

CEDF 5100
Christian Education and Formation
in the Church (3 SH)
Spring 2024



NORTH PARK
THEOLOGICAL SEMINARY

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Class Days/Times: Th 5:45-7:15
Room: TBD

Course Catalog Description

CEDF 5100 Christian Education and Formation in the Church (3 sh). This course will introduce the tensions and dimensions of historical, theological, and pedagogical foundations of Christian Formation. Time will be given to discussing leadership concerns as pastors of Christian Formation. Students will be encouraged to engage the material realizing other courses will pursue the topics in more detail. This course will facilitate a broad awareness of Christian formation in the Church.

Required Course Texts

1. Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey – Bass, 1998.
2. Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. Harper Collins, 1981.
3. Everist, Norma Cook. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Abingdon Press, 2002
4. Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Jossey-Bass, 2002.
5. Cardoza, Freddy, ed. *Christian Education: A Guide to the Foundations of Ministry*, Baker Academic, 2019.
6. A sixth required book for this course is one of your choice. Choose a book you've been hoping to read that will help you in the area of your greatest need or interest as a ministry leader that explores methods of teaching, learning, and/or formation.

Course Objectives

Students will be able to:

1. Summarize factual knowledge including historical, theological, and pedagogical foundations of Christian education and formation by discussing their reading with groups, writing reading reflection papers, and presenting to the class. (Bloom – 2)
2. Explain the fundamental principles, generalizations, and theories of Christian education and formation by writing and outlining their learning on a test and in reflection papers. (Bloom – 4)
3. Synthesize educational, organizational, and spiritual models and theories of Christian education and formation by designing an integrative plan for a year of Christian formation in the student's ministry context. (Bloom – 6)

Course Learning Outcomes

1. Evaluate models and theories of Christian education and formation in the student's ministry practice by proposing enhanced strategies. (Bloom – 5)
2. Apply specific skills, competencies, and points of view needed by professionals in the Christian ministry field by illustrating how students will employ them in their ministry contexts. (Bloom – 3)

Course Assignments

1. Reading reflection papers – 20 points each
2. Discussion posts on models and theories from reading and course discussion – 10 points each
3. Participation & attendance – 28 points
4. Presentations – 30 points
5. Open note/book exam – 50 points
6. Fieldtrip reflection paper – 25 points
7. Final integration project – 75 points total

Grading

Letter grades will be assigned according to the scale printed in the Seminary Catalogue, p. 18 as follows:

Superior work (A = 95–100; A- = 93–94)

Above average (B+ = 91-92; B = 88-90; B- = 86-87)

Average (C+ = 84-85; C = 80-83; C – = 78-79)

Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)

Failure (69 and below)

Proposed Schedule

<u>Schedule and Topics Covered</u>	<u>Activities</u>	<u>Homework for next class session</u>
Pre-Course	No Activities.	Purchase course texts Begin Reading Parker Palmer
January 18 *Introduction, Review of Syllabus, Coursework and Course Objectives	*Share introduction information *Making metaphors exercise *Discussion on course reading	*Finish reading Parker Palmer *Palmer discussion post
January 25 No class	Attend Midwinter Conference, if possible.	*Midwinter CEFD reflection paper
February 1 *The ministry teaching role *What does effective teaching and formation look like in the church?	*KWL *Leading and teaching	*Palmer reading reflection paper
February 8	*Introduce Fowler text	*Finish reading Fowler text
February 15 *Ministry with different ages and stages, what is the difference?	*Stage of faith	*Fowler discussion post
February 22 *Ministry with different ages and stages, what is the difference?	*Fishbowl exercise *Fowler group presentation	*Fowler reading reflection paper
February 29 *History, theology of Christian pedagogy, education and formation in the church.	*Introduce Cardoza	*Read select sections of Cardoza * Cardoza discussion post
March 7 *History, theology of Christian pedagogy, education and formation in the church.	*Breaking Cardoza down *Cardoza group presentation	* Cardoza reading reflection paper
March 14	No class, NPTS Spring Break	
March 21 *What is curriculum? *Why do you think a lesson/series will work?	*Introduce Cook Everist	*Finish reading Cook Everist * Cook Everist discussion post

March 28 *What is curriculum? *Why do you think a lesson/series will work?	Jigsaw Cook Everist *Cook Everist group presentation	*Cook Everist reading reflection paper
April 4 *Teaching, learning, and formation discussion *Integration Activities	*Introduce Vela	*Finish reading Vela * Vela discussion post
April 11 *Teaching, learning, and formation discussion *Integration Activities	*Experiencing Vela dialogue in CEDF *Vela group presentation	*Vela reflection paper *Open note/book essay exam
April 18 No “formal” class	*Fieldtrip	*Field trip reflection paper *Bring “choice book” to class on 4/25
April 25 *Ministry context matters *Integrating theories, models, practice, and strategies	*Fieldtrip debrief *Choice ministry book “show and share” *Final project overview	*Work on final project
May 2 *Integrating theories, models, practice, and strategies *Christian formation research	*Christian formation research *Cooperative learning sharing – domains of learning	*Work on final project
May 9 *Strategic Christian formation	*Cooperative Learning and Sharing *Final project overview *Debrief	*Final project due (no late projects will be graded)
May 12		*Final discussion post due

Additional Course Guidelines

1. **Attendance.** Class attendance on all five (5) days is required. Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to class and attending class demonstrates such characteristics for effective ministry leaders. Not being present in class, or being tardy to class will affect your grade for the course.
2. **Assessment Submission**
 - All paper submissions should be submitted on Canvas by 11:59PM on the date indicated in the syllabus.
 - Work submitted late without prior arrangement will receive a grade reduction of 5% per day. Work submitted over two weeks late will not receive a grade.
3. **Communication.** Please email me with any questions or concerns, and I will respond within 24 hours, M-F. Before emailing with a question, be sure the answer is not contained in the course syllabus or on Canvas.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination. This includes copying and pasting answers from a website (i.e. Wikipedia) into your quizzes without proper attribution.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present. In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog and in the Student Academic Handbook.

Cell Phone/Laptop Policy

Students are required to turn off all cell phones before the start of class. If you are expecting an emergency call, please see your instructor prior to the start of class. Laptops are to be used in class for classwork only.

Coursework Policy

Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to turn in assignments is a responsibility of effective ministry leaders. Therefore, it is expected that all student work be turned in at the appropriate due dates. Late coursework will reduce your grade as stated above.

Disabilities Resources

Graduate and Seminary Students

Students with a disability who believe that they may need accommodations in this class are encouraged to contact your program's office (Education: 773-244-5730; Business: 773-244-6270; Nursing: 773-244-5680; Community Development: 773-244-5774; Seminary: 773-244-6209; Music: 773-244-5625). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>

Social Media Policy

While North Park University encourages the use of social media, all users should remember that social media tools are a powerful form of communication that can have a significant impact on organization professional, and individual reputations. Lines between personal and professional content and between public and private content, are often blurred. Whether participating on behalf of the University, a University related group, or personally, all users must follow the same behavioral standards online as they would in face-to-face or one-on-one interactions. Remember that the internet is not anonymous, nor does it forget. The full text of the NPU policy can be found at <https://our.northpark.edu/FO/HR%20Wiki/Full-Time%20Faculty%20and%2025%Staff/Handbooks%20and%20.Training.aspx>

Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As a member 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 for contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>