing, 1996.
- Holmes, Arthur F. [*Shaping Character: Moral Education in the Christian College*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 1991.
- Kail, Robert V., and Cavanaugh, John C. [*Human Development: A Lifespan View*](#). 5th ed. Wadsworth Pub. Co. 2008.
- Kuroyanagi, Tetsuko. [*Totto-chan: The Little Girl at the Window*](#). Tokyo: Kodansha International, 1996.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco: Jossey-Bass, 1998.
- MacKinlay, E. [*Spiritual Growth and Care in the Fourth age of Life*](#). London: Jessica Kingsley Pub. 2006.
- Marty, Martin E. [*The Mystery of the Child*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2007.
- Newman, Barbara M., and Philip R. Newman. [*Theories of Human Development*](#). New Jersey: Mahwah, 2007.
- Packer, Martin J., and Mark B. Tappen, eds. [*Cultural and Critical Perspectives on Human Development*](#). Albany, NY: State University of New York, 2001.
- Paludi, Michele A. *Human Development in Multicultural Contexts*. New Saddle River, NJ: Prentice Hall, 2001.

- Papalia, Diane. *Human Development*. New York: McGraw-Hill, 1981.
- Parks, Sharon. *The Critical Years: Young Adults and the Search for Meaning, Faith and Community*. San Francisco: Harper San Francisco, 1986.
- Peck, M. Scott. *The Road Less Traveled and Beyond: Spiritual Growth in an Age of Anxiety*. New York: Simon & Schuster, 1997.
- Patton, Julie. "Jungian Spirituality: A Developmental Context for Late-Life Growth." *American Journal of Hospice and Palliative Medicine* 23 (2006): 304-308.
- Piaget, Jean and Barbel Inhelder. *The Psychology of the Child*. New York: Basic Books, 1969.
- Ratcliff, Donald. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade Books, 2004.
- Slee, Nicola. [Women's Faith Development](#). Aldershot: Ashgate Publishing Ltd., 2004.
- Stonehouse, Catherine. *Joining Children on the Spiritual Journey*. Grand Rapids, MI: Baker Books, 1998.
- Thomas, R. Murray. [Recent Theories of Human Development](#). 3rd ed. London: Sage Publications, Inc., 2001.
- Weaver, Andrew J., ed. *Reflections on Aging and Spiritual Growth*. Nashville: Abingdon Press, 1998.
- Whiting, John Wesley, et.al. [Culture and Human Development: The Selected Papers of John Whiting](#). Cambridge: Cambridge University Press, 1994.
- Whitehead, Evelyn E., and James D. Whitehead. *Christian Life Patterns*. New York: Doubleday, 1979; Image Books, 1982.
- Wilhoit, James C. and John M. Dettoni. *Nurture that is Christian*. Grand Rapids, MI: Baker Books, 1995.
- Wink, Joan and LeAnn Putney. *A Vision of Vygotsky*. Boston: Allyn and Bacon, 2002.
- Yount, William R. *Created to Learn*. Nashville, TN: Broadman and Holman Publishers, 1996.