



Nazarene Theological Seminary

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

CED 740 Principles and Practices of Christian Nurture 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

A study of the processes of Christian formation and faith development as persons progress through a specific stage of life. Special attention will be given to narratives within a given age level and their intersection with the life of faith.

Course Narrative & Rationale

The course provides an opportunity to study the process of Christian nurture as persons progress through adulthood. Specifically students will explore how people envision their lives through specific theoretical frameworks and how they “practice” their faith in such a way to give Christian meaning to their lives.

The course will be more like a seminar than a traditional class due to the subject matter and the intensive time structure. The subject will be investigated through discussion of the theoretical roots, literature review, interviews, and student projects involving formation & development theory. A collaborative rather than an individual approach will be used to investigate the subject matter in this course. Special attention will be given to Christian nurture in the intersection of life and the practice of faith.

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)

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.
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)

Upon completion of the course students should demonstrate:

- 1) An ability to identify and name developmental and spiritual processes that interact with the journey of adult faith
- 2) An ability to identify and practice strategies for shaping adult faith
- 3) An ability to describe Christian points of intersection in the midst of these concepts and practices.
- 4) 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
Practicing Our Faith: A Way of Life for a Searching People.	Bass, Dorothy C	978-0470484111	Practicing Our Faith: A Way of Life for a Searching People	2010	300	19.95
Women's Ways Of Knowing: The Development Of Self, Voice, And Mind 10th Anniversary Edition	Belenky, Mary, Blythe Clinchy, Nancy Goldberger, and Jill Tarule	978-0465090990	Basic Books	1997	280	19.95
Vital Involvement in Old Age	Erikson, Erik H., Joan M. Erikson, and Helen Q. Kivnick	978-0393312164	W. W. Norton & Company	1994	350	18.95
Becoming Adult, Becoming Christian : Adult Development and Christian Faith	Fowler, James W	978-078795134	Revised. Jossey-Bass	1999	170	21.95
Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith	Parks, Sharon D	978-0787941710	Jossey-Bass	2000	290	28.95
Souls in Transition: The Religious and Spiritual Lives of Emerging Adults.	Smith, Christian, and Patricia Snell	978-0195371796	Oxford University Press	2009	360	25.95
Generation Ageless: How Baby Boomers Are Changing the Way We Live Today . . . And They're Just Getting Started	Smith, J. Walker, and Ann Clurman	0061128988	Collins Business	2007	320	24.95

Recommended Texts & Course Materials

Course Outline

Unit 1: Discerning and Defining Adult Faith and Spiritual “Knowing”

Unit 2: The Principle of Christian Nurture and the Practice of Faith

Unit 3: Faith along the Adult Life Course

Unit 4: Projects in Faith

Course Assignments & Requirements

1. Class participation: (300 points) students are expected to read and discuss assigned reading in a timely fashion. 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.

2. Adult Reflection paper (100 points): Students will be asked to write a 5-7 (1250-1750 words) page personal reflection identifying their own spiritual heritage and faith perspective **Due in Class Oct 4th. D03, CO 1-2**

3. Adult Listening paper (100 points): Each student will interview another adult outside their own kinship network, attending to that families' spiritual journey, 5-7 pages (1250-1750 words). **Due in Class Oct 11th D03, CO 1-2**

4. Research topic or ministry implementation plan: (400 points) Each student will select one key issue intersecting with course content and explore it to a greater depth providing either a research paper or a ministry plan intersecting the spiritual journeys adults with the Christian faith. ***Preliminary approval of the topic and a working Bibliography must be submitted prior to mid-semester break.*** If presented as a paper will be 10-12 (2500-3000 words) pages 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 in Class December 6th D0 5, CO 3-4, CP27**

4. Comprehensive essay (100 points). At the end of the semester the student will write a summative essay (5-7 pages, 1250-1750 words) giving their own approach nurturing adult journeys that will guide future ministry. This summative paper may draw from sources within the class but should reflect the student's synthesis of the material presented in class. **Due in Class December 13th CP27**

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	42
Online Participation in forums, groups, etc.	10
Reading	75
Writing	33
Other Assignments and Learning Activities	0
Exams & Quizzes	0
TOTAL	160

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 CED 740 Principles and Practices of Christian Nurture Fall 2011 — Page 4

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	Nurture and the Life of Adult Faith	
9/20	2	Faith Development	<i>Becoming Adult, Becoming Christian</i>
9/27	3	Knowing and Spirituality	<i>Women's Ways Of Knowing:</i>
10/4	4	Nurture and the Practice of Faith	<i>Practicing Our Faith: A Way of Life for a Searching People. Adult Reflection Paper Due</i>
10/11	5	Listening to Adults on the Journey	Reading TBD Adult Listening Paper Due
10/18	6	Fall R & R	Bibliography and Research Topic due
10/25	7	Emerging Adult Faith	<i>Souls in Transition</i>
11/1	8	Emerging Adult Faith	<i>Big Questions, Worthy Dreams:</i>
11/8	9	Adult Faith and Social Forces	<i>Generation Ageless:</i>
11/15	10	Adult Faith and Social Forces	<i>Generation Ageless:</i>
11/22	11	Senior Journeys	<i>Vital Involvement in Old Age</i>
11/29	12	Senior Journeys	<i>Vital Involvement in Old Age</i>
12/6	13	Envisioning Ministry	Project Presentations
12/13	14	Closing Reflections	

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							