**WAYLAND BAPTIST UNIVERSITY**

**VIRTUAL CAMPUS**

**SCHOOL OF RELIGION AND PHILOSOPHY**

**Wayland Baptist University Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging,

learning-focused, and distinctively Christian environment for professional success,

and service to God and humankind.

RLED 4301 VC 01

Survey of Christian Education

Summer 2016

**Instructor:** Dr. Margaret Lawson

Instructor information

* Phone: (817) 838-6615
* Email: Black Board class mail or [Margaret.Lawson@wayland.wbu.edu](mailto:Margaret.Lawson@wayland.wbu.edu)
* Office Hours: Available by phone 8:30 a.m. to 9:30 p.m.
* Office Location: Virtual Campus

Class Time and Location: Virtual Campus

**Catalog Description:** Historical background relating to the history of religious education and the principles of teaching in the church

**Prerequisites:**

* [RLGN 1301](http://catalog.wbu.edu/content.php?filter%5B27%5D=RLED&filter%5B29%5D=4301&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt2689) or [RLGN 1303](http://catalog.wbu.edu/content.php?filter%5B27%5D=RLED&filter%5B29%5D=4301&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt8676) [OT maj/min], and [RLGN 1302](http://catalog.wbu.edu/content.php?filter%5B27%5D=RLED&filter%5B29%5D=4301&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt6407) or [RLGN 1304](http://catalog.wbu.edu/content.php?filter%5B27%5D=RLED&filter%5B29%5D=4301&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt1275) [NT maj/min].
* Each student must enroll in **RLGN 0001 Theological Research and Writing Lab**. This lab

is designed to help students write an acceptable research paper. The lab utilizes a Writing Manual produced by the School of Religion and Philosophy. Students in this course must register and receive credit for the lab during the Summer 2017 term. Students who have already received credit for the lab are not required to take the lab in this course.

**Required Textbook(s) and Resource Material:**

Yount, William R., Editor. *The Teaching Ministry of the Church,* 2nd ed.Nashville: B & H Publishing, 2008. ISBN 978-0-8054-4737-8

Selected assigned handouts in addition to class notes.

**Optional Recommended Material:**

Spooner, Bernard M. General Editor. *Christian Education Leadership: Making Disciples in the 21st Century Church*. Coppell, TX: Christian Leadership Publishing, 2012.

**Course Outcome Competencies:\***

RLED4301:

* Students will demonstrate knowledge of the historical, philosophical, biblical, and theological foundations of Christian Education.
* Students will demonstrate knowledge of developmental perspectives in Christian Education.
* Students will demonstrate knowledge of the teaching-learning process and the implications for Christian Education.

**Attendance Requirements:**

* Each class member will engage in discussions and learning tasks out of the assigned reading and class notes and activities for that week. Students will be expected to read the materials, engage in the discussions and respond to posts provided by the professor and other students in the class. A student who fails to fulfill the requirements during the week may be regarded as absent. Notify the professor of any unavoidable absences.

**Academic Honesty (Plagiarism):**

* **University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) It is the student’s responsibility to be familiar with penalties associates with plagiarism stated in the catalog on page 88.**

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.” (This statement is required on all university syllabi.)

**Course Requirements and Grading Criteria:**

**1. DISCUSSION BOARD**  
Discussion Board will provide regular opportunities for students to relate to each other and the professor. There will be a Discussion Board application topic for most of the class sessions and the **posts and responses** form a large portion of the grade. All submissions on the Discussion Board are expected to be in formal language and writing and with appropriate grammar. Responses should reflect careful thought and critical thinking. This is not “tweeting” or “texting” and popular slang is not appropriate.

**2. READINGS**  
Read the text in its entirety, including those chapters not specifically assigned each week. The book is a compilation of contributions from a variety of authors so each chapter stands alone and can be read in any order. A written statement of reading completion will be required at the end of the course. Send an email to the professor stating: I have read 100% of the required text.

**3. PAPERS: A THEOLOGY OF TEACHING**

Choose from the two options below:

Option 1 is a **written paper** and Option 2 is a **power point presentation.**

***Option 1***

* There will be four short synthesis papers for this course one for each section. Each paper should be approximately 3-5 pages in length (double spaced).
* The Biblical Foundations for Christian Education
* The Church’s Role in Ministry
* The Role of the Teacher in Christian Education
* The Role of the Learner

Your paper should reflect critical thinking and synthesis of material gathered in reading, in Scripture, and in the class notes. Additional sources may be consulted. You are required to reflect upon the biblical and theological content and provide practical application to ministry. Your target audience is the lay-person in the church—those who are training as leaders in a teaching ministry position. You are training new people for positions in the church such as Sunday School or Bible Study leaders, small group leaders etc. Each week the Discussion Board activities will address issues included in these papers.

Each paper should express your personal philosophy of the biblical and theological foundations of teaching and learning in the church as they are applied to age-group ministry. The grade for this assignment will be based on thoroughness, biblical references, appropriately cited sources, and application of the content to ministry. Specific guidelines for each paper will be provided in the class notes. The four sections combine to make a narrative that reflects the student’s personal philosophy of Christian Education.

***Option 2:***

* Power point (or Google slides) presentations may be substituted for each of the papers. One page of writing usually produces two or three (2 or 3) slides. The content for the power point is the same as that for the paper. Imagine that you are giving the presentation to a small group of prospective leaders. The class notes will provide expanded instructions for this assignment.
* You would choose either the power point ***or*** the paper. Google slides may be substituted for the power points.

**4. CLASS PRESENTATIONS**

Each student (or small group) will choose an age group to research and present as a teaching PowerPoint to the class. The presentation should describe

* how learners of a specific age group learn
* the implications for teaching them.
* the target audience is prospective teachers for your selected age group.
* the specific chapter in the text (preschoolers, children, youth, or adults) will form the basis for this presentation.

**5. EXAMINATIONS**

The final exam will take the form of a short synthesis activity applying the material from class notes, handouts, and the text readings. It will reflect your personal philosophy and will not merely be memorized material for a test

**6. NOTEBOOK**

Keep a notebook--a file online or an actual notebook--to record insights on readings, class notes and Discussion Board activities. Good notes will assist you greatly in writing each paper. They will also assist you with the Discussion Board posts. The **3-fold focus** throughout is on **biblical principles** for Christian Education, **relevance for today’s context**, and **application** to church or Christian ministry. These are your notes and will not be graded by the professor.

**Procedure for computations of final grade:**

|  |  |  |
| --- | --- | --- |
|  | **Assignment** | **%** |
| 1 | Paper 1: Biblical Foundations | 10 |
| 2 | Paper 2: The Church’s Role in Ministry | 10 |
| 3 | Paper 3: The Teacher | 10 |
| 4 | Paper 4: The Learner | 10 |
| 5 | Church MAP | 10 |
| 6 | Age-Group Power Point Presentation | 10 |
| 7 | Text reading (Chs.1-23) | 10 |
| 8 | Discussion Board posts/responses (10+10) | 20 |
| 9 | Final on Discussion Board | 10 |
| 10 | Notebook or PC folder for personal use. | 00 |
|  | Total percentage | **100** |

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Course Evaluation (Method of Determining Grade)**

|  |  |
| --- | --- |
| **Grades will be assigned on the following scale:** | **University Grading System** |
| 100 A+ 4.00  95-99.99 A 4.00  90-94.99 A- 3.67  88-89.99 B+ 3.33  85-87.99 B 3.00  80-84.99 B- 2.67  78-79.99 C+ 2.33  75-77.99 C 2.00  70-74.99 C- 1.67 | Symbol Percentage  A 90-100  B 80-89  C 70-79  D 60-69  F Below  \*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester, otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met. |

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
|  | **Class Session** | **Assignments** |
| Week 1  *May 29* | Introduction to Christian Education  A Theology of Teaching (chapter 1) | Introductions on Discussion Board (DB)  *Begin making notes from weekly reading.* |
|  | **BIBLICAL FOUNDATIONS FOR MINISTRY** |  |
| Week 2  *June 5* | God as Teacher (chapter 3)  Jesus the Master Teacher (chapter 4) | Post response on Discussion Board (DB).  *Evaluate your teaching experiences* |
| Week 3  *June 12* | Role of the Holy Spirit in Teaching (5)  The Bible as Curriculum (6) | Post on Discussion Board  *How can we make the Bible foremost and foundational in ministry?* |
| Week 4  *June 19* | The Disciple: Called to Learn (7)  The Goal of Christian Teaching (11) | Post on Discussion Board  *Disciple-making self-assessment* |
|  | **THE CHURCH’S ROLE IN MINISTRY** |  |
| Week 5  *June 26* | Organizing the Ministries of the Church  Ministry Models  The Church’s Role in Teaching (8) | Discussion Board:  *What does your church model well?*  *Functions of Church Map*  ***Paper 1 due*** |
| Week 6  *July 3* | The Pastor as Teacher (10)  Equipping the Family | Post answers to question on DB  Read the answers posted by others  *Tips for Family Devotions* |
|  | **TEACHER’S ROLE IN MINISTRY** |  |
| Week 7  *July 4* | How to Study the Bible to Teach (12)  How to Select and Evaluate Curriculum (18) | NO DB  Evaluation paper: The Church  ***Paper 2 due*** |
| Week 8  *July 17* | Planning to Teach (13)  Planning an Unforgettable Learning Experience (14) | *Post on DB:*  *Learning Preferences* |
|  | **LEARNER’S ROLE IN MINISTRY** |  |
| Week 9  *July 18* | Teaching Preschoolers and Children (**chapters 15-16)** | Power point Presentations  ***Paper 3 due*** |
| Week 10  *July 31* | Teaching Youth and Adults  (chapters 17-18) | Power point Presentations  *Complete Power Point: 4 The Learner* |
| Week 11  *Aug 7* | Evaluating the Teaching Ministry and Equipping for Ministry | Discussion Board *Final Evaluation*  ***Reading completion due***  ***Power Point : 4 The Learner due*** |

This schedule may need to be adjusted to adapt to the er of students in the class.

The Final Schedule will be available on the first day of class.

Note: Classwork indicates the associated chapter readings in the *Yount* text. The assigned chapters are not always sequential and they may be read in any order. For a final grade **all** the chapters of the text must be read (1-23.), not just those addressed in class.

*Each chapter in the text is contributed by an individual and reflects the opinion of that author.*

**Additional Information:** Due dates for papers are listed on the final class schedule. If the student is unable to meet the deadline, for any legitimate reason, discuss the matter with the professor, in order to avoid a deduction of points.

**\* Required by Southern Association of Colleges and Schools Commission on Colleges**