



# Nazarene Theological Seminary

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

## CED620 — Theological Foundations in Christian Education Block Fall 2010

### ***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 at [http://support.nts.edu/index.php/Essential\\_Information](http://support.nts.edu/index.php/Essential_Information). Additional technical support information can be found at <http://support.nts.edu>.

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

### ***Instructor Information***

Professor: Dean Blevins, Ph.D.  
Office: (816)268-5400  
Office Hours: by appointment

Email: [dgblevins@nts.edu](mailto:dgblevins@nts.edu)  
Home/Cell: (913)523-3857 Please do not call between  
9:00 p.m. and 9:00 a.m.

### ***Catalog Description***

An overview of the Biblical, historical and theological perspectives that inform the task of discipleship, particularly from a Wesleyan perspective.

### ***Course Narrative & Rationale***

The history of the church remains marked by a call to faithful discipleship both by persons and within Christian communities. If the triune God reveals God-self as essentially relational, then faith exists relationally, developed and nurtured both within and between congregations that make up the Body of Christ. Discerning the faithfulness of our practice requires serious theological reflection in light of core theological convictions, historical awareness, and practiced reflection (theological praxis) on the nature of teaching. This course addresses these tasks for the sake of faithful discipleship in the Wesleyan tradition. Wesleyan discipleship, known also as Christian education, involves three dynamic and interrelated approaches for faithful educational ministry: formation, discernment and transformation. Formation includes those practices, symbols and relationships that engender faith and holiness through our interaction within the life of the Church (in conversation with other living contexts). Discernment remains the careful exploration of the nature of the Christian faith, in direct conversation with the nature of persons, to engender faithful practice and faithful living in a world that remains diverse and, at times, subversive and destructive. Transformation defines not only the outcomes of God's presence in the lives of believers but also the very practices that believers exercise to become agents of transformation (means of grace) both within and outside the life of the local congregation.

As a hybrid course, this class provides both a learning community and opportunity to contextualize knowledge developed in a local setting. To facilitate both processes, students are required to be fully engaged in face to face

sessions at the NTS campus as well as continued online discussion following the class either in general online discussion or in smaller communities of support. Class participation will be divided into two components: class interaction and online discussion.

### **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.

### **Course Outcomes**

Upon completion of the course students should demonstrate:

- 1) An ability to develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life (MACE program goal)
- 2) An ability to systematically define the core theological convictions that govern faithful discipleship
- 3) An ability to define discipleship within the historic life of the church.
- 4) An ability to articulate a Wesleyan vision for Christian education
- 5) An ability to frame a practical theological rationale for teaching

### **Church of the Nazarene COSAC Competencies**

CP24 Ability to assess and implement emerging approaches to Christian education in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

### **Required Texts & Course Materials**

Estep, James Riley, Jr. (Ed.) *C.E.: The Heritage of Christian Education*. Joplin, MO: College Press Publishing Company, 2003. ISBN 0-89900-904-2 (293 pp)

Henderson, D. Michael. *A Model for Making Disciples John Wesley's Class Meeting*. Nappanee, IN: Evangel Press, 1997. ISBN 1-92895-70-1 (191 pp)

Lay, Robert F. *Foundational documents for Christian teachers and ministers*. ISBN 0-9749758-0-9 NOTE: ORDER VIA NTS BOOKSTORE (will use about 150 pages)\*\*

Smith, James K. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* Grand Rapids: Baker Academic ISBN 978-0801035777 (238)

Pazmiño, Robert W. *God our Teacher: Theological Basics in Christian Education*. Grand Rapids: Baker Academic 2001 ISBN 0-8010-2284-3 (187 pp)

### **Recommended Texts & Course Materials**

Nelson, C. Ellis. Ed. *Congregations: Their Power to Form and Transform*. Louisville: Westminster/ John Knox Press. ISBN 0-8042-1601-0 (263 pp)

\*\* Lay, Robert F. *Readings in Historical Theology: Primary Sources of the Christian Faith* Grand Rapids: Kregel, 2009 ISBN 978-0825430671

\*\* Substitute for Foundational Documents if NTS version not available

Les Steele, *On the Way: A Practical Theology of Christian Formation* (Wipf & Stock Reprints)

**Additional readings** provided by the instructor including Moodle resources.

## ***Course Outline***

**Unit 1:** Theological Foundations (Resource: *God our Teacher*) (Course Outcome Two)

**Unit 2:** CE Heritage: Understanding the Nature of Discipleship: historical and theological concerns (Resources: *CE: Heritage of Christian Education, A Model for Making Disciples*, Blevins Articles) In-Service Module (Course Outcome Three and Four)

**Unit 3:** A Practical theology of teaching (Resources: *Desiring the Kingdom*) (Course Outcome Five and One)

## ***Course Assignments & Requirements***

**1. Class Participation: General Moodle and Class participation (300 points)** Class participation in a hybrid course includes online participation during the course. To assist in this process a Moodle discussion process will be included. Students will be required to post summary comments on weekly readings (normally 100 words) no later than Saturday evening 11:59 pm.

**2. “Wesleyan Discipleship” Key concerns paper (150 points)** Students will write a reflective 5-7 paper summarizing the key concerns for Wesleyan discipleship. This assignment must include dialog with D. Michael Henderson’s book *John Wesley’s Class Meeting* as well as with two articles (provided on Moodle) by Dean G. Blevins. Due Monday in class during the intensive

"Practicing the New Creation: Wesley’s Eschatological Community Formed by the Means of Grace" *Asbury Theological Journal* 57, no. 2 and 58, no. 1 (Fall 2002/Spring 2003) 81-104.

“Renovating Christian Education in the 21st century: A Wesleyan Contribution" *Christian Education Journal* Series 3, Vol. 2, No. 1 (Spring 2004) 6-29

**3. Contemporary Leader summary (100 pts):** The student will compose a short (2-3 page) summary of a recent leader in Christian education found at the following website and report on this leader’s contribution in class. <http://www.talbot.edu/ce20/>

**4. Formative Figures/Key Movements dialog (250 points).** The student will develop a comparative research paper articulating at least two formative figures or key movements from two different historical settings. The paper will include a comprehensive introduction to each figure/movement, comparative assessments, and implications for contemporary Christian Education today (10-15 pages)

**5. Comprehensive essay (100 points).** Each student will write a summative essay (5-7 pages) giving his/her own theological rationale for Christian Education that will guide future ministry. This summative paper should include a short statement that might be used in a five minute conversation in a local congregation as well as a longer treatment unpacking the core convictions, historical markers, and synthetic articulation of a practical theology of teaching. The student may draw from sources within the class but should reflect the student’s synthesis of the material presented in class.

**6. Oral Final Exam (100):** Guidelines to be determined

## Distribution of Student Learning Hours

### SUMMARY

	hours
Online Participation in forums, groups, etc.	42
Reading	42
Writing	47
Other Assignments and Learning Activities	0
Exams & Quizzes	3
TOTAL	134

### Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

### Form and Style Expectations

All writing must meet the standards of graduate level, academic writing. Formal submissions, either as research papers or projects, should follow the basic guidelines of the Turabian (Chicago) Manual of Style. See Student Handbook for additional information.

### 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

Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

### Course Grading

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

### Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

*See rubrics for major assignments and posting for further information on assessment.*

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 which have been beneficial for the student in the past.

## *Tentative Course Calendar*

Date	Week	Assignment
9/13	One	<b>Introductions: What's It All For?</b>
9/20	Two	Read Pazmiño 9-112 with <b>Original Texts investigation</b>
9/27	Three	Read Pazmiño 113-72 with <b>Original Texts investigation</b>
10/4	Four	<b>Historical Contexts</b> Read Estep's CE: The Heritage of the Christian Church pp. 1-1 to 5-17. Describe the intersections between Jewish/Christian discipleship and the secular influences of Greek and Roman education.  <b>Original Texts investigation</b>
10/11	Five	<b>Historical Contexts (cont.)</b> Read Estep's CE: The Heritage of the Christian Church pp. 6-1 to 9-21 Describe the development of Christian discipleship from the early Church through the Reformation.  <b>Original Texts investigation</b>
10/18	Six	<b>Reading and Research Week</b>  <b>Wesleyan Preliminary Observations</b> <b>"Wesleyan Discipleship" Key concerns paper</b> please post under the Assignments section. Due Monday in class. (150 points) Students will write a reflective 5-7 paper summarizing the key concerns for Wesleyan discipleship. Develop a dialog with D. Michael Henderson's book John Wesley's Class Meeting as well as with two articles (provided on Moodle) by Dean G. Blevins "Practicing the New Creation: Wesley's Eschatological Community Formed by the Means of Grace" <i>Asbury Theological Journal</i> 57, no. 2 and 58, no. 1 (Fall 2002/Spring 2003) 81-104 "Renovating Christian Education in the 21st century: A Wesleyan Contribution" <i>Christian Education Journal</i> Series 3, Vol. 2, No. 1 (Spring 2004) 6-29
10/25	Seven	<b>Wesleyan Context and Theology: "Wesleyan Discipleship" Key concerns paper discussion</b>
11/1	Eight	<b>Historical Contexts (cont.)</b> Read Estep's CE: The Heritage of the Christian Church pp. 10-1 to 13-18. What key developments shaped the content and context of Christian discipleship through the modern period?  <b>Original Texts investigation</b>
11/8	Nine	<b>Historical Contexts (cont.)</b> Read Estep's CE: The Heritage of the Christian Church pp. 14-1 to 16-11. What key developments shaped the content and context of Christian discipleship through the late modern period? How will the postmodern world change our approach to Christian Education?  <b>Contemporary Leader summary:</b> The student will compose a short (1-3 page) summary of a recent leader in Christian education found at the following website and report on this leader's contribution in class. <a href="http://www.talbot.edu/ce20/">http://www.talbot.edu/ce20/</a> Summarizing Historical View
11/15	Nine	Rethinking CE: Read <i>Desiring the Kingdom: Worship, Worldview, and Cultural Formation</i> . How does the author's insights reflect or challenge a contemporary view of teaching and Christian education?
11/22	Ten	<b>Formative Figures/Key Movements dialog (250 points).</b> The student will develop a comparative research paper articulating at least two formative figures or key movements from two different historical settings. The paper will include a comprehensive introduction to each figure/movement, comparative assessments, and implications for contemporary Christian Education today.

12/6	Eleven	<b>Reflection and Discussion</b> <b>Comprehensive essay (150 points).</b> Each student will write a summative essay (5-7 pages) giving his/her own theological rationale for Christian Education that will guide future ministry. This summative paper should include a short statement that might be used in a five minute conversation in a local congregation as well as a longer treatment unpacking the core convictions, historical markers, and synthetic articulation of a practical theology of teaching. The student may draw from sources within the class but should reflect the student's synthesis of the material presented in class <b>Due Friday 11:59 pm</b>
12/13	Twelve	Oral Final Exam

## Grading Rubrics

### Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	2 points	4 points	7 points	10 points
Totals				

### Rubric for Comprehensive Essay

People often wonder what I am "looking for" in the final project like this. First and foremost, your "voice" in the project. However, your voice needs to be situated in the context of this class including the voices of the "funded experience" of our resources (books, lectures, etc.) and the "proximate experience" of your classmates. My assessment is based on the following three basic categories: 1) **Consistent**: that you used resources from the class (and elsewhere only if needed) consistent with your theology; 2) **Coherent**: that your theology "hangs together" and says something specific about discipleship (nature of teacher, learner, content, context, etc.) and 3) **Pertinent**: that your theology speaks to your context in some significant way

	<b>Failing</b>	<b>Below Average</b>	<b>Average</b>	<b>Outstanding</b>	<b>Comments</b>
<b>Consistent 55</b>	Minimal or no evidence of substantive reflection or research. Contains material that proves distractive or inconsistent with assigned topic.	Demonstrates little evidence of substantive reflection. Demonstrates little evidence of substantive research. Contains significant distractive material.	Demonstrates clear evidence of substantive reflection, incorporating cautious and substantive research and use of sources. Contains minimal distractive material.	Demonstrates clear evidence of deep and substantive reflection. Demonstrates exemplary research and use of sources. Contains minimal to no distractive material.	
<b>Coherent 55</b>	Largely fails to identify a thesis or question. Presents little to no argument, and is mostly an opinion piece.	Attempts to clearly state the thesis or question to be undertaken. Presents its argument in a fashion that is hard to follow and exhibits too much "subjectivity" (i.e., becomes more of an opinion piece).	Clearly states the thesis or question to be undertaken. Presents its argument in a reasonably clear and concise fashion.	Clearly and concisely states the thesis or question to be undertaken. Presents its argument in an exemplary fashion, particularly as regards concision and clarity.	
<b>Pertinent 55</b>	Draws no meaningful conclusion in relation to context	Attempts to conclude in a fashion that relates the argument to the thesis and context	Draws a substantive conclusion that relates the argument to the thesis and context	Draws a powerful conclusion that clearly relates the argument to the thesis and context of student	
<b>Clarity 35</b>	Contains many grammatical errors/ infelicitous constructions/misspellings	Contains frequent grammatical errors or infelicitous constructions or misspellings.	Contains few grammatical errors or infelicitous constructions or misspellings	No grammatical errors or infelicitous constructions or misspellings	
<b>Final Grade/200</b>					

*Grading Rubric for Reading and Research*

*Student* \_\_\_\_\_

<b>Preliminary Considerations</b>	<b>Cognitive Levels (Reasoning)</b>	<b>Recognition &amp; Recall</b>	<b>Comprehension</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>	Comments
Target Level		1	2	3	4	5	
	<b>Reading/ Research Indicators</b>						
Point/ percentage of writing	<b>Overview of writing or introduction to paper</b>	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	<b>Primary review/ development of writing</b>	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	<b>Personal Interaction</b>	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	
	<b>Argumentation Level</b>	<b>Attention</b>	<b>Structure</b>	<b>Response</b>	<b>Detail</b>	<b>Demand</b>	
Target Level		1	2	3	4	5	
Point/ percentage of writing	<b>Form &amp; Style Level</b>	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	
	<b>Surprise Factor</b>						
<b>Total point/ percentage</b>							