



ED 621 – 1

Teaching Children for Faith Formation

Semester: Fall, 2014
Days: Wednesday, 6:30 – 9:30 pm
Room: L2100

Number of credits: 3

Prerequisite:
PS 220

Instructor: Alice Kung
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Phone: 403-410-2000
Office: L2060
Office hours: Friday, 9:30 am – 12:30 pm

Course Description:

Students will develop skills in teaching children. This course includes attention to goals, methods, classroom management, audio-visual media and use of curriculum for the church's ministry to children and families. Strategies for training and empowering volunteer teams to teach children will be addressed.

Expected Learning Outcomes:

Having completed this course with competence, the student will be able to:

1. Describe the physical, psychosocial, cognitive, moral, and spiritual development and the potential and needs of children from birth to age 12.
2. Design developmentally appropriate instructional plans and evaluate and adapt existing curriculum for use in a children's ministry setting.
3. Distinguish between the roles of church and family in a child's faith formation.
4. Conduct qualitative research in order to investigate faith formation in children
5. Identify strategies for:
 - a. implementing appropriate classroom management
 - b. including children with special needs
 - c. empowering volunteers to implement strategies in children's ministry

Important Dates:

First day of classes: September 3, 2014
Registration revision period: September 14, 2014
Last day to request revised examination: October 27, 2014
Last day to withdraw from course: November 12, 2014
Last day to apply for time extension for coursework: November 24, 2014
Last day of classes: December 9, 2014

Final Exam: n/a

Time:

Room:

Outline:

	Topic	Due
1 Sept. 3	Overview of the course/syllabi	
2 Sept. 10	Introduction: Metaphors for Teaching, Ages and Stages & The power of Story and Learning Style	Due: Read Children Matter Chapter 1-5
3 Oct. 8	Review and reflect on the reading on Children Matters	Due: Read Children Matter Part II & III; Critical Book Review (Sticky Faith)
4 Nov. 5	Review and reflect on Qualitative Research Assignment and Teaching Lesson Plan	Due: Critical Book Review (Teaching Kids Authentic Worship); Unit Plan
5 Dec. 3	Conversation on Perspective on Children's Spiritual Formation	Due: Critical Book Review; Read Perspective

Requirements:

1. Critical Book Reviews & presentation: (total 40%)

Due: October 8th , November 5

a). Read and respond to the *Sticky Faith* and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due October 8, 2014 (15%)**

b). Read and respond to the *Teaching Kids Authentic Worship* and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due: November 5, 2014 (15%)**

c). Read and respond to a book predetermined with professor and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due: December 3, 2014 (15%)**

2. Qualitative Research: 20%

Questions Due: September 24,2014

Final Assignment due: November 26, 2014

Students will interview 6 children, of a common age (between ages 8-12), in order to discover how faith formation takes place in a child's life. Your job is to *explore the lived experience of faith in a child's life and examine some of the ways in which a child's experience at home and at church may encourage growth in their faith in Christ.* (i.e. How does this child experience God?)

Students will develop a series of questions and activities to explore the development of a child's faith. Include questions and activities that help you determine the cognitive and physical limitations of the child and how these areas affect the child's knowledge, spiritual awareness and moral growth.

Students will look for patterns and articulate what is observed in each child interviewed. It may be helpful to watch the teaching of a Sunday School lesson and interview the children one by one immediately after the lesson is taught.

A transcript of each interview should be submitted along with a 3-5 page analysis of the student's key findings, patterns, observations and conclusion.

Permission forms must be signed by parents prior to conducting interviews and will be provided in class. These will be available on MOODLE.

3. Create a unit plan 20%

Due: November 5, 2013

Determine a theological or biblical principle that you want to teach in a local church. Then, prepare a one month unit plan that could be used for Sunday morning ministry OR a one week unit plan that could be used for a day camp. Be sure to include the target age group, unit theme (including weekly lesson titles), goals, learning outcomes, instructional strategies and required materials. This should be presented in a chart format. For those in agreement, a copy of each unit will be made available for each student in the class.

4. Teach a lesson: 10%

Teach Lesson Due: November 5, 2014 (5%)

Teaching Reflection Due: November 12, 2014 (5%)

Use one of the lesson from your unit outline to teach to the students in this class. This lesson will have clear objectives and will fit logically into the unit you have submitted

This lesson must indicate the biblical focus, age group you will teach to, objectives, materials and procedure (ie. lesson outline).

5. Attendance, Reading and Class Participation 10%

Due: n/a

There will be a variety of reading, including *Children Matter* by Scottie May et al, taking place throughout the semester (outside of the assigned texts). Students are expected to come prepared to discuss readings and participate in all class discussions.

When we discuss readings each month, students are expected to come prepared to comment on the following:

- What stood out for you in the reading?
 - What are your take-aways?
 - What do you agree/not agree with?
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Submission of Assignments:

Extensions beyond the published due dates will be allowed only in exceptional circumstances. All assignments must be turned in on time on the assigned date. An assignment that is not submitted on time will receive a penalty, 10% for the first day and then 3% for each of the following 10 days (including holidays). After that the assignment will receive 0 points. But it must still be handed in or the final grade will be “Incomplete”. There are extenuating circumstances from time to time, and these may be discussed with the instructor.

Attendance:

In order to benefit from this course and to best prepare you for a vocation in Children’s Ministry, you must attend all classes. A student who misses more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.

Evaluation:

	Value	Date due
A. Critical Book Review (Sticky Faith)	20%	Oct. 8,2014
Critical Book Review (Teaching Kids)	20%	Nov 5,2014
B. Qualitative Research	25%	Sept 24(questions due) Nov 26 (research due)
C. Unit plan	20%	Nov 5,2014
D. Teach a lesson	5%	Nov. 5,2014
E. Teaching Reflection	5%	Nov 12, 2014
F. Attendance, reading & class participation	5%	n/a

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	
A+		
A	Excellent	80-100%
A-		
B+		
B	Good	70-79%
B-		
C+		
C	Satisfactory	60-69%
C-		
D+		
D	Minimal Pass	50-59%
F	Failure	below 50%

If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but **MUST** be stated in the syllabus.

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

Textbooks:

May, Scottie, et al, Children Matter: Celebrating Their Place in the Church, Family and Community. William B. Eerdmans Publishing Company: Grand Rapids, 2005.

Anthony, Michael, et al, Perspectives on Children's Spiritual Formation. Broadman & Holman Publishers: Nashville, 2006.

Dr. Powell, Kara E and Dr. Clark, Chap, Sticky Faith, Zondervan: Grand Rapids, 2011.

Chapman, Kathleen, Teaching Kids Authentic Worship. Baker Books: Grand Rapids, 2003

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

Other

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, schedule of lectures/topics, or reporting form.