

**CEDF 5100 Christian Education
and Formation In the Church (3 sh)**

January Term
January 8-12, 2018



**NORTH PARK
THEOLOGICAL SEMINARY**

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Class Days/Times: M-F, 9-5
Room: Nyvall Room TBA

Course Catalog Description

CEDF 5100 Christian Education and Formation in the Church (3 sh). This course will introduce the tensions and dimensions of historical, theological, and pedagogical foundations of Christian Formation. Time will be given to discussing leadership concerns as pastors of Christian Formation. Students will be encouraged to engage the material realizing other courses will pursue the topics in more detail. This course will facilitate a broad awareness of Christian formation in the Church.

Required Course Texts

1. Parker Palmer. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey – Bass, 1998.
2. James W. Fowler. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. Harper Collins, 1981.
3. Groom, Thomas. *Sharing faith: A comprehensive approach to religious education and pastoral ministry the way of shared praxis*. Harper Collins, 1999.
4. Engen, John V., *Educating people of faith: Exploring the history of Jewish and Christian communities*. Eerdmans, Grand Rapids: MI, 2004.
5. Osmer, Richard. *Teaching for faith: A guide for teachers of adult classes*. 1992.
6. A sixth required book for this course is one of your choice. From the *Additional Resources* section of the syllabus, choose a book that helps you in the area of your greatest need as a leader exploring methods of teaching and learning with different age group foci. If you have a different book in mind not listed contact the professor with this proposed book choice.

Optional Book Choices

❖ Teaching Children

1. Barbara Bruce, *7 Ways of Teaching the Bible to Children*. Abingdon, 1996.
2. Barbara Bruce, *Teaching Children Bible Basics: 34 Lessons for Helping Kids Learn to Use the Bible*. Abingdon, 1999.
3. Phyllis Vos Wezeman, *100 Creative Teaching Techniques for Religion Teachers*. Twenty – Third Publications, 2001.
4. Diana Garland, *Family Ministry: A Comprehensive Guide*. IVP Academic, 1999.

❖ Teaching Youth and Adults

1. Don Richter and Dorothy Bass, eds., *Way to Live: Christian Practices for Teens*. Upper Room, 2002. Also see the leaders guide at: www.practicingourfaith.org
2. Donald L Griggs. *The Bible from Scratch: The Old Testament for Beginners*. W/JKP, 2002. And, Donald L Griggs. *The Bible from Scratch: The New Testament for Beginners*. W/JKP, 2002.
3. Doris C. Clark, *Feed All My Sheep; A Guide and Curriculum for Adults with Developmental Disabilities*. Geneva, 2000.
4. Rebecca Grothe, ed. *Lifelong Learning: A Guide to Adult Education in the Church*. Augsburg, 1997.

❖ Methods of Teaching and Learning

1. Donald L. Finkel, *Teaching with Your Mouth Shut*. Boyton/Cook, 2000.
2. Stephen D. Brookfield, Stephen Preskill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Jossey-Bass, 1999.
3. Stephen Brookfield, *The Skillful Teacher: On Technique, Trust and Responsiveness in the Classroom*. Jossey-Bass, 2000.
4. Jane Vella, *Learning to Listen, Learning to Teach, The Power of Dialogue in Educating Adults*. Jossey-Bass, 1994.
5. Thomas Groome, *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry; The Way of Shared Praxis*. Harper Collins, 1999.
6. Thomas Groome, *Educating for Life, A Spiritual Vision for Every Teacher and Parent*. Crossroad/Herder and Herder, 2001.
7. Howard Gardner, *Intelligence Reframed; Multiple Intelligences for the 21st Century*. Basic Books, 1999.

❖ **The Vocation of the Teacher**

1. Gloria Durka, *The Teacher's Calling: A Spirituality for Those Who Teach*. Paulist, 2002.
2. Stephen D. Brookfield, *Becoming a Critically Reflective Teacher*. Jossey-Bass, 1995.
3. Bell Hooks, *Teaching to Transgress, Education as the Practice of Freedom*. Routledge, 1994.
4. Carol Krau, *Keeping in Touch: Christian Formation and Teaching. Discipleship Resources*, 1999.
5. Robert W. Pazmino, *Basics of Teaching for Christians: Preparation, Instruction, Evaluation*. Baker Books, 1998.
6. Maria Harris, *Women and Teaching*. Paulist, 1988.

❖ **Teacher Education**

1. John M Bracke and Karen B Tye, *Teaching the Bible in the Church*. Chalice Press, 2003.
2. Barbara Bruce, *7 Ways of Teaching the Bible to Adults: Using our Multiple Intelligences to Build Faith*. Abingdon, 2000.
3. Delia Halverson, *The Nuts and Bolts of Christian Education: Practical Wisdom for Teachers and Leaders*. Abingdon, 2000.
4. Rachel Livsey, *The Courage to Teach: A Guide for Reflection and Renewal*. Jossey-Bass, 1999.

❖ **Other Option**

- Select 3-4 journal articles to read and review from journals such as *Religious Education* or *The Journal of Adult Theological Education*.

Course Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the Christian ministry field

Course Learning Outcomes

1. Articulate the significance for ministry of educational, organizational, and spiritual models and theories of Christian formation.
2. Assess the ability to employ knowledge of models and theories of Christian formation to analyze practice and propose enhanced strategies.

Course Assignments

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|-----------------------|--|
| 1. Quiz: | Quiz on models and theories – 50 points |
| 2. Participation: | Attendance, Presentations, Posts – 75 points |
| 3. Reflection Papers: | Three reflection papers – 25 points each |
| 4. Project | Final integration project – 75 points |

Grading

Letter grades will be assigned according to the scale printed in the Seminary Catalogue, p. 18 as follows:

- Superior work (A = 95–100; A- = 93–94)
 Above average (B+ = 91-92; B = 88-90; B- = 86-87)
 Average (C+ = 84-85; C = 80-83; C – = 78-79)
 Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)
 Failure (69 and below)

Proposed Schedule

<u>Schedule and Topics Covered</u>	<u>Activities</u>	<u>Homework for next class session</u>
Pre-Course	No Activities.	1-All required reading completed before arriving for class on 1/8/2017 2-Reading Reflection Paper due 1/7/2017 (posted on Canvas or emailed to instructor)
Monday, January 8 *Introduction, Review of Syllabus, Coursework and Course Objectives *History theology of Christian pedagogy, education and formation in the church.	*Share introduction information *Discussion on course reading *Small group – cooperative learning exercises	*Prepare for 1/9/2017 student presentations *Prepare for Quiz
Tuesday, January 9 *What is curriculum? *Why do you think a lesson/series will work?	*Student presentations *Quiz	
Wednesday, January 10 *The ministry teaching role *What does effective teaching and formation look like in the church?	*Make and Deepen Disciples staff from the Evangelical Covenant Church visit *Lunch with Rev’s Blue and Johnson *Debrief presentations	*Reflection Paper due 1/11/2018

	*Integration Activity	
Thursday, January 11 *Ministry context matters *Integrating theories, models, practice, and strategies	*Fieldtrip *Field trip debrief *Final project overview	*Reflection Paper due 1/12/18
Friday, January 12 *Strategic Christian formation	*Workshop Time *Cooperative Learning and Sharing *Debrief and Course Evaluation	1- Complete final project 1/19/2018 2- Response posts (2) on Canvas after projects are completed by 1/22/2018
Post-Course		1-Final project submitted on Canvas by 1/19/2018 2 Response posts (2) on Canvas due by 1/22/2018

Additional Course Guidelines

1. **Attendance.** Class attendance on all five (5) days is required. Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to class and attending class demonstrates such characteristics for effective ministry leaders. Not being present in class, or being tardy to class will affect your grade for the course.
2. **Assessment Submission**
 - All paper submissions should be submitted on Canvas by 11:59PM on the date indicated in the syllabus.
 - Work submitted late without prior arrangement will receive a grade reduction of 5% per day. Work submitted over two weeks late will not receive a grade.
3. **Communication.** Please email me with any questions or concerns, and I will respond within 24 hours, M-F. Before emailing with a question, be sure the answer is not contained in the course syllabus or on Canvas.

Academic Integrity

Students are expected to meet the standards of academic honesty and integrity. Using the work, ideas, analysis, language, or writing of another without providing appropriate credit and a proper citation is not allowed. Plagiarism is a school offense and any instance will be handled as outlined in the Student Handbook and university catalog.

Cell Phone/Laptop Policy

Students are required to turn off all cell phones before the start of class. If you are expecting an emergency call, please see your instructor prior to the start of class. Laptops are to be used in class for classwork only.

Coursework Policy

Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to turn in assignments is a responsibility of effective ministry leaders. Therefore, it is expected that all student work be turned in at the appropriate due dates. Late coursework will reduce your grade as stated above.

Disabilities Resources

Graduate and Seminary Students

Students with a disability who believe that they may need accommodations in this class are encouraged to contact your program's office (Education: 773-244-5730; Business: 773-244-6270; Nursing: 773-244-5680; Community Development: 773-244-5774; Seminary: 773-244-6209; Music: 773-244-5625). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>

Social Media Policy

While North Park University encourages the use of social media, all users should remember that social media tools are a powerful form of communication that can have a significant impact on organization professional, and individual reputations. Lines between personal and professional content and between public and private content, are often blurred. Whether participating on behalf of the University, a University related group, or personally, all users must follow the same behavioral standards online as they would in face-to-face or one-on-one interactions. Remember that the internet is not anonymous, nor does it forget. The full text of the NPU policy can be found at <https://our.northpark.edu/FO/HR%20Wiki/Full-Time%20Faculty%20and%2025%Staff/Handbooks%20and%20Training.aspx>

Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's Safe Community site for contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>