

CL440: FOUNDATIONS OF CHRISTIAN EDUCATION

Autumn 2010

Dr. Barbara Anne Keely

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DESCRIPTION

This course explores the theories and practices of Christian education in the church, including theological frameworks, faith development and spiritual formation, teaching methods and models, curricular materials, and the planning and leadership of educational programs.

OBJECTIVES

By the end of this course, students will:

1. have increased their understanding of Christian/religious education
2. have an understanding of faith development and spiritual formation integral to Christian/religious education
3. be able to articulate their theology and theory of educational ministries
4. have developed skills in program planning, age-appropriate curriculum and teaching

TEXTBOOKS (Required)

- Judith A. Berling. *Understanding Other Religious Worlds*
- Craig Dykstra. *Growing in the Life of Faith*
- Joyce Ann Mercer. *Welcoming Children: A Practical Theology of Childhood.*
- Mary Elizabeth Mullino Moore. *Teaching as A Sacramental Act*
- Parker Palmer. *To Know as We are Known*
- Jack L. Seymour, ed. *Mapping Christian Education*
- Mark Yaconelli. *Contemplative Youth Ministry*
- Anne Wimberly and Evelyn Parker. *In Search of Wisdom*

REQUIREMENTS (also see **Evaluation Rubrics**)

- **Assigned readings** will be discussed on date assigned; expect to be involved in discussions of readings and course material.
- **All written assignments must be completed to pass course.** Papers must be double-spaced, typed (12 pt with standard margins), and properly footnoted, following Student Handbook guidelines. I encourage you to print them back-to-back to save paper. I will not read or grade material that has not been properly prepared and edited. I will not accept late papers unless arrangements are made in advance or if an emergency.
- **Extensions** *A formal petition for extension must be approved by the instructor by the end of the final class session.* Extensions (of course work) beyond the end of the semester will be approved only under extraordinary circumstances. BAK approves extensions because of personal or family illness or other emergencies.

ASSIGNMENTS

Paper: Develop your own definition of Christian *or* religious education.

The purpose of this 6-7-page paper is to show your understanding of the readings, class presentations, and discussions of Christian *or* Religious education by explicitly drawing upon course material (e.g., citations from course readings and class presentations) presented through September 27 and what you discovered in your interviews), as well as the ability to synthesize and construct ideas. *The paper must clearly include 3 sections*

Part 1: a one paragraph definition of CE or RE (required: clearly set apart and stated at the beginning of the paper).

Part 2: an elaboration of what this definition means (with citations from course material)

Part 3: describe three implications in a congregation of your approach to CE/RE

The paper will be evaluated on (1) the clearness of definition, understanding of course material, appropriateness of implications and (2) quality of writing and ability to present, synthesize and construct ideas.

Due: by e-mail to BAK by Tuesday, October 5th at 5:00 p.m.

Teach a 20-minute class session. You will teach 4 of your colleagues in a small group. The topic of teaching is your choice, but should relate to the educational work of the congregation or your expected context of ministry. These groups will meet for 3 1/2 hours, outside of class, and will be videotaped. The requirements are:

- A *lesson plan* (format introduced in class September 27), to be submitted to Barbara Anne on **October 18**; it will be returned by November 1.
- **Teach a class group during a time scheduled outside of class time, during the week of November 15-19.** You need to *bring a tape* to videotape your teaching. Barbara Anne will tape all teaching, and will not participate in group.
- *Submit tape, lesson plan, and written self-analysis.* The self-analysis should be a typed, 5-page reflection of your strengths, weaknesses, and what you learned about teaching as ministry. This should show the ability to be both self-critical and constructive. **Due: November 29.**

Final paper and project has three pieces.

1. A 7-8 page paper showing how this course has informed your theology and theory of Christian/religious education.

- a. Describe the *specific church context* for which the project is being developed. This cannot be a generic 'church' but a specific one that you name and provide the relevant aspects of the church pertaining to this particular project.
- b. The requirements for the paper include explicitly drawing upon at least *3 course textbooks*, as well as *at least 2 other outside resources*.
- c. The paper will be *evaluated* on your understanding of course material, the clearness of topic development, and integration of theory, theology and practice. You may draw upon your first paper as it seems appropriate.

2. Develop a program/course for the context named and described in the paper.

This can be for any age group, and should show planning for at least a 5 hours retreat or 5 class sessions of at least 45 minutes per session. You must use the lesson plan format used earlier in the course, and provide sufficient support materials so that I can understand what is on the lesson plan. Also, if you are planning discussions, the lesson plan must contain discussion questions.

3. A one paragraph summary for your colleagues in the course. This should contain (1) a statement of the purpose and (2) objective of the project, (3) the non-textbooks used in the project. These will be distributed in class on December 13.

Due: the paper is due in BAK's faculty mailbox by Thursday, Dec 16 @ 4:00 p.m.

COURSE OUTLINE

9/13 Introductions to course and each other; BAK's approach to Christian Education

9/20 Spirituality, teaching and knowing
Read: Palmer

9/27 Theories of Christian education; how people learn
Read: Seymour
Lesson plan introduced

10/4 (no class meeting; BAK @ PCUSA 10/3-5)
Assignment: *Develop your own definition paper*
Due: Tuesday, October 5th at 5:00 p.m. in BAK's faculty box or by e-mail.

10/11 Faith and spiritual development
Read: Dykstra and Wimberly & Parker

10/18 Teaching as a Sacramental Act
Read: Mullino Moore
Due: Lesson plan

10/25 No class (Reading Week)

11/1 Religious education in an inter-religious world
Read: Berling
Lesson Plans returned

11/8 no class (BAK at Religious Education Association meeting)

11/15-11/19 Teaching week (no regular class meeting; only when you teach in a group)

11/22 Educational ministries with children
Read: Mercer

11/29 Educational ministries with youth *and* social networking
Read: Yaconelli.
Due: Teaching self analysis

12/6 Curriculum analysis, educational committees and planning programs

Due by Monday 12/13 @ 11:00 a.m. *If you want BAK to make copies for the class, email a summary of final project; otherwise bring enough copies to distribute on 12/13*

12/13 Final projects to be presented in class;
Due: in BAK's UTS mailbox by Thursday, Dec 16 @ 4:00 p.m.

CL 440 Evaluation Rubrics (2010)

- Assignments will receive extensions only for illness or emergencies.
- “Classroom involvement” will include periodic feedback sheets to be completed in class. These provide the professor with information regarding classroom preparation. Also expect to be called upon during class discussions.
- All work must be completed at a satisfactory level (C or above) to pass the course.
- Overall course grade will take all of these evaluations into consideration.
- “Honors” for either LG or P/NC may be given for consistently excellent work throughout the course.

Grade P/NC	No Credit No Credit	“C” Conditional Pass	“B” Pass	“A”
Classroom involvement	Misses more than 2 classes and does not make up the assignments; is present in class but shows no involvement	Does not participate in class discussions or activities in ways that demonstrates preparation of course material.	Is involved in class activities and discussions, but does not demonstrate understanding of course readings	Engaging in discussions in ways that moves them forward; involvement in activities is engaging and creative
Definition paper	Poorly written, not edited, does not show understanding of assignment or course material	Does not complete the assignment as described in the syllabus, including the three sections as described; poorly developed ideas	Writes a clear paper showing understanding of the material and presents a clear and usable definition.	Writes an excellent paper that shows both integration of course material and ability to develop one’s own ideas in a way that completes the assignment
Lesson Plan & Teaching	Incomplete plan and/or not prepared to teach	Sketchy plan and teaching fails to engage the learners	Clear, usable plan and teaching that shows engagement of students toward the objectives	Clear plan; teaching show abilities to be present to learners, able to present material in engaging and clear ways; ability to draw upon course material
Analysis of	Not completed	States the obvious with no	Engages the assignment in	Analysis shows

teaching		analysis or insight	ways that show grow as a teacher	integration of insights from self and feedback from colleagues
Final paper/project	Does not fulfill the complete assignment	Paper does not show integration of course material nor a clearly sated context for the teaching project. Curricular design does not show ability to draw upon course material in planning and designing	Paper shows clear integration of course material. Curricular design shows ability to draw upon course material; curricular materials are usable	Very well written paper showing integration of material and strong ability to draw upon it. Curricular design is complete, creative and ready to be taught in context for which it is designed.

Academic Integrity Writing papers, preparing oral and written presentations, and conducting scholarly research are an important part of seminary education. When students use the ideas or words of others they must acknowledge their sources in accordance with a standard form for footnotes, such as the Social Science Style Sheet or Turabian’s *A Manual for Writers of Term Papers and Dissertations*. **Plagiarism** is defined as follows: “Plagiarism is the dishonest act of presenting the words or thoughts of another writer [or person] as if they were your own ... If you quote from anything at all ... you must put quotation marks around it, or set it off from your text. If you summarize or paraphrase an author’s words, you must clearly indicate where the summary or paraphrase begins and ends. In every instance you must formally acknowledge the written source from which you took the material.”

Seminary Policy on Inclusive Language Exclusive language is any form of communication which demeans, discounts, or ignores the experiences and full humanity f a group of people on the basis of gender, race, ethnic group, class, age, sexual orientation, or differing abilities and hence fosters oppression and injustice. Language shapes relationships between persons and shapes the self-image of persons. UTS seeks to affirm the human community in all its diversity. In a tradition of seeking justice as an educational community and while embracing the diversity of faith traditions, UTS strongly encourages all of its members to use language in writing and speech that is inclusive in regard to gender, race, ethnic group, class, age, sexual orientation, or differing abilities.