

Course Syllabus
KNP 1443H – Human Growth and Spiritual Journey
Knox College
Toronto School of Theology
Fall 2023

Instructor Information

Instructor: Dr. Tori Smit
Teaching Assistant:
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Office Hours: by appointment (via zoom or phone)

Course Identification

Course Number: KNP1443H
Course Format: Online through Zoom
Course Name: Human Growth and Spiritual Journey
Course Location: Online
Class Times: Thursday 10:00 am – 1:00 pm (Sep. 14 – Dec. 7, 2023)
Prerequisites: None

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 on our own growth and journey along with theories of human growth and spiritual journey.

Please Note: *This course is being offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high-speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

Course Resources

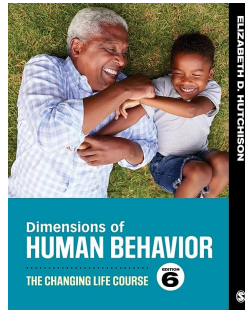
Required Course Texts

Hutchison, Elizabeth D. *Dimensions of Human Behavior: The Changing Life Course*, 6th ed. Thousand Oaks: Sage, 2019.

Please note, I know that this is a very pricey text, however it is one of those books that is very readable and understandable while also jam-packed with classic as well as current research and application in the field of developmental theory. It is a book that you very well may find yourself returning to with practical questions throughout your ministry. There will be one copy of this text in the Knox College library placed on the course reserve for 72 hour short-term loan. You can purchase this book through [amazon.ca](https://www.amazon.ca) (Print or Kindle editions), or you can rent an electronic copy of the book for the duration of the course. Here is

the link to a website where you can select the rental term (and cost): <https://www.vitalsource.com/en-ca/products/dimensions-of-human-behavior-the-changing-life-elizabeth-d-hutchison-v9781544339337>. If you delay renting the text until week four when it is first needed, you should be able to complete the book within the 3 month loan period.

Here is a picture of the text to ensure you get the correct version.



Feldmeier, Peter, *The Developing Christian: Spiritual Growth Through the Life Cycle*. New York: Paulist Press, 2007 (available at Knox College and online)

Additional Chapters and Articles are noted in the weekly **Course Schedule** are linked in our Quercus course site.

Course Website(s)

- Quercus: <https://q.utoronto.ca/> .

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and log in using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Learning Objectives/Outcomes

Knox College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

1. Demonstrate 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 the task assigned.
3. Demonstrate ability and willingness to learn and understand oneself and others who have grown up in the different cultures.

- *Group Presentation 1*

WEEK 6: Oct. 19 **Early and Middle Childhood**

Readings: Hutchison, Elizabeth D., “Early Childhood”, In *Dimensions of Human Behavior: The Changing Life Course*, chap. 4 pp. 115 - 152. Los Angeles: SAGE Publications, Inc., 2019

Or

Hutchison, Elizabeth D., “Middle Childhood”, In *Dimensions of Human Behavior: The Changing Life Course*, chap. 5 pp. 153 - 188. Los Angeles: SAGE Publications, Inc., 2019

And

Feldmeier, “Chapter Four: Childhood (2 - 12 years)”, In *The Developing Christian*, pp. 96 - 108.

- *Group Presentation 2*

READING WEEK

Week 7: Nov. 2 **Adolescence**

Readings: Hutchison, Elizabeth D., “Adolescence”, In *Dimensions of Human Behavior: The Changing Life Course*, chap. 6 pp. 189 - 230. Los Angeles: SAGE Publications, Inc., 2019

And

Feldmeier, “Chapter Five: Adolescence (12 - 18 years)”, In *The Developing Christian*, pp. 109 - 126.

- *Group Presentation 3*

WEEK 8: Nov. 9 **Young Adulthood**

Readings: Hutchison, Elizabeth D., “Young Adulthood”, In *Dimensions of Human Behavior: The Changing Life Course*, chap. 7 pp. 231 - 268. Los Angeles: SAGE Publications, Inc., 2019

And

Feldmeier, "Chapter Six: Early Adulthood (18 - 22 years)", In *The Developing Christian*, pp. 127 - 152.

Or

Feldmeier, "Chapter Seven: Young Adulthood and in the World", In *The Developing Christian*, pp. 153 - 178.

- *Group Presentation 4*

Week 9: Nov. 16 Middle Adulthood

Readings: Hutchison, Elizabeth D., "Middle Adulthood", In *Dimensions of Human Behavior: The Changing Life Course*, chap. 8 pp. 269 - 311. Los Angeles: SAGE Publications, Inc., 2019

And

Feldmeier, "Chapter Eight: Middle Adulthood (40 - 65 years)", In *The Developing Christian*, pp. 179 - 208.

- *Group Presentation 5*

WEEK 10: Nov. 23 Late and Very Late Adulthood

Readings: Hutchison, Elizabeth D., "Late Adulthood", In *Dimensions of Human Behavior: The Changing Life Course*, chap. 9 pp. 312 - 356. Los Angeles: SAGE Publications, Inc., 2019

Or

Hutchison, Elizabeth D., "Very Late Adulthood", In *Dimensions of Human Behavior: The Changing Life Course*, chap. 10 pp. 357 - 384. Los Angeles: SAGE Publications, Inc., 2019

And

Feldmeier, "Chapter Nine: Elderhood (65 and Beyond)", In *The Developing Christian*, pp. 90 - 95.

- *Group Presentation 6*

WEEK 11: Nov. 30 Generational Theory

Readings:

Watch on YouTube "Every Generation Explained" with Karen Morgan <https://www.youtube.com/watch?v=Edxr25t8trc>

McCrindle, Mark and Ashley Fell, "Talking About Your Generation", In *Generation Alpha: Understanding Our Children and Helping Them Thrive*, chap. 1. Sydney, Australia: Hachette, 2021

WEEK 12: Dec. 7 Intergenerational Matters

Readings: Allen, Holly Catterton, Christine Lawton Ross and Cory Seibel, "Why Bring the Generations Back Together? The Benefits of Intergenerationality", In *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*, chap. 3 pp. 42 - 61. Downers Grove, IL: IVP Academic, 2023

Csinos, Dave, "Intergenerating Our Faith" In *A Gospel for All Ages: Teaching and Preaching With the Whole Church*, chap. 1 pp. 13 - 34. Minneapolis, MN: Fortress Press, 2022.

Evaluation

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

Assignments and Evaluation Criteria

The final grade for the course will be based on evaluations in five areas:

- 1. Class attendance, participation and preparation (20%)** Your grade will be determined by your regular attendance, punctuality, contributions to class/small group discussion, citations of readings in discussions, engagement in interactive experiences and small group tasks.
- 2. My Life Story (10%)** Looking back on your life journey, recall the significant events, changes, challenges and milestones you have experienced from childhood to today. Tell your life story highlighting your growth and spiritual journey. Please retell this story in 4 - 5 pages. **Evaluation Criteria:** Well-described, honestly presented and inclusive according to your life changes. **Due:** Thursday, September 21, 202.
- 3. Unpacking My Life Story (15%)** Select a time/event from your previously submitted 'My Life Story' and apply critically classic cognitive, moral and faith formation models and theories to this occasion in your life story. Please limit your submission to 3 - 4 pages. **Evaluation Criteria:** Cite at least three theorists and their theories. Highlight material from assigned readings as well as class discussion. Provide deep and honest reflection and insight. **Due:** Thursday, October 5, 2023.
- 4. Group Presentation on Age Grouping (25%).** Your group will select and lead the class through one of the six age group categories outlined from Week 4 to Week 10 in this syllabus. Starting with the assigned readings for that day, and using additional resources suggested but not limited to those included in the handouts provided, your group will highlight/teach a broad variety of developmental and spiritual theories to the class along with application to the variety of ministry settings class participants may find themselves in down the road. You will have 40 mins. for your presentation and you may include short video clips, power point slides, discussion questions, and other teaching tools to help us all gain knowledge and ideas for pastoral and ministry leadership. **Evaluation Criteria:** Depth and breadth of research into the topic, a broad variety of theories and arguments presented, practical application to ministry situations, engagement of the class and personal comfort with the topic will all be considered for grading. **Due:** Presentations will take place in the first hour of the class set aside for your age group chosen.

5. Final Paper (30%) Select one of the case studies presented in our primary text, *Human Behavior: The Changing Life Course* and apply the course readings, discussions, presentations and research you have undertaken to your chosen case study in this 8 - 10 page integrative paper. Include at least five specific examples from at least three different theories/theorists to your chosen case study that provide insight into this person's story and would assist you in understanding their current situation. Include questions of faith that they might have in light of their situation, and questions of faith that you might ask or suggest to them to consider. The final part of your paper should suggest how you might support this individual at this time and implications for your ministry context. **Evaluation Criteria:** Depth and breadth of research and insight into your case study, a well-reasoned application of a broad variety of theories and arguments to this case study, along with clear connections drawn between these theorists and theories to your argument for your practical response in this case will be considered in grading your final paper. **Due:** Thursday, December 14, 2023

Requirements

Format for all papers:

- Use 12 point font, Times New Roman, double-spaced with one-inch margins.
- Include a title page with your first and last name, the course title, the instructor's name, assignment title, and date. Please note: your title page will not be counted as one of the assigned number of pages of your paper.
- Include a header and page number on all remaining pages.
- Cite all sources. Use footnotes throughout your paper and include a bibliography at the end of your paper. Please use Chicago Style/Turabian guidelines <https://www.scribbr.com/chicago-style/format-paper/>.

Submitting Papers

- Upload all papers in pdf onto the KNP1443H Quercus site and the instructor will put all comments and feedback directly onto your paper.

Grading System

(see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline.

Late submission of assignments will be given one day of grace followed by a 2% deduction for each three day unit following that. Late assignments will not be accepted two weeks following their due date. Please note that late work disrupts the momentum of the class as a whole and creates inequity of

opportunity as others submit by the deadline. To receive an extension on the final paper, you must petition the BD committee by the required date. All other academic information is available in the BD manual.

The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed-upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

COURSE POLICIES

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Inclusive language It is the policy of Knox College that inclusive language be used in class presentations and written assignments. For further information and guidance please review the policy as posted on the

Knox College website: https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make backup copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo, or other types of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail, or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

In particular, please note:

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology: Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check, etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video or audio recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.