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## CE 510 Moral Development and Christian Education

Chris Kiesling

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ASBURY THEOLOGICAL SEMINARY  
Department of Christian Education  
Course Prospectus

**Moral Development and Christian Education**

CE 510, YM 510, CM 510, PM 510 - (3 hours credit)

*The course examines evidences touching the development of moral sense and judgment in relation to cognitive and biological growth, with special attention given to primary sources in Jean Piaget and Lawrence Kohlberg. Human development, conscience formation, and theological issues related to original sin, sinfulness, salvation, and nurture are brought to bear on the ministries essential to representing distinctive Christian values from one generation to the next.*

**INSTRUCTOR**

Chris Kiesling, B.G.St., M.Div., Ph.D. (candidate)

Meeting Room: SH 231, T-R, 2:30-3:45

Office: FM 108

Phone: 858-2382 (If I am unavailable, you may access my voice mail at this or contact the faculty secretary at 858-2213)

E-Mail: [c\\_kiesling@asburyseminary.edu](mailto:c_kiesling@asburyseminary.edu)

Office Hours: Tuesdays or Thursdays 3:45 – 5:00p.m. or by appointment

**COURSE OBJECTIVE**

The student showing competence in this course will be able to:

1. Examine the human sciences enterprise from a Wesleyan theological perspective including issues of epistemology, the naturalistic fallacy, and claims for “truth.”
2. Discuss the interaction of biological, cognitive, affective, moral and faith components that contribute to development across the lifespan.
3. Articulate the predominate developmental perspectives and distinguish among their presuppositions and implications for moral development, religious education, and other dimensions of ministry.
4. Formulate questions and dialogue regarding the relationship of human development issues and the theological doctrines of creation, sin, the nature of human beings, redemption, and grace.
5. Illustrate “justice” in a developmental perspective and relate it to Biblical conceptualizations.
6. Identify sex and gender differences in development and their implications for ministry.
7. Reconstruct from their own experience personal transitions and movements through stages of development with a view toward embracing the whole of God’s redemptive pattern.
8. Commit to ministry applications that are sensitive and responsive to the appropriate developmental level of the individuals in one’s target population.
9. Understand suffering and pain as important mechanisms for transformation and articulate a theology that accounts for and comprehends their significance.

## TEXTBOOKS

James C. Wilhoit and John M. Dettoni. *Nurture that is Christian: Developmental Perspectives on Christian Education*. Wheaton: Victor Books, 1995.

Reading Packet for Moral Development (available at the bookstore).

James Fowler. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press, 1996.

Jean Piaget, *The Moral Judgment of the Child*. New York, Free Press, 1965.

E Stanley Jones, *The Christ of the Mount*.

Choose one from the following:

C.S. Lewis. *The Abolition of Man*

C.S. Lewis. *The Great Divorce*

Walter Wangerin. *The Orphean Passages*

(Available only in manuscript form from the bookstore)

## COURSE REQUIREMENTS

### Attendance and Participation

It is expected that each student attend class regularly. Many topics will be addressed in class that are not included in the readings and that may be more difficult to attain outside of classroom experiences. Although no grading is associated with attendance, it will be checked and can be influential in borderline grades at the end of a semester.

### Exams

There will be three exams throughout the semester aimed at integrating readings and class presentations into ministry contexts (a more detailed explanation of what to expect on the exams will be provided closer to their scheduled date). Any exam may be rewritten and peer consultation for the rewrite is strongly encouraged. However, the highest grade attainable from a rewrite is a grade of "B". Either the first exam score will be doubled or it will be averaged together with the rewrite toward a course grade. Thus, a possible 600 points may be earned on exams and rewrites.

### Book review (worth up to 100 points)

Write a 2-3 page reflection paper on a book you have chosen from the selected reading list. Include in the paper three specific responses to the material:

- A. Cite briefly the ideas, anecdotes, or individual changes that connected with your story, issues current in your life, and/or with topics addressed in this class.
- B. Report how reading this book through the lens of a moral development framework gave you new insights into the material or into understanding characters in the book.
- C. Flesh out the implications of this book and the commitments it provoked in you for your future ministry, your personal relationships, your spiritual journey, etc.

(Evaluation will consist primarily of how well the material was allowed to impact you, the moral development understandings you present, and how this book might inform ministry projections).

### **COURSE GRADE**

The combination of three exam scores, three rewrites, and the book review will be combined toward a final course grade determined on the following scale:

700 – 651	A	538 – 511	C
650 – 630	A-	510 – 490	C-
629 – 609	B+	489 – 469	D+
608 – 581	B	468 – 441	D
580 – 560	B-	440 – 420	D-
559 - 539	C+	419 -	F

Please note the following definition of grades as specified in the ATS catalogue:

A = Exceptional work: outstanding or surpassing achievement of course objectives

B = Good work: substantial achievement of course objectives

C = Acceptable work: essential achievement of course objectives

D = Marginal work: minimal or inadequate achievement of course objectives

F = Unacceptable work: failure of course objectives

### **EXTRA CREDIT**

Any student may also earn up to 20 extra credit points by making a journal entry for any day of class. Generally, one entry will equal one extra point; however, two points may be given for substantive reflections on personal applications, critiques of current events, or new Biblical/theological/moral understandings. Journal entries should be typed and approach two, double-spaced pages in length. Please feel free to follow whatever line of thinking you find the material directs you toward. The attempt is to push you to break new intellectual ground in discovering the utility of these concepts.

### **Tentative Fall Agenda**

<b>WEEK OF</b>	<b>TOPIC</b>	<b>READINGS</b>
<b>Sept 4</b>	Introduction, course overview, integrating theology and social science	Wilhoit and Dettoni, Forward and CH 1, Reading Packet, Joy CH 1, Wilhoit and Dettoni, CH 16
<b>Sept 11</b>	Developmental Theory Piaget	Wilhoit and Dettoni, CH 2 Reading Packet, Lerner, Ch 8, pp.244 to 262
<b>Sept 18</b>	Piaget	Piaget, Section 1, pp. 13-108

		Section 2, pp. 109-196
<b>Sept 25</b>	Piaget Sears video <b>EXAM ONE - SEPT 28</b>	Section 3, pp. 197-325 Wilhoit and Dettoni, CH 8
<b>Oct 2</b>	Kohlberg	Wilhoit and Dettoni, CH 3 Reading Packet, Lerner on Kohlberg, pp.262-292
<b>Oct 9</b>	Kohlberg	Joy, CH 2
<b>Oct 16</b>	Les Miserables	Read from the selected reading list
<b>Oct 23</b>	Gilligan <b>EXAM TWO - OCT 26</b>	Handout
<b>Oct 30</b>	Erickson and the Beatitudes	Wilhoit and Dettoni, CH 5 Reading Packet, Miller pp. 154-175 Wilhoit and Dettoni, CH 9 & 10
<b>Nov 6</b>	Fowler and Faith Development	Fowler, pp. 1-89
<b>Nov 13</b>	Fowler on shame  <b>Book Review is due before reading week</b>	Fowler, pp. 90-144

**Reading Week is November 20-25 HOORAY!!!**

<b>Nov27</b>	Wesley's faith journey	Reading Packet Joy, CH 11
<b>Dec 4</b>	Implications for a postmodern world	Wilhoit and Dettoni, CH 11 & 15 Fowler, pp. 145-236
	<b>TAKE HOME EXAM - DUE 10a.m. DEC 15<sup>th</sup> (Must be in by 3p.m. Dec 12<sup>th</sup> for a chance to rewrite. Rewrites are due by 5p.m. DEC 15<sup>th</sup>)</b>	