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# CD 651 Professional Foundations of Christian Education

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Asbury Theological Seminary – Wilmore, KY 40390  
Course Syllabus, Fall 2003  
1:00-3:45 p.m., T, MC204

## **CD651 PROFESSIONAL FOUNDATIONS OF CHRISTIAN EDUCATION**

**This syllabus is subject to change prior to the first scheduled class.**

### **CATALOG COURSE DESCRIPTION**

An examination of the key ideas set forth in the writings of 30 significant contributors to the development of Christian education, as a field of study and as an arena for the practice of Christian ministry.

### **COURSE OBJECTIVES**

The objectives of this course are that the participants will:

1. become well-acquainted with the major movements and figures in the history of Christian education
2. envision ways in which historical studies may inform contemporary Christian education practice
3. develop lenses and skills for critical response and analysis of Christian education theories
4. come to understand the historical, theological, and philosophical bases for professional understanding of Christian education

### **REQUIRED TEXTS**

Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective by Harold Burgess

The Big Little School by Robert Lynn

Augustine and the Catechumenate by William Harmless

SOURCEBOOK of the Christian Faith by Robert Lay

### **RECOMMENDED TEXT**

A History of Christian Education by Reed and Prevost is an excellent reading investment. It largely covers the history of Christian education in early centuries. Two copies are on reserve in the library.

## PHILOSOPHY OF EDUCATION

In order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on, and openly discuss, your personal experiences and understandings related to various topics. You may also be required to participate in reflective learning games or simulation projects in order to promote co-explorer relationships, problem solving, and personal ownership. Your presence and enthusiastic participation in all class activities will determine the value of your learning experience.

## REQUIREMENTS

### COURSE REQUIREMENTS

#### 1. **Active participation in the class (10%):**

Faithful attendance – your presence in every class is expected and required

Reflecting on assigned texts – you must demonstrate thoughtful engagement with the assigned readings in preparation for class discussions

Contributing to class – your willingness to actively participate in class discussions and activities is a crucial part of the course learning experience

Completing special assignments – at times you will be asked to reflect on specific questions or briefly interview others in preparation for the next class session. These mini assignments are a required aspect of class participation.

#### 2. **Reading Reflection Papers (Total 20%)**

Reading reflection papers will be assigned for each of the required texts. The reading reflection will include several specific questions provided by the professor. See class schedule for specific due-dates.

#### 3. **Two Short Research Papers (Total 20%)**

**Short Report #1 Due: September 23**

*The Ancient Catechumenate and the Postmodern Church*

In this paper you will discuss the relationship between the ancient catechumenate and the educational practices in a specific congregation today. It is expected that you will include ideas and insights from the required readings and class discussions. There will be three parts to this five page paper: 1) a description of the educational practices in a congregation of your choice (you may find it convenient and beneficial to focus on the congregation you are currently attending); 2) a description of the catechumenate in the early church; and 3) a critical comparative analysis with suggestions on how/what the church of today can learn from the ancient educational/formational church practices.

**Short Report #2 Due: October 21**  
**Everybody Ought to Go to Sunday School?**

In this paper you will write a persuasive argument for why the Sunday School is or is not needed today. Your argument will be based on ideas and insights gleaned from the history of the Sunday School movement (18<sup>th</sup> century through early 20<sup>th</sup> century). In this paper you will describe some of the formational dynamics of the Sunday School movement, and explain the significance of these dynamics for the church today. It is expected that you will include information/ideas/insights from the required readings and class discussions.

**4. One Major Seminar-Type Research Report**  
**First Draft Due: November 11**  
**Final Draft Due: December 9**

This research paper will focus on a major figure or movement in the history of Christian religious education. The report must include significant biographical information and a thoughtful discussion of the figure's beliefs and practices regarding Christian education as well as the relationship between the biography and their theory and practice of Christian education. In other words, it would be beneficial to identify the ways in which people, events, historical context, and other gave shape to their expression of Christian education. The reports must also demonstrate the historical impact of these major figures including the significance of their life and work in contemporary practice of Christian education. The written report should be fifteen to twenty pages.

Each participant is asked to take an intensified research and teaching role for one of the seminar topics. The participant will take responsibility for teaching that topic on the assigned day. The teaching should include biographical exploration and discussion of the related historical context, significant contributions and developments, and supplementary bibliography. Various methods/tools (such as dramatic speech, role play, power point, or other) may be employed, and the teaching must include a four to five page report to be copied for all class participants. The report and teaching must demonstrate the historical impact of the major figure/movement, particularly for contemporary practice of Christian education. It is important that you identify the ways in which your study challenges your current/future theory and practice of Christian

education. Time will be allotted for presentations according to the number of participants enrolled in the class.

The purpose of these seminar reports is for you to become well acquainted with the major movements and figures in history of Christian education. These learning activities enable awareness of the possible ways in which historical studies may inform contemporary Christian education practice. The reports also aid in the development of skills for critical analysis of Christian education theories including understanding of the historical, theological, and philosophical bases

## AVAILABLE RESOURCES

**Libraries:** ATS; Asbury College; Lexington Theological Seminary; and University of Kentucky.

**Interlibrary loan services** are also available and they may require two to four weeks to acquire the books and articles requested. I recommend that you gather all your research materials early in the semester. Appropriate resources will enable quality research projects.

**On-Line Databases such as Religious & Theological Abstracts:** On-line data bases are relatively easy ways to access the available literature about your research topic.

**Personal Contacts:** There are ways to contact the contemporary writers through your professor and other faculty at ATS. You may also consider locating close friends, relatives, or former students of the contemporary writers. Planning ahead and asking for assistance will be essential to your success with personal interviews.

## GRADING POLICY

### Papers

All papers must be typed, double-spaced, 1" margin all around, using a 12-point font, such as Times New Roman. Papers must adhere to MLA format according to Slade [available in the ATS bookstore and in the library].

Papers will be returned within one week of submission. Substantial feedback will be provided on all papers except reading reflections and mini assignments. Papers are expected to be submitted on their due date. Late papers must be approved by the instructor and may **not** be returned within one week and/or may **not** include feedback from the instructor. Late paper grade deductions will be made at the professor's discretion. If you need to negotiate an alternate due date, please see your professor BEFORE the assignment is due.

### Incomplete Policy

A grade of "I" denotes course work has not been completed due to an **unavoidable** emergency, which does not include failure to turn in course work or attending to church work or other employment. See the Asbury Seminary Catalog for further clarification.

## GRADING CRITERIA

### Professor's Assessment of Your Attendance & Participation 10%

### Two Short Papers 10% each (total 20%)

Through these papers you will demonstrate meaningful and visionary reflections on significant aspects of the history of Christian education.

### Reading Reflection Papers (20 %)

Reflection papers will demonstrate comprehension and engagement of texts and research data.

### Major Seminar-Type Research Paper 50 % total

Your grade will be determined according to the following criteria: organization, including appropriate form and style; thorough and insightful description/reflections of the biography, historical context, significant contributions, bibliography, demonstration of historical impact on contemporary practice, and engaging teaching presentation.

Through these reports, you will demonstrate your understanding of a major figure/movement in the history of Christian education as well as the significance of this figure/movement in contemporary practice. These reports will aid in the development of critical analysis skills and provide insights on the historical, theological, and philosophical bases for a professional understanding of Christian education.

## GRADING PROCEDURES

The grade descriptions written in italics have been determined by the faculty at Asbury Theological Seminary and provide the guidelines for grading. The explanations that follow clarify the meaning of each grade designation.

*A (5) = Exceptional work: surpassing, markedly outstanding achievement of course objectives*

Exceptional work is constituted by such things as: substantive reflection that reveals engagement of the “big ideas” of Scripture/theology or the “big ideas” represented in the existing body of knowledge from the social sciences in a particular area of study and represented via assigned texts and presentations; thorough and penetrating personal insight gained from consideration of one’s experience through the lifespan thus far; creativity in translating assignments into useful pedagogical presentations; and excellence in grammatical, stylistic, and communicative aspects of writing.

*B (4) = Good work: strong, significant achievement of course objectives*

Good work is constituted by: solid reflection on the assigned readings and presentations in response to the given guidelines for a particular assignment; the capacity to utilize classroom discussions and readings to understand and critically engage one’s own story; accurate ability to name specific ministry implications from one’s processing of information; and carefulness in grammatical, stylistic, and communicative aspects of writing.

*C (3) = Acceptable work: basic, essential achievement of course objectives*

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for theological and pedagogical thought in response to the guidelines for a particular assignments; references to one’s own story at a level that makes application of truth and would interest a congregational member in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

*D (2) = Marginal work: minimal or inadequate achievement of course objectives*

Cursory reading of the texts that fail to represent the author’s intent; a flat restatement of the author’s work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

*F (1) = Unacceptable work: failure to achieve course objectives*

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments.

CALENDAR

A calendar for the teaching roles and project presentations will be determined in class on September 2. The list of suggested figures and movements are as follows. Although I do not expect all of them to be selected, they need to be presented in class in the order listed. The number of students teaching per class depends on the size of the class, however I would estimate two students per class. Each student will have approximately 30 minutes. I will be teaching the remainder of the class time.

- |  |       |
|--|-------|
| 1. Jesus   | _____ |
| 2. The Desert Fathers/Mothers                            | _____ |
| 3. Monastic Education                                    | _____ |
| 4. Martin Luther   | _____ |
| 5. John Calvin   | _____ |
| 6. Radical Reformers/Anabaptists                         | _____ |
| 7. Ignatius of Loyola                                    | _____ |
| 8. The Impact of the Enlightenment on C.E.               | _____ |
| 9. John Wesley's Legacy in C.E.                          | _____ |
| 10. Robert Raikes S.S. Movement                          | _____ |
| 11. Stephen Paxson (American S.S. Pioneer)               | _____ |
| 12. The Illinois Band (S.S. Movement)                    | _____ |
| 13. Influence of Women Prior to 20 <sup>th</sup> Century | _____ |
| 14. Horace Bushnell                                      | _____ |
| 15. George AlbertCoe                                     | _____ |
| 16. Sophia Fahs  | _____ |
| 17. Hulda Neibhur  | _____ |
| 18. Randolph Crump Miller                                | _____ |
| 19. Iris Cully (or Sara Little)                          | _____ |
| 20. Lois/Mary LeBar                                      | _____ |
| 21. Henrietta Mears                                      | _____ |
| 22. Larry Richards                                       | _____ |
| 23. John Westerhoff                                      | _____ |
| 24. Thomas Groome  | _____ |
| 25. Mary Elizabeth Moore                                 | _____ |
| 26. Robert Pazmino                                       | _____ |
| 27. Other  | _____ |

## CALENDAR

### **September 2**

Course introduction

*Everybody Ought to go to Sunday School?*

**Begin Reading:** Augustine and the Catechumenate

### **September 9**

*Space for Fresh Vision: issues, trends, and challenges in the history of Christian education*



**Due:** Reading Reflection #1 - *Didache (Teaching) of the Twelve Apostles*, Sourcebook, pp. 1-6.

### **September 16**

*The Catechumenate and Catechetical Schools*  
*Cyril of Jerusalem and Early Church Education*

**Due:** Reading Reflection #2 – *On the Instruction of Beginners*, Sourcebook, p. 50-82. *On Christian Teaching*, Sourcebook, p. 100-180.

### **September 23**

*Augustine's Contributions to Education*

**Due:** Reading Reflection #3 – Augustine and the Catechumenate

### **September 30 – Student Teaching Begins**

1. Jesus \_\_\_\_\_
2. The Desert Fathers/Mothers \_\_\_\_\_
3. Monastic Education \_\_\_\_\_

**Due: Short Report #1** – *The Ancient Catechumenate and the Postmodern Church*

### **October 7**

5. John Calvin \_\_\_\_\_
6. Radical Reformers/Anabaptists \_\_\_\_\_
7. Ignatius of Loyola \_\_\_\_\_
8. The Impact of the Enlightenment on C.E. \_\_\_\_\_

**Begin Reading:** The Big Little School

**Due:** Reading Reflection #4 – *The Rule of Benedict*, Select Chapters, Sourcebook, pp. 229-236 and *A Mystical Vision of Teresa of Avila*, Sourcebook, pp. 249-256.

### **October 14**

*The Turn of the Century S.S.*  
*The Rise of Progressive Evangelicals?: the unsolved challenges of 20<sup>th</sup> century Christian education*

9. John Wesley's Legacy in C.E. \_\_\_\_\_
10. Robert Raikes S.S. Movement \_\_\_\_\_
11. Stephen Paxson (American S.S. Pioneer) \_\_\_\_\_
12. The Illinois Band (S.S. Movement) \_\_\_\_\_

**Due:** Reading Reflection #5 – The Big Little School

### **Liberal Theological Model of C.E.**

#### **October 21**

*The Influence of Liberal Theology*

13. Influence of Women Prior to 20<sup>th</sup> Century \_\_\_\_\_
14. Horace Bushnell \_\_\_\_\_
15. George Albert Coe \_\_\_\_\_
16. Sophia Fahs \_\_\_\_\_

**Due: Second Short Paper – Everybody Ought to go To Sunday School?**

**Begin Reading:** Models of Religious Education

### **Mainline Theological Model of C.E.**

#### **October 28**

17. Hulda Neibhur \_\_\_\_\_
18. Randolph Crump Miller \_\_\_\_\_
19. Iris Cully (or Sara Little) \_\_\_\_\_

**Due:** Reading Reflection #6 – *Intro. to the Shorter Catechism*, Sourcebook, pp. 268-276.

### **Social-Science Model**

#### **November 4**

“The Social Science Approach to Religious Education” a film by James Michael Lee with Harold Burgess.

**Due:** Reading Reflection # 7 *Christian Nurture*(Exerpt), Sourcebook, pp.329-349

## **The Evangelical Theological Model**

### **November 11**

20. Lois/Mary LeBar

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21. Henrietta Mears

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22. Larry Richards

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**Due:** First Draft of Major Paper

## **Current Writers in C.E.**

### **November 18**

23. John Westerhoff

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24. Thomas Groome

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**Due:** Reading Reflection # 8 – Models of Religious Education

### **November 25**

Reading Week

### **December 2**

*Where Do We Go From Here?: your vision and the future of Christian education*

25. Mary Elizabeth Moore

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26. Robert Pazmino

---

27. Other

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**Final Draft of Major Paper Due: Tuesday, December 9th**

CD651 Professional Foundations of Christian Education  
**COURSE GOALS AND EXPECTATIONS**

**Name:**

ATS mail box #:

E-mail address:

1. What is your previous ministry experience?
2. What do you think this course is about?
3. Why are you at ATS?
4. What would you like to learn from this course?
5. What kinds of strengths or abilities do you bring to this course?
6. How do you think you learn best?
7. What do you hope doesn't happen in this course?
8. Please write any additional comments which would help the instructor make the course most meaningful to you.

