RATIONALE

Jesus’ disciples were commissioned to baptize and teach. The Church is thus a teaching, learning community and this ministry is ours to continue—as teachers and learners and as disciples who foster the teaching and learning of all in the Christian community. In looking at the role of teaching and learning in the Church, we will address LSTC learning outcomes #5 [Demonstrates leadership skills for service in the ministry of education] and #6 [Demonstrates the ability to empower the ministry of the people of God and serve collegially within a local ministry setting], as well as some attention to outcome #3 [Demonstrates a knowledge of and ability to communicate the Christian heritage] as well as address McCormick learning outcomes #3 [Communicate effectively] and #5 [Exhibit pastoral imagination/Serve effectively in congregational ministries].

OUTCOMES/OBJECTIVES. (What we should be able to do/demonstrate by the end of the course)

Learners will be able to:

1. Situate the church’s teaching & learning program historically, theologically, and pedagogically.
2. Teach to a diversity of learners and learning styles using personal strengths, yet pushing growing edges
3. Identify, evaluate, select and procure educational resources: volunteer teachers, curricular materials, physical spaces, & social media
4. Empower the entire church community to teach and learn.
5. Respond as a pastoral educator to emerging contemporary social, technological and physiological environments
6. Demonstrate teaching as the culmination of information literacy. Information literacy is here defined as “the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”

STRATEGIES (How we shall go about achieving these outcomes)

We shall
1. consult practitioners of Christian education through their publications/readings, in class conversations and through on-site visits
2. research, evaluate and select published CE curricular materials
3. teach mini-modules and one class based on the accumulated wisdom of the consulted practitioners, adapted published CE curricular materials and our analysis of resources and needs.
COURSE REQUIREMENTS & ASSESSMENT (Artifacts that provide evidence of success in achieving the outcomes)

1. Class participation. Coming to class with required reading completed and digested, evidenced by active engagement in class discussion. **Due: every class**  [Percent of grade: 15%]

2. Two two-page reviews [one of a print resource/book you have read from the syllabus bibliography; one of a digital resource/website]. Review will consist of a one short paragraph summary description of the work; the remainder of the review will detail the usefulness (or lack thereof) of the resource for the church educator. You will detail the step-by-step search strategy & rationale you used to find and evaluate the digital resource.  [Percent of grade: 5% each, 10% total] **Due: week 3, week 5**

3. One four-page write-up of two visits with practicing religious educators in their ministry settings. One should serve a congregation (or other organization) with no paid religious educator and no appreciable education budget. Among other things, you will ask them: What education resources do you prefer? How do you find out about such resources? How do you choose them? How are teachers recruited, trained and retained? What is the role of the pastor? What are the joys/frustrations of this ministry? The report will compare the two sites and answering these two questions: (1) which site(s) have “enough” for a Christian education ministry, and (2) what will you take from these visits into your education ministry when you are a minister?  [Percent of grade: 10%] **Due: week 10**

4. Two teaching mini-modules of 10-15 minutes in which you teach only one thing and **demonstrate** the learnings from readings and class discussion. This teaching will be done in a church or other ministry setting, recorded, and played back & critiqued in class. [Percent of grade: 25%] **Due: as indicated in schedule**

5. Teaching of one 45-minute class on a subject and from a published curricular resource assigned to you, to be evaluated by classmates & course instructor about your teaching effectiveness in the manner of sermon critiques. You will allow 15 minutes for pre-designated listeners to respond and open up the discussion to the entire class. Preparation leading up to the class will include: (1) evidence of a research and information gathering processes [e.g., a research journal/diary], (2) publicity and instructional resources that will accompany the teaching [e.g., Facebook page, webpage, blog, Twitter feed, handouts, etc.] and (3) a two-page teaching rationale & strategy [answer all the questions on provided outline] including rationale for why you modified the resource. [Percent of grade: 25%] [Percent of grade: 25%] **Due: as designated on the sign-up sheet**

6. One reflection paper of one to two pages in response to the classmate and instructor critiques of the teaching and accompanying documents. The paper will focus on reflections about pedagogy and yourself as a teacher, and a revision of the session. It will not be a paper about the content of the teaching session. **In addition, you will lay out a full quarter of lesson plans for which your teaching session is but one component.** [Percent of grade: 15%] **Due: two days after teaching**
COMMUNICATIONS
Check both the Moodle course website and your campus/designated email weekly and in time to complete an assignments which might be added by either your faculty or student instructor.

OTHER MATTERS
Both LSTC and McCormick are committed to assist students living with a disability to thrive in our academic life together. Students are invited to discuss learning challenges you face with the instructor. You are encouraged to do so in the first two weeks of the term. Please consult the 2015-16 LSTC All-Students Handbook, pp. 33-34 and McCormick 2015-16 Masters Level Campus Life Handbook, page 91 for policies and procedures related to disabilities and course accommodations.

PLAGIARISM and ACADEMIC WRITING
Consult your school’s definition of and policy concerning plagiarism [LSTC policy is attached; McCormick’s is found on pp.74-85 of the 2016-2017 Master’s Level Campus Handbook]. Your written work will run through TurnItIn. A good rule of thumb is to have no more than 15% of a paper be [attributed] quoted words; papers should overwhelmingly be in your own words. Consult the JKM Library’s resources on plagiarism for more assistance, or speak with the instructor.

<table>
<thead>
<tr>
<th>Suggested daily class schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:10 opening devotion</td>
</tr>
<tr>
<td>8:10 -9:20 Wenderoth</td>
</tr>
<tr>
<td>9:20 – 9:30 break</td>
</tr>
</tbody>
</table>

REQUIRED READING


SUGGESTED FOR RESEARCH and BOOK REVIEW

LATINO/AE TEACHING AND LEARNING


AFRICAN AMERICAN CHRISTIAN EDUCATION


SCHEDULE

Feb. 7  **Webs of Connection:** Group building: create a desk nameplate that describes you and then introduce your neighbor to the class. Overview of the syllabus. A little history of Sunday School → Sunday school today and U.S. Protestant theological education. Topics for Christian education today [generate list for our teaching].

Feb. 14  **Who is a Teacher?**


Feb. 21  **Who is a Learner?**

Fowler. *Faithful Change*, chapter 2. [Moodle]
Howard Gardner, *Intelligence Reframed*, chapter 3. [Moodle]

**Turn in website review**
Teaching Session #1:

Feb. 28  **Where do we Teach?**

Reading: Maria Harris. *Fashion Me a People*.

Teaching Session #2:

Mar. 7  **How do we Teach?** LSTC & McCormick faculty will share their wisdom

Reading: Israel Galindo, *Craft of Christian Teaching*.
Holly Inglis, *Sticky Learning*, chapter 5 & 7

**Turn in book review**

Teaching Modules:

*****Reading Week: no class Mar. 14 *****

Mar. 21  **Why do we Teach?**

“Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you!” [Matt. 28: 19-20a]

1:11 For this gospel I was appointed a herald and an apostle and a teacher, 1:12 and for this reason I suffer as I do. But I am not ashamed, for I know the one in whom I have put my trust, and I am sure that he is able to guard until that day what I have entrusted to him. 1:13 Hold to the standard of sound teaching that you have heard from me, in the faith and love that are in Christ Jesus. 1:14 Guard the good treasure entrusted to you, with the help of the Holy
Spirit living in us...3:16 All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, 3:17 so that everyone who belongs to God may be proficient, equipped for every good work. 4:1 In the presence of God and of Christ Jesus, who is to judge the living and the dead, and in view of his appearing and his kingdom, I solemnly urge you: 4:2 proclaim the message; be persistent whether the time is favorable or unfavorable; convince, rebuke, and encourage, with the utmost patience in teaching. [2 Timothy 1:11-14, 3:16-4:2]

Reading: Karen Tye, Basics of Christian Education

Teaching Session #3 & #4:

*****Holy Week: no class Mar. 28 *****

April 4    With what do we teach? Part I  How do we find and select materials? Who publishes this stuff? How do we evaluate what we find?

Reading: Tye, chapter 4
       Therese Huston, Teaching What You Don’t Know, chapter 3

In class exercise: We will meet in JKM Library’s EPRC (Educational Practices Resources Center) and present to each other one curricular resource we have discovered. Turn in bibliographical information on this resource at beginning of Session #8. In addition we will each report on one Christian educational resource publisher [from list below]:

Abingdon/Cokesbury    Group
Augsburg Fortress    Judson
BeliefNet    Logos
Collegeville    Presbyterian Publishing House
Concordia    The Thoughtful Christian
David C. Cook    Urban Ministries
Friendship    Zondervan

How would you use (modify) this resource in your current ministry context?

Teaching Session #5 & #6:

April 11    With what do we teach? Part II  How do we create our own lesson plans/class sessions?

Reading: Lib Caldwell materials, examples of lesson plans [Moodle]
       Holly Inglis, Sticky Learning , chapter 8

Guest Instructor:

Teaching Session #7 & #8:

April 18    Disabilities, diversities, discomfort:  Why awareness & accommodation matter.
Reading: Courtney Wilder. *Disability, Faith and the Church*
Eric Carter. *Including People with Disabilities in Faith Communities*
PCUSA. Presbyterians for Disability Concerns. *2013 Disability Inclusion Resource Packet*
Charles R. Foster, *From Generation to Generation*
Karen Tye, chapter 8
Therese Huston, *Teaching What You Don’t Know*, chapter 3 [Moodle]

Teaching modules:

**April 25**

**Art of facilitating conversation:** a time with Maggie Shreve, Organization Development Consultant

**Reading:** Eric Law. *Living the Gospel of Peace: Tools for Building More Inclusive Community*, pp. 4-15
Eric Law. *The Wolf shall lie Down with the Lamb*, chapter 11
Nibs Stroupe & Caroline Leach, *O Lord, Hold Our Hands*, chapters 2 & 4

Teaching Session #9:

**Turn in write-up of two visits**

**May 2**

**Does anybody read anymore?** People of the Book in the age of the Web

**Reading:** Maryanne Wolf. *Proust and the squid: the story & science of the reading brain*, concluding chapter [Moodle]
Christine Wenderoth, “Good reading by people of the book” in *Currents in Theology and Mission*, 40:4 [August 2013] [Moodle]
Inglis, *Sticky Learning*, chapters 3 & 4

Teaching Session #10:

**May 9**

**Web of Faith: Social media and on-line teaching for the church**

**Reading:** Robin M. Smith. *Conquering the content: a step by step guide to online course design*. [specific chapters]
Nathan Loewen, Christopher Duncanson-Hales, G. Brooke Lester. *Effective social learning* [specific chapters]

Teaching Session #11:

**All written assignments must be turned in by 6 pm today.**
Teaching Critiques

Each of us will turn in written critiques of the teaching we have just experienced. In one sentence or phrase:

What did I learn?

How did I learn this? (What were the pedagogical styles used?)

1-3 commendations
1. 
2. 
3. 

1-3 recommendations
1. 
2. 
3. 

In addition, two chosen respondents will provide verbal feedback to jump-start our evaluative conversation. [We will have an explicit conversation at beginning of the term about covenanting to give constructive feedback.]
SESSION PLANNING

Name ____________________________

BASIC CONCEPT (What you are teaching)

LEARNING OUTCOMES (What the learners will be able to do)
By the end of the session, learners will be able to:

1. 
2. 
3. 

BACKGROUND FOR THE TEACHER (What did you do/read/research to prepare for teaching this session?)

METHODS OF TEACHING AND LEARNING YOU WILL USE: (e.g., lecture, discussion, storytelling, role play, small groups, journaling, small group exercise, pre-class assignment)

PROCESS OF TEACHING AND LEARNING (How the session will proceed. E.g., if a discussion session, what are your questions? If a lecture, what is the outline of your remarks?)

ROOM SET UP (Set up space as you need it.)

RESOURCES (What you will need in order to teach the session: Websites? Photographs? Video? Pens? PowerPoint? Hospitality items?)
**Academic Policies at LSTC**

LSTC academic policies may be found in the *2016-17 LSTC All-Student Handbook* and its academic supplements for LSTC’s respective degree programs (located online on LSTCNet under “Student Services”).

**Students living with disabilities.** LSTC is committed to assist students living with a disability to thrive in our academic and campus life together. Students are invited to discuss opportunities for living into this partnership with the instructor, and are encouraged to do so in the first two weeks of the semester. Please consult the *2016-17 LSTC All-Students Handbook* for policies and procedures for course accommodations (pp. 33-34).

**Attendance reports.** At the outset of a course, faculty members are required to report students who do not attend the beginning class period. Faculty members also are required to submit reports of a second unexcused absence to the Registrar. The Registrar is required to forward this report to the Financial Aid Office (*2016-17 LSTC All-Students Handbook*, p. 11).

**Academic honor system.** Instructors expect that students will present their own original work for evaluation, providing written acknowledgement of sources used in the writing of papers and examinations through footnotes, endnotes, and other kinds of acknowledgement appropriate to the subject being reported. Presenting another’s work, from whatever the source (e.g., the Internet, a peer, or hard copy texts) as if it is one’s own is called plagiarism, which is generally considered a serious offense in the academic community. Students needing assistance with avoiding plagiarism and learning about methods for proper citations have many sources of help: the JKM Library and its staff, particularly Barry Hopkins and Chris Wenderoth, who are trained in these areas, personal assistance at the Language Resource and Writing Center (LRWC) as well as many print and online resources. Students are encouraged to consult the latest edition of Kate Turabian’s *Manual for Writers of Research Papers, Theses, and Dissertations*. See also online resources, e.g., [http://www.eturabian.com/turabian/index.html](http://www.eturabian.com/turabian/index.html) (*2016-17 LSTC All-Students Handbook*, p. 11).

**Incompletes.** Being granted an incomplete in order to complete course requirements after a course has ended is a privilege, not a right. Professors are under no obligation to grant incompletes, but may choose instead to assign a grade based on the quantity and quality of work submitted by course deadlines.

To request an incomplete, students must fill out an incomplete form and have it signed by their instructor. Students have 6 months after the end of a term before the incomplete (I) will be recorded as a No Credit (NC) which counts the same as an F in GPA calculations (*2016-17 LSTC All-Students Handbook*, p. 18).

**Inclusive Language**

"As a diverse community of people preparing for Christian leadership, LSTC acknowledges that language has the power to convey facts, attitudes, and values. Recognizing that we all suffer when exclusive, prejudicial, and/or ethnocentric language is used, LSTC calls on its faculty, staff, and students, in written and spoken communication, to use inclusive language that affirms the full humanity of all people (*2016-17 LSTC All-Students Handbook*, p. 42)." If you have questions or need assistance regarding this policy, please speak to your professor or advisor.