

## **MN502 Teaching Young Adults August 2019**

Course Number and Title	MN502 - Teaching Young Adults
Semester, Year	Aug 2018
Name of Instructor	Lindsey Ward
Credits	1
Prerequisites?	none
Core Course?	
Letter grade or P/F	Letter grade

### Description

Students in this course will learn through reading, discussion, activities, and writing basic concepts of teaching young adults. Student development theories, specific curricular tools, and specific teaching pedagogy will be synthesized to prepare students to teach young adults in their first year of college.

### Objectives

#### Course Objectives

- Identify major student development theories and how they can be applied to teaching young adults
- Analyze personal strengths assessment as an curricular tool for young adults
- Develop an effective young adult teaching model based on pertinent theories, curricular tools, and personal strengths

#### Curricular Objectives

6. Engage contemporary theological and ethical issues with insight and humility;
11. Integrate theology and practice in all areas of life and ministry

### Requirements/Evaluation

- Complete all requirements of the UD Faculty Academy
- Clifton Strengths for Students assessment and related activities
- Reflective journals
- Create integrated plan for using personal strengths, curricular tools and methods, and pertinent theories of student development in classroom experience

### Tentative Bibliography

Required

- Astin, A. W. (1993). *What matters in college?: Four critical years revisited*. San Francisco: Jossey-Bass. [excerpts only, provided]
- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. ISBN: 978-0-470-28191-8.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. [excerpts only, provided]
- Nash, R. J., & Murray, M. C. (2010). *Helping college students find purpose: The campus guide to meaning-making*. San Francisco: Jossey-Bass. [excerpts only, provided]
- Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood—and what that means for the rest of us*. (2<sup>nd</sup> ed.) New York: Simon & Schuster. ISBN: 978-1-5001-5198-9.
- All UD Faculty Academy resources [provided]

Recommended