

**MN502 Teaching Young Adults**  
*University of Dubuque Theological Seminary*  
August Term 2022

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Credits: 1      Letter grade or P/F: Letter grade

**Course 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 knowledge will be synthesized to prepare students to teach young adults in their first year of college.

**Course Objectives**

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- Identify major student development theories and how they can be applied to teaching young adults
- Analyze personal strengths assessment as a 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

**Course Requirements/Evaluation**

- Complete all requirements of the UD Faculty Academy or similar preparation tool
- CliftonStrengths assessment or similar assessment tool 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*

- Ambrose, S. A. et al (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass. [excerpts only, provided]
- Barkely, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. [excerpts only, provided]
- Clifton, D. O., Anderson, E., & Schreiner, L. A. (2017). *CliftonStrengths for Students: Your strengths journey begins here*. New York: Gallup Press. [provided]
- 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]

## **Tentative Topics, Activities, and Assessments**

### Identifying Young Adults

Journal Entry #1

Read: *Helping college students find purpose: The campus guide to meaning-making* (Nash and Murray, 2010) – excerpts provided on Moodle

Read: Have smartphones destroyed a generation? – provided on Moodle

Assignment: Young adult defining artifact

Read: *Student development in college: Theory, research, and practice* (Evans et al, 2010) – excerpts provided on Moodle

Assignment: Student development theory

Journal Entry #2 (after class meeting)

### Applying Personal Strengths

Journal Entry #3

Assignment: CliftonStrengths for Students

Journal Entry #4

Read: *CliftonStrengths for Students*, Part 1 – provided online

Journal Entry #5 (after class meeting)

### Teaching Preparation at UD

Journal Entry #6

Watch: Videos provided

Read: UD Mission, Vision, and Values (link provided on Moodle)

Read: Technology instructions provided

Journal Entry #7 (after class meeting)

### Intro to Teaching Methods

Journal Entry #8

Read: *Student engagement techniques: A handbook for college faculty* (Barkley, 2010) – excerpts provided on Moodle

Read: *How learning works: Seven research-based principles for smart teaching* (Ambrose et al, 2010) – excerpts provided on Moodle

Journal Entry #9 (after class meeting)

### Personal Teaching Philosophy

Final Assignment: Your teaching philosophy statement (due 8/17)