

Class Information		Instructor Information		First day of classes:	Wed., Sept. 9, 2015
<b>Days:</b>	Wednesdays	<b>Instructor:</b>	Alice Kung, MALM	<b>Last day to add/drop, or change to audit:</b>	Sun., Sept 20, 2015
<b>Time:</b>	5:30-8:30pm	<b>Email:</b>	akung@ambrose.edu	<b>Last day to request revised exam:</b>	Mon., Oct. 26, 2015
<b>Room:</b>	L2100	<b>Phone:</b>	403-560-6231	<b>Last day to withdraw from course:</b>	Thu., Nov. 12, 2015
<b>Lab/Tutorial:</b>	None	<b>Office:</b>	L2078	<b>Last day to apply for time extension for coursework:</b>	Mon., Nov 23, 2015
<b>FINAL EXAM:</b> None		<b>Office Hrs:</b>	Fridays, 9:15-12:30	<b>Last day of classes:</b>	Mon., Dec 14, 2015

**Textbook:**

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

Dr. Powell, Kara E and Dr. Clark, Chap, Sticky Faith, Zondervan: Grad Rapid, 2011.

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

Frank, Ryan, Give Me Jesus: Gospel-Centered Children's Ministry That Changes Lives. Baker Publishing Group, 2014

**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

## Course Schedule:

	Topic	Due
1 Sept. 9	Overview of the course/syllabi	
2 Sept. 17	Introduction: Metaphors for Teaching, Ages and Stages & The power of Story and Learning Style	<b>Due:</b> Read Children Matter Chapter 1-5
3 Oct. 14	Review and reflect on the reading on Children Matters	<b>Due:</b> Read Children Matter Part II & III; Critical Book Review (Sticky Faith)
4 Nov. 18	Review and reflect on Qualitative Research Assignment and Teaching Lesson Plan	<b>Due:</b> Critical Book Review (Teaching Kids Authentic Worship); Unit Plan
5 Dec. 9	Conversation on Perspective on Children's Spiritual Formation	<b>Due:</b> Read "Give Me Jesus.." Teaching Reflection Paper

## Requirements:

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

**Due:** October 14 , November 18, December 14

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 14, 2015(15%)**

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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 18, 2015 (15%)**

c). Read and respond to the *Give Me Jesus – Gospel-centered Children's ministry that changes lives* 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 14, 2015 (10%)**

2. Qualitative Research: 20%

**Questions Due:** September 23, 2015

**Final Assignment due:** December 9, 2015

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.

3. Create a unit plan 20%

**Due:** November 18, 2015

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 18, 2015 (5%)

**Teaching Reflection** Due: December 9, 2015 (5%)

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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 5%

**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?

**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.

**Grade Summary:**

Late 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.

**Assignment Specific Grade Values**

	<b>Value</b>	<b>Date due</b>
<b>A.</b> Critical Book Review (Sticky Faith)	15%	Oct. 14, 2015
Critical Book Review (Teaching Kids)	15%	Nov 18, 2015
Critical Book Review (Give Me Jesus)	10%	Dec 14, 2015
<b>B.</b> Qualitative Research	25%	Sept 23(questions due) Dec 9 (research due)
<b>C.</b> Unit plan	20%	Nov 18, 2015
<b>D.</b> Teach a lesson	5%	Nov. 18, 2015
<b>E.</b> Teaching Reflection	5%	Dec 9, 2015
<b>F.</b> Attendance, reading & class participation	5%	n/a

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**Grading:** 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%

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.

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## Policies:

### Communication

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, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

### Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used

for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 (information about an individual that may be used to identify that individual) may be required 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](mailto: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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 acknowledge 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.

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