MED311 - Intro to Religious Education/Christian Education

Do not forsake wisdom, and she will protect you; love her, and she will watch over you. Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding. - Proverbs 4:6-7

Course Goals:
- To introduce students to an emancipatory pedagogy that supports liberative Christian praxis
- To prepare students with the skills to construct, execute and/or evaluate the best curriculum for their given setting

Course Objectives: Introduce emancipatory Methodology
- To examine the role of education in the wider sociocultural ecosystem
- To build skills for creating effective educational programming
- To position Christian education as the foundation for individual and collective spiritual, social, and cultural growth

Outcomes: Liberative Praxis
- Students will be able to define Christian education and discuss its purpose
- Students will be able to critically examine the physical, social, psychological, social and cultural contexts within which Christian education programs exist
- Students will know the foundation of how to develop a curriculum development (goals, objectives, outcomes, and lesson plans that are attentive to various teaching/learning needs and styles).
- Students will be exposed to assessment and evaluation of learning programs

This class will focus on developing a multi-perspectival lens for religious education in Christian congregations by exploring theories in teaching and learning; ways in which race/class/gender/sexuality/ethnicity/ability and religious education intersect; innovative teaching and learning strategies that tap into multiple intelligences in the classroom.
This description is not exhaustive of the areas that will be covered during this course, however it does intend to focus our exploration of core concepts involved in developing educational ministries.

Required Materials:

1. 2” three ring binder
2. 1 pack of binder divider tabs (the kind that allow you to write on the tabs

Denominational or congregational sources that outline doctrine and perspectives on the sacraments. These can include statements of faith from denominations, or books of order and/or worship: UCC Book of Worship; UMC Book of Discipline; PCUSA Book of Order; Baptist Book of Church Order; AME Book of Church Discipline.

TEXTS: (Required)


Any additional handouts and short articles will be made available in digital or hard copy version at least 1 week before they are due for required reading

### COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>GRADE WEIGHTING</th>
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<tbody>
<tr>
<td>Class part./teaching &amp; learning</td>
<td>TBD</td>
<td>20%</td>
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<tr>
<td>Reading reflection papers</td>
<td>TBD</td>
<td>20%</td>
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<tr>
<td>Contextual visit reflection</td>
<td>TBD</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>TBD</td>
<td>20%</td>
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<tr>
<td>Team lesson/final assignment</td>
<td>TBD</td>
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1) **Class participation/teaching & learning, 20% of course grade**

   This course relies heavily on interaction among students concerning the course readings and other materials. Participation includes being able to demonstrate evidence that you have engaged the theories/perspectives in the readings, ongoing exploration of course concepts, and consideration of how to apply concepts in your daily living/teaching/learning.

   Class participation also includes a short, 2page, double-spaced paper that responds to the following prompts:

   What is your theology of teaching?

   What personal experience(s), cultural traditions and sacred texts inform your theology of teaching? Discuss the role that experience, tradition and text plays in your theology of teaching.

   What makes a good Christian education experience? What doesn’t?

   (This two page paper is due at the beginning of class (TBD))

2) **Reading reflection papers, 20% of course grade**

   **Due dates: TBD**

   Every two weeks students will write-up a 300 word inquiry into a particular idea, concept, or gap in the literature engaging at least two theorists from the readings. The write-ups should present what you appreciate, any questions/challenges, and a final thought on how it impacts your thinking about religious education and the educational ministries of the church. These write-ups should be concise, but substantive. Really take time to allow the readings to sink in and become dialogue partners in how you think about the educational ministries of the church.

3) **Contextual Visit & Reflection, 15% of course grade (TBD)**

   This assignment is about learning how to read contexts within which education occurs. Students will do 1 assigned visit to congregations within the city/suburbs of Chicago. When you visit, use the questions at the end of chapter 3 from the Tye text as a guide for reading the context. As a group take pictures
and create a multimedia presentation that portrays what you saw and experienced.

*Contextual visits are tentatively scheduled for TBD*

As an individual, engage the Tye text to write a 300 word reflection on your experience at this site.

*Individual reflections are due TBD*

4) **Midterm, 20% of course grade (TBD)**

The midterm exam for this course will cover concepts from Tye, Freire, and Conde-Frazier. Students should spend time reviewing feedback from the professor on the reflection papers to help them inform their own understanding and critique of readings that they will need to demonstrate on the midterm.

5) **Team lesson plan and final paper, 25% of course grade (TBD)**

The class will be divided into teams that focus on the following populations for educational ministry throughout the semester:

a) Leaders in a ministry setting

b) Congregants in a ministry setting

c) Communities with whom the ministry setting is connected

Each team will develop the lesson plan for their targeted population (leaders, congregants, communities) and present a summary of the entire lesson plan to the class. The bulk of the team presentation, however, should focus on presenting a session in which the team actually leads the class through a lesson from the plan.

*Group presentations will take place on TBD*

Secondarily, each person will be responsible for their own paper (10 pages minimum, 12 pages maximum) that engages each of the areas outlined in the Tye text. Both the team presentation of the lesson plan, and the individual final paper will be evaluated according to the depth of their engagement of key concepts from the Tye text. The final paper must also include discussion of how you engaged other texts from class (Freire, McKinney, Conde-Frazier, etc) in the development of the lesson plan.
Course Requirements

This is a three hour course. Students are required to read all of the required reading for the week, to participate in reflection with colleagues and participate fully in the online communal dialogue. Written assignments are designed to assess students’ knowledge of the material, ability to critically reflect, and formulate relevant educational ministries. All assignments should be emailed and submitted as a hard copy (typed in 12pt font, double spaced, and include a cover page). All sources (journal articles, essays, quotes, movies, music, etc.) must be cited according to the guidelines documented on pages 74-77 of the student campus life handbook. See also resources available in JKM library.

**Wikipedia will not be accepted as a scholarly source**

Grades

Grading is based on faithful class attendance, sensitive and thoughtful participation, evidence of integration of the readings and written assignments.

Scale

Course grades are determined according to the following formula. Individual assignments are graded numerically and final grades are letter grades. Numerical grades translate into the following letter grades:


What Do Grades Mean?

“A” Work of exceptionally high or superior quality “B” Good, not just average or adequate quality “C” Adequate, average or passing “D” Only meets minimal requirements, but shows potential for growth “F” Submitted late, doesn’t meet minimal standards and/or plagiarized work
Course Policies

Late assignments are due at the beginning of the class session on the date indicated on the syllabus. In the case of an emergency, extensions may be available, but only after contacting the professor in advance to discuss possible options. If you do not turn in your assignment when it is due, or by the agreed upon date in the case of an extension, expect to lose at least 1/3 of the total grade for the assignment. Extensions requested beyond the deadline for final grade submission to the registrar’s office must be approved by the professor before the last day of the course.

Accommodations

Anyone having a documented condition or learning disability that will require an accommodation should let the instructor know the first week of class so that arrangements can be made.

Plagiarism

Plagiarism occurs whenever anyone takes credit for someone else’s words or thoughts. It can range in severity from inadvertently omitting a citation to printing an entire paper off the Internet. When in doubt, cite. For more information, visit http://www.plagiarism.org/. For proper citation technique, refer to https://owl.english.purdue.edu/owl/resource/747/02/.

Feel free to discuss assignments with one another. To help avoid plagiarism, however, do not share your papers with anyone else in the class. If an instance of plagiarism involves one student’s copying from another student, both papers will be penalized.
CLASS SCHEDULE AND TOPICS

Additional handouts and short articles during the semester will be available in digital or hard copy version at least 1 week before being discussed in class.

DATE TBD  Introductions, review of syllabus and readings, introducing Freire

DATE TBD  Establishing the paradigm
*Assignment Teaching and learning due today*
**Required**  Freire, 11-70
Grant, “Sin of Servanthood & the Deliverance of Discipleship” (handout)

DATE TBD  What is Christian education, why teach & how will you teach?
*Assignment Reflection paper due today*
**Required**  Freire, 71-86
Tye, 1-29
Conde-Frazier, 23-50
Handouts/Media: TBA

DATE TBD  Where do we educate?
**Assignment**  None
**Required**  Tye, 30-47
Freire, 87-105
Handouts/Media: TBA

DATE TBD  What do we need to know?
*Assignment Reflection paper due today*
**Required**  Tye, 48-67
Freire, 106-124
Conde-Frazier, 51-78
Handouts/Media: TBA

DATE TBD  TENTATIVE - Contextual site visit
Receive midterm questions/instructions during this session
Do not come to class - Reading Week

*Assignment Contextual site visit reflection and midterm due by Friday at 5pm*

DATE TBD  Whom do we educate?
Assignment None
Required Tye, 68-87
Conde Frazier, 79-104
Handouts/Media: TBA

DATE TBD  How do we educate & how are we doing?
*Assignment Reflection paper due today*
Required Tye, 89-116
Conde-Frazier, 151-166
Handouts/Media: TBA

DATE TBD  What stands in our way?
Assignment None
Required Tye, 117-132
Freire, 125-150
Conde-Frazier, 167-210
McKinney, 2-52
Handouts/Media: TBA

DATE TBD  Pulling it all together
*Assignment Reflection paper due today*
Required Freire, 151-179
McKinney, 54–152
Handouts/Media: TBA

Week of THANKSGIVING (TENTATIVE)

DATE TBD  Group Presentations/Final In-class session*

DATE TBD  No Class - Final Papers Due by 5pm*
Bibliography


