

1-1-2001

CE 605 The Servant as Teacher

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Recommended Citation

Smith, Daryl L., "CE 605 The Servant as Teacher" (2001). *Syllabi*. Book 601.
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Asbury Theological Seminary—FLORIDA
Course Prospectus: J-term 2001
January 22-26—3 Semester Credit Hours

CE 605: THE SERVANT AS TEACHER

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(12.1.00;2p)

[PLEASE NOTE: This concentrated class setting requires that much work be done prior to class and deadlines be met promptly. So, please read the entire syllabus carefully, with your calendar in hand.]

This course explores roles and responsibilities of the "pastor as teacher," including foundational studies in teaching, program planning, teacher development, with special focus on nurturing, facilitating, administering and coordinating the church's educational ministries.

COURSE OBJECTIVES

The goal of this course is to assist you to grow in your ability to communicate the Christian faith through teaching and discipling ministries with children, youth, and adults, and to lead others to become involved and grow in their abilities to serve effectively in these ministries.

After completing this course you will be able to:

1. Articulate biblical and theological principles on which to base the discipleship/educational ministry of the church, its purpose, process, and leadership roles.
2. Evaluate educational perspectives from the social sciences and the field of religious education.
3. Develop a theology and philosophy of discipleship/Christian education that integrates findings from the social sciences with biblical principles and theological perspectives.
4. Design teaching plans using learning-style models of instruction.
5. Articulate the importance of recruiting and equipping lay volunteers for ministries with children, youth, and adults.
6. Use insights from change theory and design plans for leading volunteers to evaluate and implement new ways of doing discipleship/Christian education ministries.
7. Articulate the crucial relationship between Christian education and evangelism.

8. Grow in the conviction that effective discipleship/Christian education ministries are essential if the church is to fulfill the great commission.

CLASS OVERVIEW

Monday	Tuesday	Wednesday	Thursday	Friday
9:00a-12:00n				
Biblical, Wesleyan foundations for Discipling/ Christian Ed.	The pastor as teacher: Learning styles	Transitioning: the Process of bringing change	Small groups as the Discipleship Core	Wrap up discussion
				Group presentations (through lunch?)
12:00n-1:30p				
Group work	Group work	Group work	Group work	
1:30p-5:00p				
The Pastor's Philosophy of Christian.Ed	The teaching church: Leading the laity	Ministry with Children, Youth and Adult; connecting the generations	Releasing the Outreach potential of C. E. ministries	
6:30p-7:30p				
Group work	Group work	Group work	Group work	

ASSIGNMENTS

Writing:

All papers submitted for this class must be within the maximum defined length, typed, double-spaced, documented (using an official form of documentation) when drawing from readings or class notes, and use 12-point type.

Inclusive language is a “must” when referring to human beings in writing and speaking.

Identify all papers with ONLY your student identification number and SPO number.

BEFORE CLASS _____

Reading:

You will not have time to read during the week of class, therefore **complete your reading and write your Reflection Papers before the first class meeting.**

The Pastor as Religious Educator, Robert L. Browning, ed.
“The Means of Grace and Ways of Knowing: A Wesleyan Approach to Sacramental Learning,” (Christian Education Journal, Spring 2000), Dean G. Blevins
The Safest Place on Earth, Larry Crabb.
John Wesley’s Class Meeting: A Model for Making Disciples, D. Michael Henderson.
Learning Styles, Marlene LeFever
Creative Ministry, Henri Nouwen
Patterns in Moral Development, Catherine M. Stonehouse.

From the following list **select one** book to read (see Learning Group section below) that meets your learning goals.

Leading the Team-based Church, George Cladis.
Purpose Driven Youth Ministry, Doug Fields.
Revitalizing the Sunday Morning Dinosaur, Ken Hemphill.
Children in the Worshiping Community, David Ng and Virginia Thomas.
7-Steps to the Vision Driven Small Group Ministry, Serendipity House **AND**
Serendipity 8-Hour Retreat, Lyman Coleman.
Transitioning, Dan Southerland.
Joining Children on the Spiritual Journey, Catherine Stonehouse.

Reading Reflection Reports:

Submit a 3-part paper for each assigned reading. In no more than 2-pages:

1. Summarize the reading (2 points);
2. Reflect on the reading from your own experience (4 points);
3. Summarize your discussion of the reading with at least one other person (2 points).

NOTE: The Reading Reflection Reports are due on the **first hour of class (Monday, Jan 22) except for the “select one” report that will be turned in on Tuesday (Jan. 23) by 5:00 pm.**

DURING CLASS _____

To Take:

Purchase and take the *Kolb Learning Style Inventory*, David A. Kolb. See the class calendar for when the results need to be completed for class discussion.

Learning Group Interaction and Projects:

With other students form a cooperative learning group of not more than 5 and not less than 3 persons. Submit a list of your group members to the professor by **the January 22 afternoon session**. Groups will meet for a **minimum of 10 hours during the week** to work together on **three assignments**.

1. Book Review (6 points)

Each group member will selected a book from the “select one” section of the reading list. Write a reading report deleting part #3. Share your book review with your group members **by Tuesday afternoon (Jan. 23) and turn in your reading report that day**.

2. Sacramental Plans (10 points)

In *The Pastor as Religious Educator*, chapter 3 discusses “The Pastor as Sacramentally Grounded Religious Educator.” Browning explores how the pastor can teach the whole congregation through the sacraments. In Blevins “Means of Grace and Ways of Knowing” he looks at learning theories in the context of “means of grace” as a sacramental pedagogy. How might you as pastors lead your congregation in the celebration of different sacraments so that they experience spiritual formation through those sacraments? Select specific sacraments and develop plans to enhance their effectiveness in the spiritual formation of the congregation. Use the following steps in the process.

- a). Select a number of sacraments equal to the number of group members.
- b). As a group, discuss how you could prepare people for the selected sacraments and how you might lead people in the sacraments so that they become an even more powerful means of God’s grace. As a group discuss Browning’s and Blevins’ ideas. How do they compare? Which ideas do you see as valid? Where do you disagree? What other means have you seen used or thought of using that would make the sacrament more meaningful? What insights from this course give ideas to be used in your plan? Group members may want to seek out other creative ideas from reading or conversation with a pastor.
- c). Based on the above discussion and research, each group member will then develop a plan for teaching “more effective spiritual formation” through one of the selected sacraments. In a 2-3-page paper outline how you would prepare for the sacramental event, features to be included in the event, and possibly new pieces of liturgy. Include a 50-100 word summary of what you hope to accomplish through your plan.
- d). As a group discuss the Sacramental Plan papers, and offer refinements.
- e). As a group prepare a 1-page introduction to the Sacramental Plans in which you articulate why and how you believe these plans will enhance the spiritual growth of children, youth, and adults in your congregation.
- f) On **Wednesday at 5:00 pm (Jan. 24)** submit the introduction and all plans, with the author’s name on each plan.

Grading Criteria

- a. Significance of the plans for enhanced learning and spiritual formation.
- b. Usefulness and creativity of action plans.

3. Group Teaching Projects (20 points, 10 points per presentation)

As a group, you will design two different presentations for the class. [Time limits will be strictly held to.]

The **FIRST** is to design and teach a **20-30 minute** session implementing the Learning Styles teaching model and principles presented in CE 605. You will choose a **topic from the class content**, create a lesson plan, with all the needed resources to teach/facilitate a lesson for either children, youth, or adult, and teach the remaining members of the class.

The **SECOND** part of the session will be a **ten-minute** creative presentation of your Basic Beliefs about effective discipleship/Christian education—using your *Basic Belief Process Reports*. The presentation should be developed as a presentation to your “congregation, lay-leadership team, or C.E. staff.” Use as many multi-media tools as applicable. Include a written script of your presentation, not to exceed 1000 words.

Your presentation materials are due to the professor following your presentation to the class. The grade will be based on the effective implementation of good teaching principles, the age appropriateness of content and approach, the thoughtfulness of the content, and faithful group participation. All group members will receive the same number of points for this presentation.

The group teaching sessions will be scheduled for **Friday (Jan. 26)**.

FOLLOWING CLASS _____

Integrative Papers:

You will write three integrative papers following the week of class. Make sure to respond to each of the sections in the guidelines and questions. Be sure to address your answers with the grading criterion in mind. Each paper is to be no more than 2 1/2 – 3 pages. All three are **due to the professor’s mailbox by February 26 at 5:00 pm**.

1. **Paper #1** (15 points; 5 points per section)

- A. In 200 - 250 words summarize the distinctives of a Wesleyan theology presented in class and in chapters 3 and 4 of *John Wesley’s Class Meeting*.
- B. In the Christian education you have experienced and observed, what has been in harmony with the Wesleyan distinctives discussed in class and presented in *John Wesley’s Class Meeting* (pages 83-160)? What has not been in harmony with those distinctives?
- C. If you could serve the church(s) you have been reflecting on, what would you as pastor do to **help your lay people** have a teaching ministry that would more

adequately reflect Wesleyan distinctives? **Note: if you come from a denomination with a non-Wesleyan theological perspective, see the professor for a revised version of this question.**

Grading Criteria

- a. Grasp of Wesleyan distinctives discussed in class.
- b. Grasp of the Wesleyan distinctives presented in chapters 3 and 4 of *John Wesley's Class Meeting* by Henderson.
- c. Ability to see harmony or disharmony between theology (Wesleyan distinctives) and Christian education experience.
- d. Significance of the plans for **helping the laity** be more Wesleyan in their teaching ministries.

2. Paper #2 (15 points; 7.5 points per section)

Recall a lesson you taught in a church related setting. In one or two sentences indicate the topic and lesson goal. (If you have not taught, recall a class session in which you were a student.)

- A. What did you (or your teacher) include in that class session which related to the learning style preference of the divergers (imaginative learners), assimilators (analytical learners), convergers (common sense learners), and accommodators (dynamic learners)? Describe why, according to the learning style theory of Kolb and LeFever/McCarthy, each learning activity or teaching method was of value to specific kinds of learners. Which learners, if any would have found very little designed for their learning style preference? Describe what was missing that they needed.
- B. If you could teach that class again, what specific learning activities would you add to implement more fully what you have learned about learning styles and to better serve the different learners? **Be sure to give additional learning activities**, even if you think the first plan was fine and the new suggestions would only be alternate approaches. Briefly explain your reason for adding each learning activity.

Grading Criteria

- a. Grasp of learning style theory.
- b. Ability to relate learning style theory to practice.

3. Paper #3 (15 points; 7.5 points per section)

You came to Grace Church in June and have served as pastor there for 6 months. After observing Vacation Bible School last summer you decided that a change in curriculum is needed. A dedicated group of women have led vacation Bible school for the past 5 years; they love working together and want to lead the VBS again next summer. Each year they ordered materials from a certain publisher without looking at other possibilities, and felt good about the materials. VBS is one of the church's main means of outreach to the community. You believe there are more creative resources available that will provide more significant learning experiences for the

children. A church across town used one of the resources you would like your leaders to consider. Their pastor excitedly told you about their experience and showed you a video of their VBS in action.

- A. Use one of the transitioning paradigms you read about or discussed in class as a guide for identifying elements necessary in the change process and develop an action plan for leading your VBS leaders in considering and adopting new curriculum resources for next summer's VBS and using them more effectively.
- B. Explain which aspect of the paradigm is implemented by each step in your action plan.

Grading Criteria

- a. Understanding of your chosen paradigm.
- b. Ability to plan workable strategies based on theory and the situation.

Basic Beliefs Process Reports:

You will work on this project while you are reading and across the week, processing your learning and refining it into an integrative, creative presentation with your group.

1. Basic Beliefs: Process Reports (10 points)

From your readings and class notes, develop a list of statements that articulate your basic beliefs about effective Christian education ministries and discipleship. Each statement should be no more than 30 – 50 words in length. With each statement, give the sources from which you drew the concept—book title and page numbers, scripture reference, or class notes with date. **You will use your rough draft for the group presentation.**

Example: Effective discipling begins with the teacher or parent's relationship with God (Deut. 6:5-6, Class 3/12/01)

By **February 26, 5:00 pm**, submit 4-6 pages of statements drawn from the readings and class discussions of the preceding weeks. Insights from all reading materials and major class discussion themes are expected.

Grading Criteria

- a. Clarity and significance of statements
- b. Inclusiveness of statements

GRADING

All papers and projects will be graded on a 4.0 scale. Each assignment has a set number of points that are totaled for the final grade as follows: **[Late assignment's grades will be lowered unless a prior change in deadline has been arranged with the professor.]**

Reading reflection papers (8 papers x 8 points)	64 points
Learning group book report	6 points
Learning group Sacramental Plan	10 points
Learning group Final Presentation	20 points

Integrative papers (3 papers x 15 points)	45 points
Basic Belief Process Reports	10 points
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Total	155 points

Grading Scale:

155-147 = A	123-119 = C+	107-103 = D+
146-140 = A-	118-113 = C	102-98 = D
139-135 = B+	112-108 = C-	97-93 = D-
134-129 = B		
128-124 = B-		

DUE DATES

<p>Mon. (Jan. 22, 8:30a)—Reading reports Mon. (Jan. 22, 5:00p)—Group List Tue. (Jan. 23, 8:30a)—Kolb Learning Style inventory Tue. (Jan. 23, 5:00p)—Book Review Wed. (Jan. 24, 5:00p)—Sacramental Plans Fri. (Jan. 26, am)—Group Presentations</p> <p>Mon. (Feb. 26, 5:00p)—Basic Beliefs Process Report Mon. (Feb. 26, 5:00p)—Integrative Papers #1, #2, #3</p>
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CLASS ATTENDANCE

Regular class attendance is expected since interaction between us as learners is such an important part of the learning process.

APPROXIMATE CLASS SCHEDULE

[Some changes to this schedule may necessarily be made by the professor during the class. Students are responsible to meet the amended schedule requirements.]

Monday AM-- Unit I - Biblical, Wesleyan Foundations for Discipling/Christian Education Ministries
 (Jan. 22)

>Biblical Principles: The Purpose of the Church and the Goal of Christian Education; Models of Religious Education in the Old and New Testaments; Jesus as the Model Teacher.

>Developing a Biblical, Wesleyan Foundation for Christian Education

Review and Read: Browning pp. 1-10; Deuteronomy 6; Matthew 5-7;
Mark 2-4; Acts 2:42-47, Henderson pp. 83-160

Monday, PM-- Unit II – The Pastor’s Philosophy of Christian Education
(Jan. 22)

>Components in a Philosophy of Education and Keeping a Developmental Perspective.

Review: Browning pp. 35-50; Stonehouse *Patterns in Moral Development*; Nouwen pp. 5-20.

Tuesday AM-- Unit III - The Pastor as Teacher
(Jan. 23)

>Learning and Teaching Styles: **Complete Kolb Learning Style Inventory**
>Strategies and Models for Applying Learning Styles Theory.

Review: Browning pp. 83-106; LeFever pp. 11-36, 77-107; 211-221.

Tuesday PM-- The Teaching Church
(Jan. 23)

>Start Unit IV - The Pastor as Servant Leader in Christian Education
> The Pastor, Recruiting and Leading the Laity in Christian Education Ministry.

Review: Browning pp. 51-82; 107-145 146-177; Blevins pp. 7-40.

Wednesday AM-- Transitioning: The Process of Bringing about Change in Christian
(Jan. 24) Education

Review: Nouwen pp. 43-65; 69-89.

Wednesday PM-- Ministry with Children, Youth and Adults: Connecting the Generations
(Jan. 24)

Review: Browning pp.; 210-234; Nouwen pp. 23-40

Thursday AM-- Small Groups as the Core for Discipleship
(Jan. 25)

>Models for using current setting e.g. Sunday School
>Creating new models without spoiling the ministry

Review: Crabb part 1 and 2

Thursday PM-- Releasing the Outreach Potential of Christian Education
(Jan. 25)

>The Vision of the Leader

Review: Browning pp. 11-34, 178-209; Crabb part 3, Nouwen pp. 93-119

Friday AM-- Wrap-up discussion/Group Presentations start
(Jan. 26)

Friday PM Group Presentations concluded
(Jan. 26)