



Nazarene Theological Seminary

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

CED 715 Contemporary Themes in Wesleyan Discipleship 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 exploration of contemporary trends and their relationship to faithful discipleship from a Wesleyan perspective.

Course Narrative & Rationale

The world is changing and ministers concerned with discipleship must discern faithful practices in addressing congregations and cultural forces around them. The following course provides a means for investigating and responding to changes in our understanding of persons, technology and the nature of discipleship. Discipleship that faithfully names and addresses these forces must still converse with the guiding heritage of the Wesleyan tradition. How might Wesley's own contextual responses influence our understanding and guide our practice? Can discipleship serve as a means of grace in a world influenced by new perspectives on brains, bytes and technology? A readings course, the class will engage with current writings on neuroscience, technology and pedagogical concerns.

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.
3. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.

Course Outcomes (CO)

Upon completion of the course students should demonstrate:

- 1) An ability to identify and explore new influences such as neuroscience and technology..
- 2) An ability to describe Christian points of intersection in the midst of these influences.
- 4) An ability to engage in detailed research in the nature and practice of one aspect of the influences for faithful Christian practice.
- 5) An ability to envision a Christian discipleship most appropriate for responding faithfully in the midst of these influences.

Church of the Nazarene COSAC Competencies (CP)

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
Fingerprints of God: The Search for the Science of Spirituality, 1st Ed.	Barbara Bradley Hagerty	9781594488771	Riverhead	2009	323	\$26.95
The New Science of Teaching and Learning: Using the Best of Mind, Brain, and Education Science in the Classroom	Tracey Tokuhama-Espinosa	9780807750339	Teachers College Press	2009	189	\$28.18
Mind, Brain, and Education: Neuroscience Implications for the Classroom, 1st ed.	David A. Sousa	9781935249634	Solution Tree	2010	302	\$23.07
Neuroscience, Psychology, and Religion: Illusions, Delusions, and Realities about Human Nature	Malcolm Jeeves and Warren S. Brown	9781599471471	Templeton Press	2009	208	\$13.43
Rewired: Exploring Religious Conversion	Paul N. Markham	9781556352942	Wipf and Stock Publishers	2007	243	\$28
Connecting Brain Research with Effective Teaching: The Brain-Targeted Teaching Model	Mariale M. Hardiman	9780810846326	Scarecrow Education	2003	139	\$27.95
iBrain: Surviving the Technological Alteration of the Modern Mind	Gary Small, Gigi Vorgan	9780061340345	Harper Paperbacks	2009	256	\$16.99
A New Culture of Learning: Cultivating the Imagination for a World of Constant Change	Douglas Thomas and John Seely Brown	978-1456458881	CreateSpace	2011	140	12.96

Recommended Texts & Course Materials

Course Outline

Unit 1: Neuroscience and Education

Unit 2: Neuroscience and Religious Experience

Unit 3: Technology and Learning

Unit 4: Technology and Neuroscience

Course Assignments & Requirements

1. Class participation: (400 points) students are expected to read and discuss assigned reading in a timely fashion. Students will be given some latitude with what they read many of the weeks of class (choosing from a range of readings). For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community.

Moodle Discussion Component: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included. Students will be required to report one to two crucial insights or emerging themes from the assigned weekly reading (including citing the location of the insight) before midnight Saturday prior to class.

2. Fingerprints of God Book Review (100 points): Students will be asked to read and write a 5-7 page (1250-1750 words) review of Barbara Bradley Haggerty's Fingerprints of God, reflecting on problems and possibilities resident within the text and how local congregations may respond. **Due Monday Oct 24th in class. D03, C01-2**

3. Research topic: (400 points) Each student will select one key issue intersecting with key course content and explore it to a greater depth through academic research. **Preliminary approval of the topic and a working Bibliography must be submitted prior to mid-semester break.** If presented as a paper will be 8-10 pages (2000-2500) in length, reflecting sound research methods including: establishing a key thesis for the paper, establishing backing and warrants for the thesis as well as providing qualifications as necessary, and following Turabian form and style. **Due Thursday December 8th at 11:55 pm. D03, C01-5**

4. Comprehensive essay (100 points). At the end of the semester the student will write a summative essay (5-7 pages) giving their own approach to Wesleyan discipleship that will guide future ministry in dialog with the specific themes addressed in the course. This summative paper may draw from sources within the class but should reflect the student's synthesis of the material presented in class. **Due Monday December 12 in class D02, CP27**

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	42
Online Participation in forums, groups, etc.	10
Reading	70
Writing	31
Other Assignments and Learning Activities	0
Exams & Quizzes	0
TOTAL	152

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/Readings
9/12	1	Contemporary Themes: Science & Technology	
9/19	2	Neuroscience and MBE	<i>Mind, Brain, and Education</i>
9/26	3	Neuroscience and MBE	<i>Mind, Brain, and Education</i>
10/3	4	Neuroscience and Teaching	<i>The New Science of Teaching and Learning</i>
10/10	5	Neuroscience and Teaching	<i>Connecting Brain Research with Effective Teaching:</i>
10/17	6	Fall R & R	Bibliography and Research Topic due
10/24	7	Neuroscience and Religious Experience	<i>Fingerprints of God</i> book review Due in Class
10/31	8	Neuroscience and Religious Experience	<i>Neuroscience, Psychology, and Religion:</i>
11/7	9	Neuroscience and Discipleship	<i>Rewired: Exploring Religious Conversion</i>
11/14	10	Technology and Education	<i>A New Culture of Learning</i>
11/21	11	Technology and Education	<i>A New Culture of Learning</i>
11/28	12	Neuroscience and Technology	<i>iBrain:</i>
12/5	13	Research Presentations	Research presentation due in class, project due Thursday
12/11	14	Closing Reflections	Comprehensive Essay due in Class

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							