



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED 630 Ministry with Children Fall 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

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Catalog Description

An in-depth study of the church's ministry to children to include congregational and familial settings. Students will give special attention to the principles, practices, and resource for full-time children's ministry

Course Narrative & Rationale

The focus of this course is to prepare the learner for the professional role of Children's Pastor. Understanding educational ministry can be accomplished through three avenues, the context of ministry (the congregation), the focus of ministry (usually an age level specialty) or the ministerial role (the Children's Pastor). This course synthesizes the latter two approaches with some attention to the local context as well. This course emphasizes both a skills-competency component and a research component. Students aspiring to the role of Children's pastor must demonstrate some practical ministry knowledge via developing a resource file of ministry skills and practices that can be modified to fit the traditional contexts that they anticipate serving. In addition students in this class need to explore in-depth one issue associated with children's ministry from a research perspective. **One assumption** is that the learner is either currently in or has previously served in some capacity as a children's minister (volunteer or paid) or is willing to "shadow" a current children's pastor in ministry by first securing their permission to do so.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.
4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she regularly participates or is able to "call to mind" a recent congregation that provides a living context for ministry discussion..
5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

MACFD Degree Objectives (DO)

2. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
5. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.

Course Outcomes (CO)

- 1) The learner will demonstrate a basic competence assessing the lives of children and tailoring ministry at their particular stage of life.
- 2) The learner will be able to articulate a personal, consistent, and theologically grounded philosophy of Children's ministry and state goals that result from that philosophy and particular ministry contexts.
- 3) The learner will be able to develop a comprehensive model of Children's ministry to attain those goals.
- 4) The learner will be able to establish specific plans, programs, organizations and resources to actualize the model employed.
- 5) The learner will have a basic understanding of the skills and abilities needed to lead in the implementation of this model.
- 6) The learner will have a working platform from which to represent their ministry and from which future ministry may be developed.

Church of the Nazarene COSAC Competencies (CP)

- CP 20 Ability to envision Christian education most appropriate for a local church and to assure the development and empowerment of those serving in it

CP 25 Ability to prepare, organize and deliver a biblically sound basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways

CP 26 Ability to develop and utilize existing age appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness

CP 27 Ability to assess and implement emerging age appropriate ministry approaches in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

Required Texts & Course Materials

| Title | Author(s) | ISBN (13 characters) | Publisher | Copyright Date | Pages | List price |
|--|--|-----------------------------|----------------------------------|-----------------------|--------------|-------------------|
| <i>Let the Children Come: Reimagining Childhood from a Christian Perspective</i> | Miller-McLemore, Bonnie J | 978-0787956651 | Jossey-Bass | 2003 | 256 | 19.95 |
| <i>Children Matter: Celebrating their Place in the Church, Family and Community</i> | May, Scottie, Beth Posterski, Catherine Stonehouse, and Linda Cannell | 978-0802822282 | Wm. B. Eerdmans | 2005 | 374 | 25.00 |
| <i>Offering the Gospel to Children</i> | Pritchard, Gretchen | 978-1561010653 | Cowley Publications | 1992 | 219 | 19.95 |
| <i>Best Practices for Children's Ministry: Leading from the Heart</i> | Ervin, Andrew | 978-0834125568 | Beacon Hill Press of Kansas City | 2010 | 192 | 14.99 |
| <i>Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship</i> | Beckwith, Ivy | 978-0801071874 | Baker Books | 2010 | 160 | 15.99 |
| <i>The Child in the Bible</i> | Marcia J. Bunge, Marcia J., Terence E. Fretheim, Beverly Roberts Gaventa (Eds) | 978-0802848352 | Wm. B. Eerdmans | 2008 | 467 | 30.00 |

Recommended Texts & Course Materials

Bunge, Marcia J. Ed. *The Child in Christian Thought* Grand Rapids: Wm. B. Eerdmans 2001 ISBN 0-8028-4693-9

Elkind, David. *Reinventing Childhood: Raising and Educating Children in a Changing World.* Modern Learning Press 1998 ISBN 1567620698

Course Outline

Unit 1: Discerning and Defining Children's Ministry

Unit 2: Children's Ministry practices: Formation, Discernment and Transformation

Unit 3: Organizing & Leading Children's Ministry

Unit 4: Special Issues and Future of Children's Ministry

Course Assignments & Requirements

1. Class participation (250 points): Active participation in class discussions and exercises is expected. Such participation requires preparation in terms of completing assignments and readings by the day required. Reading of assigned texts should include comprehension of the material, development of a critical response, and awareness of the materials personal relevance. Assessment will be based upon the instructor's evaluation of the quality of the learner's comments in class as well as potential written assignments if deemed necessary. (DO 2 & 5, CO 1-6, CP 25-27)

To assist with this assignment students will be asked to participate on a Moodle discussion forum weekly. Students will be asked to post at least one reflection on the reading no later than 11:55 pm Sunday evening prior to class.

The course's nature and format require consistent attendance. It is essential that each student be present, be prepared, and participate. Excessive absences (meaning more than one) may result in a penalty of a lower grade and/or credit for the course.

2. Comparative Book Review (150 points): Students will submit an 5-7 page (1250-1750 words) comparative review of Beckwith's *Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship* and Pritchard's *Offering the Gospel to Children*. **Due electronically 11:55 pm by Monday October 24th.** Students must follow Turabian Form and Style. See also guidelines for Book Reviews at end of the syllabus. (DO 2, CP 27, CO 1)

3. Annotated Reading Report. (200 Points) The student will submit a minimum 2-page (500 word) annotated bibliography and one page summary (250 Words) detailing a research interest for future study. This area of research interest could be chosen from the following list: Effective Parenting Skill Development, ADHD, Child Abuse, How Children Learn, Childhood Development, Leadership Development, Discipline, Children and Stress, Childhood Spiritual Development, or Special Needs Children/Ministry. The bibliography should identify and summarize briefly (1 paragraph) seven-ten sources (books, articles, websites, etc.) for future study. **The report will be due in class Nov 15** NOTE: This Reading Report could be accomplished before the assigned date. See guidelines attached for submitting annotated reports. (CP 27)

4. Developing Ministry Portfolio (400 points): The intent of the portfolio is for the learner/minister to demonstrate comprehension of and competence in the themes of the course. Learners should develop the file as if they were going to use the resources in developing a children's ministry for a congregation with which they are familiar. The file may incorporate a number of materials (from other classes as well as this one). The file must include the following components: (DO 2 & 5, CO 1-6, CP 25-27)

1. A philosophy of Children's Ministry statement including what role you see yourself fulfilling in Children's Ministry. (DO 2, CO 2, CP 27)
2. A description of the model of ministry that will be employed in children's ministry including specific curricular resources for the various aspects of children or adult ministry. (DO 5, CO 1, 3-6, CP 25-26)
3. A description of the leadership approach for the ministry and the necessary characteristics of such leaders. An organizational chart describing the ministry team should be included also. (DO 5, CO 1, 3-6, CP 25-26)

4. A reasonable one year calendar of programming with tentative budget. This should include items such as Sunday school and Wed. meetings topics (be aware of the traditional and church calendar when planning), leadership training, retreats, fun activities, service projects, fundraisers, participation in worship, parent programs, leadership meetings, etc. (DO 5, CO 1, 3-6, CP 25-26)
5. An assessment of a local Christian Bookstore, including resources that may be available in the store for future use. (DO 5, CO 1, 3-6, CP 25-26)
6. Four original lesson plans for children that are part of a series for either Sunday school or additional ministry setting. (CP 25)
7. A Curriculum Assessment of two Ministry resources that will be employed. (CP 27)
8. A list of denominational and community resources and services. (DO 5, CO 1, 3-6, CP 25-26)

The document should be submitted electronically but may include scanned materials as well as formatted report information. Presentation quality will be assessed. **Preliminary due date for three elements of the resource file (student choice) is 11:55 pm October 18th. Final Submission due December 6th.**

Distribution of Student Learning Hours

| | Hours |
|--|------------|
| Face-to-face Class Sessions | 42 |
| Online Participation in forums, groups, etc. | 10 |
| Reading | 54 |
| Writing | 32 |
| Other Assignments and Learning Activities | 0 |
| Exams & Quizzes | 0 |
| TOTAL | 138 |

Method for Submitting Assignments

Submit all assignments through the assignment section of Moodle as scheduled.

Form and Style Expectations

(From *Student Handbook*) Students will be required to do extensive research and writing during their Seminary career. Care in both content and form of expression should be taken. Turabian, Kate L. *A Manual for Writers of Research papers, Theses, and Dissertations*. Revised by Wayne C. Booth, et al. 7th ed. Chicago: University of Chicago Press, 2007, shows the preferred form for term papers and theses, unless, for special reasons a professor requests a different style. Turabian’s book is one of the first books a Seminary student should buy and it should be used constantly. Additional resources may be necessary for utilizing and citing online resources. Please consult with your professor or reference the subtopic “The Internet” below. The content of written work should indicate mastery of the material and should reflect ability to collect, organize, evaluate, and critically interpret materials. Part of the Seminary’s expectation of graduate work is the ability to evaluate the quality of sources and to use them appropriately. Articles in academic journals (in both print and electronic formats) and books published by major theological publishers are reviewed by academic peers and are not published unless the content is considered academically appropriate. Most popular journals, self-published books, and

internet sources are not peer reviewed. As a result, they may not be regarded as credible sources. It is the student's responsibility to determine the reliability and validity of sources used in research. Each written assignment should be carefully proofread for spelling, grammatical construction, footnoting, accuracy, and clarity of expression. Special attention in these areas will bring many valuable returns during one's academic career and beyond. Students should retain a copy of all papers and assignments submitted in either paper or electronic form.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All work reduced 15% after deadline for the first week. Assignments will be reduced and additional 15% for each week late thereafter

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Tentative Course Calendar

| Date | Week | Topic | Assignment |
|------|------|--|--|
| 9/13 | 1 | Intro to Class: State of Children's Ministry | |
| 9/20 | 2 | Defining Children's Ministry | May et al. 3-111 |
| 9/27 | 3 | Situating Children in Ministry | Bonnie Miller-Mclemore's <i>Let the Children</i> |

| | | | |
|-------|----|---|---|
| | | | <i>Come</i> |
| 10/4 | 4 | Children and Discipleship Biblical Perspectives | Selected Readings: <i>Children and the Bible</i> |
| 10/11 | 5 | Assessing Children's Ministry | May et al. TBD, Curriculum Assessment |
| 10/18 | 6 | Fall R & R Comparative Book Review | Three sections of Portfolio Due |
| 10/25 | 7 | Practicing Children's Ministry: Formation | Comparative Review, May et al. 215-45 |
| 11/1 | 8 | Practicing Children's Ministry: Discernment | May et al. 246-81; Pritchard 39-70 |
| 11/8 | 9 | Practicing Children's Ministry: Transformation | May et al. 282-329, Blevins article, KidMo case study |
| 11/15 | 10 | Special Issues | Report Due |
| 11/22 | 11 | Organizing Children's Ministry | Ervin TBD |
| 11/29 | 12 | Administering Children's Ministry | Ervin TBD |
| 12/6 | 13 | Resource File Discussion | |
| 12/13 | 14 | Future of Children's Ministry & Evaluation | |

Appendices: Guidelines and Grading Rubrics

WRITING AN ANNOTATION (Adapted from websites listed below)

Cite the book, article, or document using the appropriate style. Annotation summary should run 100-150 words

An annotation briefly restates the main argument of a source. An annotation of an academic source, for example, typically identifies its thesis (or research question, or hypothesis), its major methods of investigation, and its main conclusions. Keep in mind that identifying the argument of a source is a different task than describing or listing its contents. Rather than listing contents, an annotation should account for **why** the contents are there. Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates the class theme or your bibliography topic.

For more information see the following web-based guidelines

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#annot>

<http://www.utoronto.ca/writing/annotatebib.html>

WRITING A BOOK REVIEW OR COMPARATIVE REVIEW

In the classic work on reading books—*How to Read a Book* by Mortimer Adler—we learn the task of the reviewer involves two main parts: first understanding the argument of the author, and then evaluating it. Reviews can take on various formats, though in general a summary of the book will

precede the evaluation component. In the case of comparative reviews Interaction and Evaluation provides the location to note points of agreement, disagreement, complementary views, contradictory perspectives, and overall applicability in ministry context.

A. UNDERSTANDING

Before evaluating a book, we first must understand it. This aspect is more descriptive and factual—perhaps up to 50% of the review but no more even with comparative works. Summarize the subject matter and contents of the book. Give the reader a sense of the scope of the whole work.

Overview: What is the main subject matter or topic of the book? Provide a brief overview (by chapter if possible) of book contents (scope). How is the book organized (sequence) (e.g., chapters grouped together within parts?) Is there a main organizing framework or model being followed, explicit or implicit? What kind of book is it (e.g., scholarly-technical? textbook? trade/popular?)

Main Thesis, Conclusion(s): What is the main problem/question being addressed? What main claim/conclusion is proposed? What argument is offered to support these proposals? What are the major sub-claims of the book? Have the author's intentions been clearly understood?

INTERACTION AND EVALUATION

This aspect involves your professional judgment regarding how well the author carried out his or her project, related to the intentions of the author and often in the “space” between two different texts. This aspect is an essential contribution that transforms a plain “book summary” into a “book review.” This task is the more difficult one, yet it can become easier with increasing breadth of knowledge of the field and depth of critical thinking.

Assessment of the Argument: How well did the author develop the argument to support the main conclusions, claims, proposals? How well does the author deliver on his or her promises to address the problem(s) posed? Any strengths of the argument to highlight? Any weak elements or limitations to note? For points of important disagreement, did you offer a reason: (a) if the author was uninformed (unaware of relevant information)? or (b) misinformed (in error)? or (c) illogical (a conclusion that does not follow)? In the case of comparative reviews did you discover specific points of agreement or disagreement between the perspectives of the two authors?

Compatibility within a Wesleyan or Evangelical Protestant Perspective: What theological or worldview perspective is/seems to be evident in the book? From what perspective is the author addressing the issue? Perhaps keep in mind a traffic light analogy for potential integration within a Wesleyan or evangelical Protestant Christian perspective? Also, what is the style, tone of the book?

Contribution: Is there a real need for this book? Why? Any distinctive or novel contributions/proposals in the book worth mentioning? conceptually? practically? (of personal interest to you?) Any quotes worth including? How does the book and its specific contents relate within the broader context of books from the same field of study? Is the treatment of concepts, issues, authors cited, subject matter similar or different? How so? What is the quantity and quality of the citations?

Reviewer's Conclusions: Do you finally agree or not with the conclusion? Based on Adler's How to read a book have you indicated either: (a) General agreement with major proposal(s)? (b) Agreement as far as the argument was developed? (c) Agreement in the main with only minor disagreements? (d) Or disagreement with the main conclusion(s)? In a comparison between authors, could you see each

one taking a specific perspective on the other's work? Can you recommend the book? Are there any qualifications to note?

ADLER'S GUIDELINES ON AGREEING AND DISAGREEING WITH AN AUTHOR

Note: The following is taken from Mortimer J. Adler and Charles Van Doren's (1972), *How to read a book*. (revised). New York: Simon and Schuster. Ultimately a reviewer can either agree or disagree with the author's main argument. (Adler admits that in some cases it may be necessary to withhold judgment so one can study the issue more before rendering a judgment.) When a reviewer generally agrees with the main argument, Adler outlines three possible options:

1. Basic Agreement without qualifications.
2. Agreement as far as the book goes--the analysis is correct, but incomplete. The author has not solved all the problems he or she started with
3. Agreement with the overall argument, but there is disagreement on a minor issue (see below for what kind of disagreements Adler identifies).

When a reviewer generally disagrees with the main argument, Adler also outlines three possible options. Also, a reviewer may agree with the main argument, but disagree with some sub-points for which these same categories of disagreement apply. Adler notes, "When you disagree, do so reasonably, and not disputatiously or contentiously" (145):

1. Disagreement with the argument because the author is uninformed, lacking information relevant to the problem. (Yet, is this an intentional or unintentional omission?)
2. Disagreement with the argument because the author is misinformed and in error, asserting "what is not the case" (157). The facts are wrong.
3. Disagreement because the author's argument is illogical, the reasoning is fallacious. The conclusions cannot follow from the reasons offered (non sequitur), or the conclusions are inconsistent with other conclusions in the book. When possible, identify the specific logical fallacy(ies). (For help here, see Anthony Weston. 2000. *A rulebook for arguments*. 3rd ed. Indianapolis, IN: Hackett, 87pp.)

A final note: Do you have any personal reactions to the book? What are they based on specifically? Also be careful that underlying reactions do not pervade the texture and tone of your review. Be honest, yet fair and gracious. Avoid the crimes identified by John Timmerman, "Reforming the Reviewers" *Christian Scholars Review*, 30 (3), Spring 2001, 323-28:

- (a) Misunderstanding author's intention about the book or proposing how the book should have been written;
- (b) Quoting out of context;
- (c) Wrong passion—the review is mainly about reviewer's prejudices or the review "gushes" as if it was a publisher's publicity piece, and
- (d) "Ego" centered review (too many "I"s).

Please keep the focus on the book and not on the reviewer. Is the tone objective, fair and gracious? Is the writing style appropriate for the readership?

Grading Rubrics

Portfolio Evaluation _____

45 pts each

1. A philosophy of Children’s Ministry statement including what role you see yourself fulfilling in Children’s Ministry
2. A description of the model of ministry that will be employed at a particular age level including specific curricular resources for the various aspects of children or adult ministry.
3. A description of the leadership approach for the ministry and the necessary characteristics of such leaders. An organizational chart describing the ministry team should be included also.
4. A reasonable one year calendar of programming with tentative budget. This should include items such as Sunday school and Wed. meetings topics (be aware of the traditional and church calendar when planning), leadership training, retreats, fun activities, service projects, fundraisers, participation in worship, parent programs, leadership meetings, etc.
5. An assessment of a local Christian Bookstore, including resources that may be available in the store for future use.
6. Four original lesson plans for children that are part of a series for either Sunday school or additional ministry setting.
7. A Curriculum Assessment of two Ministry resources that will be employed.
8. A list of denominational and community resources and services.
9. Presentation Quality, additional resources, and timeliness

_____ **TOTAL (400 points)**

FINAL SCORE: _____

Grading Rubric for Reading and Research

Student _____

| Preliminary Considerations | Cognitive Levels (Reasoning) | Recognition & Recall | Comprehension | Analysis | Synthesis | Evaluation | Comments |
|-----------------------------------|---|---|--|---|--|--|-----------------|
| Target Level | | 1 | 2 | 3 | 4 | 5 | |
| | Reading/ Research Indicators | | | | | | |
| Point/ percentage of writing | Overview of writing or introduction to paper | Able to identify/ state key claim(s) of reading/ paper | Able to explain claims in clear & concise manner | Able to indicate how key claim develops through reading/writing | Relates Key Claim to Class focus | Indicates importance of material to Class focus | |
| Point/ percentage of writing | Primary review/ development of writing | Identifies primary support claims and backing | Able to define clearly & concisely support claims, backing, and qualifications | Able to identify warrants & assumptions support claims & backing | Relates support claims to each other and to class focus | Able to show relative strengths and weaknesses of support claims | |
| Point/ percentage of writing | Personal Interaction | Connects specific claims to personal interaction | Demonstrates why claim elicits response | Reflection nuances range of writings support claims | Reflection indicates sources that endorse/dispute writing | Reflection references constructive alternatives or application | |
| | Argumentation Level | Attention | Structure | Response | Detail | Demand | |
| Target Level | | 1 | 2 | 3 | 4 | 5 | |
| Point/ percentage of writing | Form & Style Level | Demonstrates standard form (pagination) and clear writing style | Consistent outline with headings and subheadings detailing development of argument | Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications | Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class | Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response | |
| | Surprise Factor | | | | | | |
| Total point/ percentage | | | | | | | |