



ED 621-1 Teaching Children for Faith Formation (Winter 2013)

Course Description

Number of Credits: 3

Students will develop skills in teaching children. This course includes attention to goals, methods, classroom management, audio-visual media and use of curriculum for the church's ministry to children and families. Strategies for training and empowering volunteer teams to teach children will be addressed.

Expected Learning Outcomes

Having completed this course with competence, the student will be able to:

1. Describe the physical, psychosocial, cognitive, moral, and spiritual development and the potential and needs of children from birth to age 12.
2. Design developmentally appropriate instructional plans and evaluate and adapt existing curriculum for use in a children's ministry setting.
3. Distinguish between the roles of church and family in a child's faith formation.
4. Conduct qualitative research in order to investigate faith formation in children
5. Identify strategies for:
 - a. implementing appropriate classroom management
 - b. including children with special needs
 - c. empowering volunteers to implement strategies in children's ministry

Class Schedules

Tuesdays 2:30-5:15pm
Classroom: L2082

Instructor Information

You can contact the instructor via email at charla.willison@shaw.ca or schedule an appointment.

Textbooks

May, Scottie, et al, Children Matter: Celebrating Their Place in the Church, Family and Community. William B. Eerdmans Publishing Company: Grand Rapids, 2005.

Stonehouse, Catherine, Joining Children on the Spiritual Journey. Baker Academic: Grand Rapids, 1998.

Attendance

In order to benefit from this course and to best prepare you for a vocation in Children's Ministry, you must attend all classes. A student who misses more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.

Course Outline

	Topic	Due
1 Jan. 15	Essentials for Teaching Children Metaphors for Teaching	
2 Jan. 22	Ages and Stages 1	Due: Read CM chapters 2 & 12
3 Jan. 29	Ages and Stages 2	Due: Read CM chapter 4; article ' <u>Development and Concept of Children</u> ' *Questions for Qualitative Research
4 Feb. 5	The Power of Story and Learning Styles	
5 Feb. 12	Child Evangelism	Due: Critical Book Review (Joining Children)
6 Feb. 19	Reading Week – No Classes	
7 Feb. 26	Contextualizing the Gospel	Due: Read CM cht 3,
8 Mar. 5	Children in the Family: Home as primary context for faith formation	Due: Read CM cht 6, 7, 8, Qualitative Research assignment due
8 Mar. 12	Choosing and Developing Curriculum 1	Due: Read CM cht 10; seminary presentations
9 Mar. 19	Choosing and Developing Curriculum 2	Due: Reading 'A Child's Progressive Concept of God'
10 Mar. 26	Classroom Management	Due: Read CM cht 9 & 14; article 'Teaching the Bible for Transformation'
11 Apr. 2	Student Teaching Presentations	Due: Unit Plan, lessons taught
12 April 9	Teaching Spiritual Disciplines	Due: Read CM cht 15; teaching reflection,

Course Requirements

(Please note, all assignments must be posted to MOODLE for marking)

Course Assignments

1. Critical Book Reviews & presentation: 10%/paper & 5% for presentation (total 25%)

Due: Feb. 12, 2013 & Mar. 12

a). Read and respond to the thesis in *Joining Children on the Spiritual Journey* and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count.

b). Students will choose one other book (of their choice, approved by the instructor) to write a Critical Book Review of. Students are required to present their paper to the class on the day that it is due (Mar. 12).

2. Qualitative Research: 30%

Questions Due: Jan. 29, 2013

Final Assignment due: Mar. 5, 2013

Students will interview 3 children, of a common age (between ages 8-12), in order to discover how faith formation takes place in a child's life. Your job is to *explore the lived experience of faith in a child's life and examine some of the ways in which a child's experience at home and at church may encourage growth in their faith in Christ.* (i.e. How does this child experience God?)

Students will develop a series of questions and activities to explore the development of a child's faith. Include questions and activities that help you determine the cognitive and physical limitations of the child and how these areas affect the child's knowledge, spiritual awareness and moral growth.

Students will look for patterns and articulate what is observed in each child interviewed. It may be helpful to watch the teaching of a Sunday School lesson and interview the children one by one immediately after the lesson is taught.

A transcript of each interview should be submitted along with a 3-5 page analysis of the student's key findings, patterns, observations and conclusion.

Permission forms must be signed by parents prior to conducting interviews and will be provided in class. These will be available on MOODLE.

3. Create a unit plan 20%

Due: Mar 26, 2013

Determine a theological or biblical principle that you want to teach in a local church. Then, prepare a one month unit plan that could be used for Sunday morning ministry OR a one week unit plan that could be used for a day camp. Be sure to include the target age group, unit theme (including weekly lesson titles), goals, learning outcomes, instructional strategies and required materials. This should be presented in a chart format. For those in agreement, a copy of each unit will be made available for each student in the class.

4. Teach a lesson: 15%

Teach Lesson & submit the lesson plan Due: April 2, 2013 (10%)

Teaching Reflection Due: April 9, 2013 (5%)

Write a lesson from your unit outline to teach to the students in this class. This lesson will have clear objectives and will fit logically into the unit you have submitted. This lesson must indicate the biblical focus, age group you will teach to, objectives, materials and procedure (ie. lesson outline).

5. Attendance, Reading and Class Participation 10%

Due: n/a

There will be a variety of reading, including *Children Matter* by Scottie May et al, taking place throughout the semester (outside of the assigned texts). Students are expected to come prepared to discuss readings and participate in all class discussions.

When we discuss readings each week, students are expected to come prepared to comment on the following:

- What stood out for you in the reading?
- What are your take-aways?
- What do you agree/not agree with?

Grading

Late Assignments

Extensions beyond the published due dates will be allowed only in exceptional circumstances. All assignments must be turned in on time on the assigned date. An assignment that is not submitted on time will receive a penalty, 10% for the first day and then 3% for each of the following 10 days (including holidays). After that the assignment will receive 0 points. But it must still be handed in or the final grade will be "Incomplete". There are extenuating circumstances from time to time, and these may be discussed with the instructor.

Assignment Specific Grade Values

	Value	Date due
A. Critical Book Review (Stonehouse)	10%	Feb. 12, 2013
Critical Book Review (student choice)	10%	Mar. 12
Presentation of choice review	5%	Mar. 12
B. Qualitative Research	30%	Jan 29 (questions due) Mar. 5 (research due)
C. Unit plan	20%	Mar. 26, 2013
D. Teach a lesson (& submit plan)	10%	April 2, 2013
E. Teaching Reflection	5%	April 9, 2013
F. Attendance, reading & class participation	10%	n/a

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	
A+	Excellent	80-100%
A		
A-		
B+	Good	70-79%
B		
B-		
C+	Satisfactory	60-69%
C		
C-		
D+	Minimal Pass	50-59%
D		
F	Failure	Below 50%

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 16, 2012 (Fall semester) or Sunday, January 20, 2013 (winter semester). These courses will not appear on the

student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Monday, November 12, 2012 (Fall semester) or Friday, March 22, 2013 (Winter semester). A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.