CEDF 6240: Intergenerational Communities: Families and Children in Congregations
North Park Theological Seminary
Online Summer Intensive Course, June 2021
3 credit hours

Professor Contact Information: Dr. Sara Sosa
Email: shsosa@northpark.edu (preferred means of communication).
Professor will respond within 24 hours to emails from students Monday through Friday.
Cell Phone: 651.338.3812

COURSE DESCRIPTION

Many church leaders acknowledge that parents/caregivers are of primary importance in the spiritual development of children. But they do not always know how to come alongside parents/caregivers in the spiritual formation of families. This class will explore three main components that will demonstrate how churches and parents/caregivers can partner as they raise the next generation of resilient disciples: (1) a theology of faith formation that connects families and the church community, (2) a strategy for discipleship that built on the partnership between parents/caregivers and the church, and (3) an intentional plan to minister to variety of people and learning styles, including online communities. We will consider these three components through an intergenerational lens where families, single persons, younger and older generations worship, learn, and serve together and where spiritual development is fostered through these vital relationships.

Successful learning in this online environment rests on the students' willingness to engage the learning with one another and the professor both in the classroom and online. It is expected that students will complete pre-class assignments prior to the first day of class. During the intensive, collaborative learning will be encouraged and expected.

COURSE OBJECTIVES

Upon successful completion of this course, participants should be able to:

- Identify passages in scripture that outline a blueprint for faith formation (KNOWLEDGE)
- Apply the theology of faith formation to existing programs/ministries in the student's serving context (APPLICATION)
- Understand the unique relationship between church and home and the mutual responsibility for both to disciple children in their faith community (KNOWLEDGE)

- Develop a strategy for whole-life discipleship within the church that crosses all age groups (birth through adult) and incorporates multiple learning styles (SYNTHESIS)
- Explore the perspectives of different groups/cultures within the church family and community , seeking to understand how that impacts discipleship (KNOWLEDGE)
- Develop a ministry plan for the inclusion of a variety of people and learning styles. (APPLICATION)

COURSE BOOKS (required)

Anthony, Michael and Michelle, eds. *A Theology for Family Ministry.* Nashville, TN: B&H Publishing Group, 2011.

Clifton-Soderstrom, Michelle A. and David D. Bjorlin. *Incorporating Children in Worship: Mark of the Kingdom.* Eugene, OR: Cascade Books, 2014.

Smith, Efrem. *The Post-Black and Post-White Church: Becoming a Beloved Community in a Multi-Ethnic World.* Minneapolis, MN: Fortress Press, 2020.

PLUS: Choose ONE of the following titles as your fourth book (required). Limit of 5 students per book title. Sign up for your book on Canvas before acquiring a copy of it. Students will prepare a 15-minute in-class presentation for the book they choose.

Adams, Kristi Lauren. *Parable of the Brown Girl: The Sacred Lives of Girls of Color.* Minneapolis, MN: Fortress Press, 2020.

Espana, Carla and Luz Yadira. *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students.* Portsmouth, NH: Heinemann, 2020.

Hardwick, Lamar. *Disability and the Church: A Vision for Diversity and Inclusion.* Downer's Grove, IL: InterVarsity Press, 2021. (available in Kindle Edition only)

Park, M. Sydney, Soong-Chan Rah, and Al Tizon. *Honoring the Generations: Learning with Asian North American Congregations.* Valley Forge, PA: Judson Press, 2012.

COURSE MEDIA (required)

Fast, Joshua. "How to Be More Inclusive." Joni & Friends Ministry Podcast. September 17. 2020. https://www.joniandfriends.org/how-to-be-more-inclusive/

Kranda, Jay. "The Role of the Online Pastor." Vanderbloemen Leadership Podcast. April 23, 2019. https://www.vanderbloemen.com/blog/jay-kranda-podcast

Matlock, Mark. "Reinvest Your Reach: Discipling Generation Z Before They Walk Away." Resilient Disciples podcast. February 4, 2021. https://www.resilientdisciples.com/reinvest-in-your-reach-discipling-generation-z-before-they-walk-away/

Muir-Kjesbo, Dr. Denise. "Mind the Gap: Partner with Families for the Sake of Discipleship." Resilient Disciples podcast. January 28, 2021. https://www.resilientdisciples.com/mind-the-gap-partner-with-families-for-the-sake-of-discipleship/

Additional learning materials as posted in Canvas modules.

COURSE SCHEDULE

PRE-INTENSIVE
Read the three assigned class books and complete a Book Report form for each. The link to the form will be posted in Canvas in the Pre-Intensive Module. Book Reports are due May 31.

Read your fourth book of choice and prepare a 15-minute presentation to be given in class during the intensive. Presentations will take place June 1-4 according to the course schedule.

Listen to all four podcasts and complete the required response posts in Canvas (see assignment description below). Initial posts due by May 24. Response to classmates posts due by May 31.

June 1   **MODULE 1: Theology of Faith Formation** (faith community, family, story)
         Explore biblical texts: Deuteronomy 6:4-9, Psalm 78:1-8; Matthew 28:18-20
         Outline the roles of the faith community and the parents/caregivers in the discipleship of the next generation.
         Explore the role of story in faith formation.
         BREAK FOR LUNCH
         Book Presentations: *Parable of the Brown Girl*
         Q&A with African-American ministry leader

June 2   **MODULE 2: Strategy for Discipleship** (faith development, programs, partnerships)
         Look at faith development across ages and stages.
         Bronfenbrenner's Ecological Systems Theory.
         Explore different types of programming that can deliver strong discipleship opportunities.
         Identify necessary partnerships for raising a generation of resilient disciples.
         BREAK FOR LUNCH
         Book Presentations: *En Communidad*
         Q&A with Latinx ministry leader

June 3   **MODULE 3: Online Communities** (engagement, care, discipleship)
Explore the reality of online communities as extensions of in-person ministry.
Develop care practices for online communities.
Build discipleship strategy and resources for online communities.
BREAK FOR LUNCH
Book Presentations: *Honoring the Generations*
Q&A with Asian-American ministry leader

June 4   **MODULE 4: Including All** (culture, learning styles, traditions)
Examples of people Jesus included.
Exploring learning styles and how to incorporate them into discipleship.
Discuss how traditions (culture, church, and family) impact discipleship.
BREAK FOR LUNCH
Book Presentations: *Disability and the Church*
Q&A with Lisa Jamieson from *Walk Right In Ministries*

POST-INTENSIVE
June ?   **Integrative Project**

ASSESSMENTS

Pre-Course Readings (Theology for Family Ministry; Post-Black and Post-White Church; Incorporating Children in Worship): Students will read each of these books. Then using the Book Report link in Canvas, fill out one Book Report for each book. **(100 pts for each book. Maximum: 300 pts)**

Book Presentations: Students will sign up in Canvas for one additional course book (options listed above, no more than five students per title). After reading the book, the student will prepare a 15-minute presentation for the class that answers the following questions: **(200 pts)**

- What book did you choose and why?
- What are two points of agreement with the author? Are there any points of disagreement? If so, what are they?
- How did reading this book impact your current ministry?
- Would you recommend this book to another seminary student or ministry leader? Why or why not?

Media Posts: Students will listen to assigned podcasts and post their response in Canvas. They will also comment on the posts of two classmates (minimum of 200 words per post). The initial posts are due by May 24. Comments on classmates' posts due by May 31. **(50 pts per podcast. Maximum: 200 pts)**

Integrative Project: Students will choose one of the project prompts below and develop a project that demonstrates the learning from the class. Students will post their projects in Canvas. **Due June ?. (300 pts)**

> **Project Options:**
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> - **Create a 4-session class/bible study** on one of the themes from the course: theology of faith formation; ministry plan for discipleship; validity of online communities; strategy for inclusive ministry. Record yourself (audio or video) delivering your lesson with the age group of your choice. Save your audio as an MP3 file or video as an MP4 file and email it to the professor, along with the lesson plans for each session.
> - **Prepare and deliver a 25-minute sermon/message/presentation** that incorporates two of the four themes covered in class: theology of faith formation; ministry plan for discipleship; validity of online communities; strategy for inclusive ministry.
> - **Write a traditional integrative paper** the demonstrates your learning in all four areas of emphasis for this class: theology of faith formation; ministry plan for discipleship; validity of online communities; strategy for inclusive ministry. (minimum 2500 words)
>
> **Rubrics for all projects will be posted in Canvas.**

COURSE GRADING	POINTS	PERCENTAGE	GRADING RUBRIC	
Pre-Course Readings	300 pts	30%	**A** = 1000-951	**A-** = 950-930
Book Presentation	200 pts	20%	**B+** = 929-910	**B** = 909-880
Media Posts	200 pts	20%	**B-** = 879-860	**C+** = 859-840
Integrative Project	300 pts	30%	**C** = 839-800	**C-** = 799-780
			D+ = 779-760	**D** = 759-720
Total Possible	**1000 pts**	**100%**	**D-** = 719-700	**F** = 699-0

COMPUTER USE STATEMENT

Students may use computers in class under the condition that they will use the computer only for purposes related to the course that day. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class.

INCOMPLETE/COURSE EXTENSIONS

Incomplete and course extensions may not be granted by the professor past the final day of exam week and are granted only for very exceptional reasons. Requests for course extensions must be made to the Instructor. Grades of "incomplete" are granted at the discretion and judgment of the faculty of the course in question. See the Academic Catalog for the full policy.

ACADEMIC DISHONESTY AND PLAGIARISM

The community at North Park University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean of Faculty/Academic Dean.

Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty can range from receiving a failing grade for the assignment to expulsion from the seminary. For the full policy, please see the seminary academic catalog.

STUDENTS WITH DISABILITIES

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

HARASSMENT POLICY AND TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site (http://www.northpark.edu/Campus-Life-and-Services/Safe-Community) for contact information and further details.

BIBLIOGRAPHY: posted in Canvas