



**ED 518 Ministry to Adults (3)
Fall 2006**

**Richard Emilson, PhD, ThM, MA
Associate Professor of Church Education**

Professor's office: 731

Class times: Mondays 1:00-3:45

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Home phone: 403 242-1476 (Days or early evenings only)

Class location: Rm 753

I am usually available to meet with you when I am in my office. Exceptions include times immediately before and during classes or meetings. If, for some reason, I am not available during the office hours posted by my office, please check with the CTS secretary.

Course Description

Aims, materials and methods of working with adults in various aspects of church life will be explored. The course includes an emphasis on the way adults learn. Significant contemporary programming trends, issues, needs and ministries will be reviewed. *Prerequisite: ED 501.*

[Alternate years]

Goals with Objectives

The learner will demonstrate:

- Understanding of the principles of andragogy.
- Understanding of issues related to adult learning both in the church and in the community.
- Skills in the motivation of adult learners to attend adult learning experiences and to learn.
- Understanding of the differences between different adult groups including age groups (lifespan development).
- The ability to lead or facilitate an adult learning group.
- Expanded skills in practicing alternative teaching methods for life change.
- Awareness and skill development in different teaching methods.
- Skills in the evaluation of learning (testing).
- Develop a strategy for the mentoring of adults.

(Field components)

- Expanded skills in practicing alternative teaching methods for life change evidenced by a class presentation using appropriate adult-learning methodology.
- Ability to state learning goals and objectives for adult learning in the design of a teaching plan as evidenced in written submitted preparation for class presentation.

(Formational goals)

- A growing confidence / security in personal leadership ability.
- Appreciation of differences between andragogical methods and pedagogical methods of learning.
- Growing in acceptance of different preferred learning styles, including visual learning, story telling, and non-directive learning.
- Appreciation of the value of an enjoyable, spontaneous, unstructured learning environment.

Textbooks

Brookfield, S. D., Preskill, S., Brookfield, S.D., Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Jossey-Bass.
Knowles, Malcom S., Holton, E. F., III, & Swanson, R. A. (2005). *The Adult Learner* (6th Ed.). Butterworth-Heinemann.

Assignments and Grading

1. Book Review, ideas and questions from texts (20%)

Learners will complete the reading of both textbooks and provide, for each, a:

(1) one page best ideas response,

(2) one half page of critical questions (questions that intrigued the student while reading). Page numbers should be provided where applicable for the above.

(3) book review using the standards of the Journal of Christian Education (available in the Professor's directory on the Intranet).

The Brookfield assignment is due September 25. The Knowles assignment is due October 2.

2. 700 pages of collateral reading (20%)

Students will complete an *annotated* bibliography of their reading. Materials should emphasize periodical articles (rather than books). Annotations, although brief (one paragraph per citation, typically, for a periodical article), reflect a critical reflective stance similar to a book review (as above). Bibliography should reflect significant use of periodical indexes (ideally the bulk of the pages). Students are encouraged to use their collateral reading as a basis for research on their major paper. Each entry for individual materials shall be in correct style for a bibliography or

reference list (i.e., for APA or Turabian depending on the format the student will use for the paper, below).

Due: Oct 24 (Tuesday)

3. Research Paper

Learners will complete a major research paper in accordance with the style guides of either the American Psychological Association or Turabian (30%).

Further information on paper writing is available at the Professor's Intranet site ("help for students"). The paper should reflect use of the periodical index (esp. for "A" papers) and critical thinking. Typically papers will be about 20 pages, although students may write a much shorter "publication quality" paper of about 12-15 pages. Students may also split the assignment into two shorter, where each paper is about ten pages (for a total of about 20 pages). Topics should be selected by September 18, to minimize overlap.

Due: Nov 6

4. Presentation (10% + 10%)

Students will teach the class, using the delivery method they prefer, on the subject of their research paper. This should *not* be a reading of the research paper, but rather use teaching methodologies. Format and usage of lesson plan will be covered as part of the content of the course.

Lesson plan due and ready for discussion on November 13 (10%)

Due as scheduled (20, or 27th) (10%)

5. Best Ideas (10%)

Learners will submit an assignment in which they outline the most critical elements they wish to remember for educational ministry. Particular emphasis should be placed upon the organization or educational ministry and of class lectures, although principles learned from other aspects of the course may be included. This assignment should be completed in complete sentences with 15 best ideas. Each idea should be a short paragraph.

Due: Dec 4

Intranet

Students are expected to have access to the campus Intranet. Students are expected to have access to this network.

Issues Relating to Schedule

There are no classes scheduled for the following days: Oct 9 (Thanksgiving) and Oct 23 (Prof at NAPCE). Last class scheduled is December 11. There are no final exams.

Academic Policies and Procedures

All assignments should include the student name, course name and student box number clearly marked on the front. All assignments are to be submitted through a process that includes date stamping. Assignments are due before class, but written work may be submitted after class as applicable for oral presentations. Students are encouraged to assist each other for proofreading, editing and improved critical thinking. Students may also request for the professor to scan assignments well-prior to due date for suggestions for improvement. *Students shall retain duplicate copies of all work submitted.* Assignments will be returned through inter-campus mail (or through a stamped self-addressed envelope). Undeliverable assignments are destroyed after one year.

Students who are late may make request to be late, however granting of such requests does not alter standard grade penalties (1/3 letter grade per day).

The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes. Students are responsible to check with fellow students regarding any material they may have missed during absences.

Finally:

It is the responsibility of all students to become familiar with and adhere to CTS Academic Policies which are stated in the current catalogue and handbook.

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar. The CTS calendar (available from the Dean's office) is the most up-to-date source in all matters in which the AUC and CTS calendar may conflict. All course requirements and due dates are defined in course syllabi. Students unable to complete individual assignments by the due date may request a time extension from the course instructor. Assignments are due not later than the last day of regularly scheduled classes. Requests for course extensions must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control." Private information may be collected as part of this course and used for the purpose intended. For further information on privacy students may check the current handbook or consult with the privacy commissioner

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty

(cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.