“Speaking the truth in love, we will in all things grow up into him who is the head, that is, Christ.”

(Eph. 4:15)

“There is a time for everything, and a season for every activity under heaven: a time to be born and a time to die, a time to plant and a time to uproot” (Ecclesiastes 3:1-2)

COURSE DESCRIPTION:

This course will explore various theories of human development, stages of human growth, and lifespan spiritual journey in correlation to human growth, and will discuss implications for Christian Ministry. We will reflect our own growth and journey along with theories of human growth and spiritual journey.

OBJECTIVES: At the end of the course we will be able to ……

1. Demonstrate a basic knowledge of theories of human growth and spiritual journey
   - Identify major theories of human growth including faith growth.
   - Describe characteristics of stages of human growth in terms of lifespan theory.
   - Identify spiritual journey in the human lifespan.

2. Demonstrate ability to gather, select, and present information from readings appropriate to task assigned

3. Demonstrate ability and willingness to learn and understand oneself and others who have grown up in different culture.
   - Identify the complexities of culture involved in personal growth and spiritual journey
   - Identify one’s own cultural context influenced on one’s own growth
   - Apply theories of human growth to understanding others grown in different cultures

4. Demonstrate ability and willingness to assess oneself and act to improve
   - Identify theories that accurately describe one’s own growth
   - Identify issues involved in one’s growth
   - Show a willingness to act improve oneself

5. Demonstrate conscientiousness and willingness to take personal responsibility for learning, honesty and personal integrity in leadership
   - Show willingness and personal integrity in leadership
   - Show respect others who are different from oneself
   - Show willingness to listen in class discussions and small groups
   - Discuss one’s thought or ideas honestly with others
• Demonstrate ability to maintain confidentiality in the best interest of others

**COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:**
Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Reading, searching and watching before class: There will be assigned readings on each week from the textbook and readings on portal. This course will cooperate with portal. Therefore, you need to visit portal at least twice a week; before and after class. Also, there will be assigned videotapes to watch before classes. Students will be asked to search and read on the web each week. (will be included in class participation)

2. A Presentation: Students as a group will be asked to lead a class section about a period of human growth across the lifespan, consulting with the professor. Each student can choose certain period of growth of the lifespan, such as early childhood or young adult. Evaluative Criteria: well prepared and focused, comprehensive, informative, accurate, insightful, clear, good approach and keeping time limit 30 minutes (20 %)

3. My Unfolding Story: This is an assignment in the first week. Looking back on your past life, and remember the important changes that occurred in your life, write “My Unfolding Story” following your lifespan from the early childhood to now, remembering what had happened in yourself in terms of human growth and spiritual journey. About 4-5 pages. Bring it to the first class (May 28)
   Evaluative Criteria: Well-described, honestly reflected and inclusive according to life changes (10 %)

4. 2 critical reflection papers: each 2-3 pages. Write 2 critical reflection papers during the course, accessing and reflecting critically on “my unfolding life story” using what you read and learned from the classes and discussed in the group. Also try to appropriate the theory or theories you are using to reflect your own life.
   Evaluative Criteria: depth of reflection and insight, correlation between theories and my story, and completeness (15 % each) (Due: June 1 for the first one, June 8 for the second one)

5. An integrative research paper in lieu of a final exam: Conduct an interview with someone in your congregation or community of faith. Using the results of the interview write an 8 - 10 page integrative paper based on the interview. The paper should demonstrate development theories, life cycle dynamics and their application to spiritual journey. The final part of the paper will suggest implications for Christian Ministry. Interview questions will be developed in Class. (40%) Due June 30

6. Active participation: In the first class we will form groups; these groups will reflect the variety of ages and cultures in the class. Much of class time will be spent in discussion in groups, sharing “my unfolding story” and criticizing
theories of human growth, and supporting each other for the spiritual journey. Sometimes you may need to discuss using portal group discussion. It is important that confidentiality be maintained. Respect for confidentiality and privacy is required. Also, active and constructive participation is greatly expected. Please plan to spend 2 or 3 hours in class and 6-7 hours in preparation for class per week. Evaluative Criteria: active participation in class as well as in group work, constructive comments and questions from readings on presentations, insights, respect for others. Group members will be asked to evaluate honestly other group members at the last class (10 %)

7. Optional tutorial: For those who have not taken any course in Human Development or Psychology, if there is need, the TA will plan to offer a tutorial. The time and location of the tutorial will be decided in the first class.

COURSE POLICIES
Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.
In particular notes:
Late Policy: 4 points deducted per week late.
Email assignments: Papers and assignments are not accepted by email in principle.

BOOKS REQUIRED TO READ:
Main Text:
   (Students can purchase the text book at Crux Book store.)
   Many readings will be provided through portal page.

Important books:
CLASS SCHEDULE

Day 1:  May 28: Let’s Begin!
To Know Who We Are
“My Unfolding Story”
Signing for a presentation
Forming Groups

Introduction to Human Growth and Spiritual Journey

Video Tape: Theories of Human Growth

Reading:  Kail, *Human Development*, Ch.1.2 Developmental Theories, pp.10-23
Feldmeier, *The Developing Christian*, Ch. 1, pp.15-37

Day 2:  May 29
Freud’s Psychoanalytic Theory
Erikson’s Psychosocial Theory
Psychosocial Development Test

Readings: Crain, *Theories of Development*, 11.pp. 244- 270
Feldmeier, *The Developing Christian*, Ch. 2. pp. 56-62

Day 3:  May 30
Piaget’s Cognitive Developmental Theory
Kohlberg’s Moral Development

Feldmeier, *The Developing Christian*, Ch. 2. pp. 38-50

Day 4:  May 31
Models of Spiritual Development
Fowler’s Stages of Faith

Readings: Feldmeier, *The Developing Christian*, Ch. 3. pp. 63-84

Day 5:  June 1
Growth of Early Childhood and Spiritual Journey

Readings: Feldmeier, *The Developing Christian*, Ch. 4. pp. 90-95
Ch. 6.2. Independence and Emotions, pp.207-209
Ch. 6.3. Self-Awareness During Preschool Years, pp.209-211
Ch. 6.4. Interacting with Others, pp. 212-221
Ch. 6.5. Gender Roles and Gender Identity, pp.221-227

Day 6:  June 4
Growth of Childhood and Spiritual Journey

          Ch. 8.2. Peers, p.285-293

Day 7:  June 5
Growth of Adolescence and Spiritual Journey

          Kail, *Human Development*, Ch. 9.1. Physical Changes, pp.312-319
          Ch. 10.1. Identity and Self-Esteem, pp.346-359

Day 8:  June 6
Growth of Young Adult and Spiritual Journey

          Ch.11.4. Who Do You Want to Be? pp. 408-412
          Ch.12.1. Relationships, pp.420-428

Day 9:  June 7
Growth of Middle Adult and Spiritual Journey

          Kail, *Human Development*, Ch.13.2. Gender, Ethnicity and Discrimination
          Issues, pp.461-468
          Ch.14.1. Physical Changes and Health, pp.488-99
          Ch.14.3. Personality, pp.508-513

Video Tape: Middle Adulthood: Midlife Crisis?

Day 10: June 8
Growth of Old adult and Spiritual Journey
Group Reflection with “My Unfolding Story”
Closing

Reading:  
Kail, *Human Development*, Ch. 15.1. What are Older Adults Like? Pp.530-36  
Ch. 16.1. Theories of Psychosocial Aging, pp.572-75  
Ch. 16.2. Personality, Social Cognition and Spirituality, pp. 575-581  
Patton, “Jungian Spirituality: A Developmental Context for Late-Life Growth” pp.304-308

Video Tape: Myths and Realities of Aging
Selected Bibliography for Human Growth and Spiritual Journey


Patton, Julie, “Jungian Spirituality: A Developmental Context for Late-Life Growth” in
Ratcliff, Donald. *Children’s Spirituality: Christian Perspectives, research, and applications.* Cascade Books, 2004
Weaver, Andrew J. *Reflections on Aging and Spiritual Growth,* Abingdon Press, 1998
Wesley, John, et.al. *Culture and Human Development.* 1994

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www.todaysparent.com
www.schoolnet.ca/home/e
www.aging.ufl.edu