

Developing Christ-minded leaders who make a difference in the world

CE 532 The Educational Ministry of the Church: Ministry Leaders as Teachers

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Schedule: Winter, 2019
Tuesdays 8:30 a.m. – 12:15 p.m.

Credits: Three (3)

Course Description

This course equips students with theory and practices to establish and build the church's teaching ministry, particularly through effective uses of Scripture.

Course Objectives based on Target Statements

A. Knowledge—Students will

- Describe Adler's 4 levels of reading and apply these levels to their own reading practice.
- Outline strategies to improve their own reading practice.
- Provide a personal analysis of *Educating Faith* and the role spirituality can play in ministry-based faith education.
- Describe their current understanding of 10 theological words, one paragraph per word.
- Apply those 10 words during conversations with 5 specific individuals.
- Convey how reason works in scripture and demonstrate its use in actual conversations.
- Provide a rationale and lesson plans for getting a specific group of learners into Scripture.

B. Character—Students will

- Reflect on and find ways to practice PRESENCE, SHEPHERDING, EXEGESIS, FAITHFULNESS from a personal perspective during class time and in assignments.

C. Ability—Students will

- Initiate, carry out and describe in writing spiritual conversations with 5 different people.
- Practice Jesus' and Paul's uses of reason during conversation with another person(s).

REQUIRED TEXTBOOKS

- Adler, M and C. Van Doren. *How to Read a Book* (Touchstone, 2014). (400 pages, Amazon)
- Bellous, J. E. *Educating Faith* (Edmonton, AB: Tall Pine, 2012). (425 pages, available in class)
- Administered in class: Spiritual Styles Assessment (available in class, \$10.00)

ASSIGNMENTS:

1. Reading Summary (825 pages) 40 hours

- A two-page description of Adler's levels of reading and their application to personal approaches to reading.

- A two-page analysis of *Educating Faith* that includes insight into how spirituality can play a role in ministry based faith education.

OVERVIEW

- **Assignment accommodates knowledge target statements**
- **Assignment develops competencies in Exegesis, Shepherding, Faithfulness**
- **Assignment addresses requirements in Outcomes #1, #8**

2. Theological Conversations

Using your understanding of 10 theological concepts presented in class, describe how you would present these ideas to someone who is: a. 5 years old, b. 80 years old and a church member all his or her life, c. someone you met e.g., at your child's soccer game (no church experience), d. an adolescent who refuses to go to church anymore, e. someone who says she/he is an atheist. Essay form isn't required. Just to clarify, the assignment asks you to find ways of conveying 10 theological concepts to 5 people of different ages and religious experience.

The complete assignment is 5 conversations. In each conversation, use 2 of the theological terms, or if you prefer, in one conversation focus on 1 term and in another you might focus on 3 of them. The point is to have 5 conversations that cover all 10 terms. Please begin the assignment by clearly defining the way you're using each theological term. In the assignment, provide an actual conversation that you had or you could have with another person, as you convey these terms to them and as you listen to the way they currently think about the terms themselves. 10 hours

Essay form isn't required. To clarify, the assignment asks you to find ways to convey 10 theological concepts/terms to 5 people of different ages and religious experience. A complete assignment includes 10 paragraph definitions and 5 conversations.

Please Note: In each conversation, you may use 2 of the theological terms, or if you prefer, in one conversation focus on 1 term and in another on 3 of them. In the assignment, provide an actual conversation you've had during the course or in the past. As you convey the terms to these 5 different people, demonstrate how you listen to and follow their thinking. Clearly demonstrate aspects of Empathy as it was presented in *Educating Faith* and in class.

The purpose of these conversations is to listen and follow what someone else is thinking so that you can situate your interactions within a framework the other person sets up for you. 15 hours. Length: 8-10 pages, single-spaced. Please Note: There are sample conversations on Moodle. Please submit your assignments via email.

OVERVIEW

- **Assignment accommodates knowledge, character and ability target statements**
- **Assignment develops competencies in Proclamation, Shepherding, Faithfulness and Presence.**
- **Assignment addresses requirements in Outcomes #1, #2, #3, #4, #5, #8.**

3. Educational Reflection Paper and Lesson Plans

An 8-10 page, single-spaced paper that addresses the following: 1. How Adler's book helps me help people read the Bible more effectively. 2. Lessons plans that demonstrate how you would teach Scripture to a specific group of learners by using Adler's approach, along with insights from your own spiritual conversations. In this assignment, include issues that people face as they try to read the Bible that are based on actual conversations you've had or conversations that took place in class. Expected time required: Spiritual conversations 5 hours. Term paper 20 hours

OVERVIEW

- **Assignment accommodates knowledge and ability target statements**
- **Assignment develops competencies in Proclamation, Shepherding, Faithfulness**
- **Assignment addresses requirements in Outcomes #3, #4, #8.**

4. Educational Reflection Paper

Write a 4-5 page, single-spaced reflection paper that conveys a conversation you've had with someone on the topic of faith and reason. In writing your response, explain how you might apply aspects of the course, e.g., insights from *Educating Faith*, spiritual styles theory, conversational approaches you've considered during the term. Include in your paper you may use an approach or approaches based on Jesus' or on Paul's uses of reason.

OVERVIEW

- **Assignment accommodates knowledge, character and ability target statements**
- **Assignment develops competencies in Leadership, Proclamation, Shepherding, Faithfulness and Presence.**
- **Assignment addresses requirements in Outcomes #1, #2, #3, #4, #8**

Competency Framework: With a well-developed competency, students

PRESENCE Are simultaneously attentive to God, others and self in the present moment and are attentive to the appropriate purpose, timing, and setting of each social interaction.

EXEGESIS Investigate and analyze the biblical text, for the purpose of understanding and explaining the text's divinely and humanly intended meaning, in order to know and love God.

SHEPHERDING Exemplify the humility of Jesus Christ as they lead, nurture, comfort, teach, challenge and protect God's people with a sacrificial devotion that embodies the redemptive presence of the Word of God.

FAITHFULNESS Demonstrate covenantal loyalty to and trust in the triune God as exemplified in the theological and biblical commitments and practices of the Christian Church

Competency development in CE 532 in assignments and classroom practices:

- **Presence** through self-and other-awareness exercises, Spiritual Styles Assessment, Socratic Conversation (dialectic), Aristotelian Deliberating, Mindfulness, Empathy
- **Shepherding** through educational reflection, educational methods for Bible reading
- **Exegesis** through Mortimer Adler's 4 levels of reading
- **Faithfulness** through reasoning (including Jesus' and Paul's examples), dialoguing, spiritual conversation, witnessing, connecting classroom content to people in the world

Assignments are due:

- Textbook Reading and a 2-page summary of *How to Read a Book* is due February 5/19
- Textbook Reading and a 2-page summary of *Educating Faith* is due February 15/19
- Theological Concepts Assignment is due March 15/19
- The term paper is due April 12/19
- The Reflection paper is due during exam week

Evaluation

- Textbook summaries of *How to Read a Book* and *Educating Faith* (20%)
- Theological Concepts (25%)
- Term Paper (30%)
- Reflection paper (25%)

Grading Written Assignments

An outline of Taylor's grading system is found in the Academic Catalogue, page 32. Formatting of papers should be consistent with the Research and Writing Guide (available on the seminary website, under Registrar, bottom of the page). Because the submission of grades must meet deadlines, **no late assignments can be accepted after the exam deadline.** The student who asks for an exception to this deadline must submit a written request to the Academic Committee.

Form for the title page for all Written Assignments

- Please include the following on your title page:
 - Name in full
 - Date the assignment is handed in
 - Your Program (or Open Studies)
 - Year of completion in Program (24 units equals one program year)

ACADEMIC POLICIES:

Course Withdrawal Policy: After the period for which tuition refunds are available, a "W" will be placed on the transcript of a student who withdraws from any course within the first half of the course. Beyond those dates, an "F" will be recorded on the student's transcript.

Extensions: Extensions for course work will only be granted in exceptional circumstances. If a student requests an extension that will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar's Office. If the Registrar's Office grants such a request, the extension deadlines will be clearly established and will be final. Work granted an extension may receive a grade reduction of up to one-third of the final grade.

Academic Integrity: Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student's own work or failing to give credit for either wording or ideas that belong to another.

- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures are all examples of breaches in academic integrity.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity. Students are expected to become familiar with the Plagiarism Resource Centre for students at <http://www.library.ubc.ca/home/plagiarism/>

Gender Language: As language usage changes over time, the church must discern where its own language must change in order to continue to bear witness faithfully to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. The continued use of such terms in worship, writing, or conversation mis-communicates the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions.

Ethical Considerations:

Students are expected to adhere to Taylor Seminary's related academic policies and procedures.