



LEE ONLINE

SYLLABUS

CHED-342: Christian Education of Children

Date: 09/26/2016

Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a study of the characteristics, interests, and needs of children under twelve years of age. Emphasis is placed on the organization, administration, methods, and materials of the children's ministries of the church.

Required Text(s) and/or Supporting Resources:**Required Texts:**

May, Scottie, et.al. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2005. ISBN: 9780802822284.
 Berryman, Jerome. *Godly Play: an Imaginative Approach to Religious Education*. New York, NY: Augsburg Fortress, 1995. ISBN: 9780806627854.

Additional Supporting Resources:

Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

CHED-241

Course Goals and Learning Outcomes:**PURPOSE**

The purpose of this course is to acquaint students with an understanding of the inner workings of childhood spirituality to better equip them for the task of spiritual formation and discipleship by engaging theories in theological development, human development, and practical methodology.

General Learning Objectives (Course Goals):

This course seeks to:

1. Understand the spiritual, moral, and cognitive development of children as a background for providing effective Christian formation.
2. Identify the many age-appropriate skills for child education programs in the local church setting.
3. Recognize the complex issues in developing a child's spirituality.
4. Understand and overcome the influences (positive/negative) of a postmodern culture.
5. Evaluate and assess the theological framework of children's ministry.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Identify the various developmental models as they relate to child development.
2. Define the role of postmodern influences within Christian education.
3. Develop personal philosophy for children's ministry that will include theology, development and practice.
4. Prepare a skills appropriate lesson that includes a form of godly play.
5. Demonstrate skills in translating the depth of scriptural insights through narrative and storytelling.

Major Topics:

- A. Understanding the spiritual formation of children through a systematic theological approach
- B. Child development theories and their contributions to the educational process
- C. Didactic models for the discipleship of children
- D. Consideration is given to the unique issues/contributions of a Postmodern context

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Answers should reflect a critical analysis of all materials used during the course. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignment (Article Review).** Students will select an article from an academic journal which corresponds to the material in each unit whether loosely connected or directly connected. Students will write a detailed response following the guidelines described in unit assignments. Be sure to critically analyze these articles based on personal experience and course resources.
- D. **Course Project (Report).** Students will write a responsive essay after reading Jerome Berryman's, *Godly Play*. The essay must provide a detailed synopsis of the text; examine its strengths and weaknesses; and a well-developed paragraph indicating whether you agree or disagree with the author's approach and its practical application in the typical church setting (be sure to adequately define your reasoning for either position you take.) Please refer to the rubric provided in the LMS for a more detailed explanation of these expectations.
- E. **Course Project (Paper).** Students will write a personal philosophy of ministry. This will include a discussion in the following three areas: theological frame for your personal understanding of children's ministry as described biblically; a developmental frame which will convey the abilities and limits of a child's capacity to understand and internalize their faith; and the practical expression of those ideals in the average size setting of a church classroom. You should also research and include a brief description of the external factors that influence the learning situation (student morale, class size, physical appearance, etc.) Please refer to the rubric provided in the LMS for a more detailed explanation of expectations. Paper should be 6-

8 **CONTENT PAGES** (this does not include title page or bibliography) and follow the writing style based on the requirements of your chosen major (APA or Turabian) for all cited sources used.

F. **Exams.** Exams will cover materials discussed in corresponding units.

Evaluation:

A. Threaded Discussions	330
B. Unit Assignments	170
C. Course Projects	200
D. Exams	300

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.

- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

- Allen, Holly Catterton, ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade Books, 2008. (ISBN: 13:978-1-55635-558-5) Print.
- Alley, Steve. *Growing a Healthy Children's Ministry: Step-by-Step Handbook to Cultivating Christian Kids in Any Environment*. Boston: Standard Publishing Company, 2002. Print.
- Anthony, M. (Ed.). *Perspectives on Children's Spiritual Formation: Four Views*. Nashville, TN: Broadman & Holman, 2006. Print.
- Arthur, Kay and Cyndy Shearer. *Discover 4 Yourself, Children's Bible Study Series: Jesus in the Spotlight (John, Chapters 1-10)*. Eugene, OR: Harvest House Publishers, 1999. Print.

- Barna, George. *Revolutionary Parenting: What the Research Shows Really Works*. Wheaton, IL: Tyndale House, 2007. Print.
- _____. *Transforming Children into Spiritual Champions: Why Children Should be Your Church's #1 Priority*. Ventura, CA: Regal Books, 2003. Print.
- Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship*. Grand Rapids: Baker Books, 2010. Print.
- _____. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. Grand Rapids, MI: Zondervan, 2004. Print.
- _____. *The Ultimate Survival Guide for Children's Ministry Workers*. Ventura, CA: Gospel Light, 2007. Print.
- Berryman, Jerome. *Godly play: A Way of Religious Education*. New York: HarperCollins, 1991. Print.
- Chapman, Gary, and Ross Campbell. *The Five Love Languages of Children*. Chicago: Moody Publishers, 1997. Print.
- Chapman, Kathleen. *Teaching Kids Authentic Worship: How to Keep Them Close to God for Life*. Grand Rapids: Baker Books, 2003. Print.
- Haywood, Janice. *Enduring Connections*. St Louis, MO: Chalice Press, 2007. Print.
- Hess, Valerie E., and Marti Watson Garlett. *Habits of a Child's Heart: Raising Your Kids with the Spiritual Disciplines*. Colorado Springs: NavPress, 2004. Print.
- Kilbourn, Phyllis, ed. *Children in Crisis: A New Commitment*. World Vision International, 1996. Print.
- Marquardt, Elizabeth. *Between Two Worlds: Inner Lives of Children of Divorce*. Three Rivers Press, 2007. Print.
- May, S., Posterski, B., Stonehouse, C., & Cannell, L. *Children Matter: Celebrating their Place In the Church, Family, and Community*. Grand Rapids, MI: Eerdmans, 2005. Print.
- Pritchard, Gretchen Wolf. *Offering the Gospel to Children*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1992. Print.
- Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Grand Rapids: Baker, 1998. Print.
- Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for those Who Teach and Nurture*. Grand Rapids: Baker, 2010. Print.
- Westerhoff, J. H., III. *Will Our Children Have Faith?* (2nd ed.). New York: Seabury Press, 2000. Print.
- Yust, Karen Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. Hoboken, NJ: John Wiley & Sons, 2004. Print.