



Nazarene Theological Seminary

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

CED630 Ministry with Children Fall 2009

Essential Information

Please refer to the following documents 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. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A 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.

Students with Disabilities:

It is our commitment to make a reasonable effort to facilitate learning for students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities as the course is presently designed should contact us at the beginning of the semester to discuss alternative educational practices that have served the student well in the past, and appropriate, mutually acceptable strategies for the present to insure the student's maximum participation and appropriate evaluation in the course. Student learning limitations need to be based on sound clinical diagnosis and include referential material to help with assessment.

Course Outcomes

- 1) The learner will have a basic knowledge of the nature of the history and current roles of the Children's pastor.
- 2) The learner will demonstrate a basic competence assessing the lives of children and tailoring ministry at their particular stage of life.
- 3) 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.
- 4) The learner will be able to develop a comprehensive model of Children's ministry to attain those goals.
- 5) The learner will be able to establish specific plans, programs, organizations and resources to actualize the model employed.
- 6) The learner will have a basic understanding of the skills and abilities needed to lead in the implementation of this model.
- 7) The learner will have a working platform from which to represent their ministry and from which future ministry may be developed.

Required Texts & Course Materials

Beckwith, Ivy (2004). *Postmodern Children's Ministry: Ministry to Children in the 21st Century Church*. Grand Rapids: Zondervan/Youth Specialties. ISBN: 0310257549 (176 pages)

Halverson, Deliah (2000) *The Nuts & Bolts of Christian Education: Practical Wisdom for Teachers & Leaders*. Nashville: Abingdon Press. ISBN: 068707116X (127 pages)

Miller-McLemore, Bonnie J. (2003). *Let the Children Come: Reimagining Childhood from a Christian Perspective* San Francisco: Jossey Bass. ISBN: 0787956651 (256 pages)

May, Scottie, Beth Posterski, Catherine Stonehouse, and Linda Cannell, (2005). *Children Matter: Celebrating their Place in the Church, Family and Community*. Grand Rapids: Wm. B. Eerdmans. ISBN: 0802822282 (374 pages)

Pritchard, Gretchen, Pritchard (1992). *Offering the Gospel to Children*. Cowley Publications. ISBN: 1561010650 (219 pages)

Total 1271 pages plus additional articles to be assigned

Course Outline

Unit 1: Advance Reading

Unit 2: Preliminary themes behind Children's Ministry

Unit 3: Children's Ministry practices: Formation, Discernment and Transformation

Unit 4: Organizing & Leading Children's Ministry

Unit 5: Special Issues

Unit 6: Resource File

Course Assignments & Requirements

I. Comparative Book Review (150 points): Students will submit an 8-10 page comparative review of Bonnie Miller-McLemore's *Let the Children Come* and Ivy Beckwith's *Postmodern Children's Ministry*. Due electronically by Tuesday August 24th at the beginning of class. Students must follow Turabian Form and Style. See also guidelines for Book Reviews at end of the syllabus.

II. 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.

To assist with this assignment students will be asked to provide a short (2-3 page) annotation/reading-reaction paper to *Children Matter: Celebrating their Place in the Church, Family and Community* due the first day of class (50 points). While not a detailed reading, the annotation should cover the key aspects of the text's organization, purpose, and specific areas that attracted the reader's attention. The annotation should assist students in orienting themselves to the rest of the 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.

II. Annotated Reading Report. (200 Points) The student will submit an annotated reading log addressing one issue of 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 log should identify and summarize briefly (1 paragraph) seven-ten sources (books, articles, websites, etc.) for future study. The report will be due **September 14th**. NOTE: This Reading Report could be accomplished before the assigned date. See guidelines attached for submitting annotated reports.

IV. Developing a resource file (400 points): The intent of the file 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:

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.

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) September 28th. Final Submission due October 26th.**

Method for Submitting Assignments

Submit all assignments through the assignment section of Moodle as scheduled

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

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)

Rubrics provided for major assignments, these provide further information on assessment.

Working Course Outline (working draft, some topics subject to change)

Date	Theme	Activities & Assignments
Advance Reading		Students to provide a short (1-2 page) annotation/reading reaction paper to <i>Children Matter: Celebrating their Place in the Church, Family and Community</i> due the first day of class.
Intensive Seminar		
Mon 8/24	Intro to Class: State of Children's Ministry	May et al. 3-111;
Tue 8/25	Situating Children in Ministry	May et al. 115-212; Comparative Review discussion: Students submit an 8-10 page comparative review of Bonnie Miller-Mclemore's <i>Let the Children Come</i> and Ivy Beckwith's <i>Postmodern Children's Ministry</i> . Due electronically by Tuesday August 24 th at the beginning of class
Wed 8/26	Practicing Children's Ministry: Formation	Blevins Chapter, May et al. 215-45; Pritchard 1-38, 71-136; Stonehouse MP3 Lecture, Way of the Child case study
Thur 8/27	Practicing Children's Ministry: Discernment	May et al. 246-81; Pritchard 39-70, Pastoral Discernment
Fri 8/28	Practicing Children's Ministry: Transformation	May et al. 282-329, Blevins article, KidMo case study
Mon 8/31	Organizing Children's Ministry	Halverson (selected works), Review of sections of May et al.
Tue 9/1	Organizing Children's Ministry	Halverson (selected works); Curriculum conversation
Wed 9/2	Leading Children's Ministry	May et al. 330-52; Halverson (selected works)
Thur 9/3	Special Issues/ Resource File Discussion	Child Safety Material (to be assigned)
Course Follow		
Mon 9/14	Special Issue	Submit an annotated reading log addressing one issue of research interest for future study
Mon 9/28	Resource Prelim	Preliminary due date for three elements of the resource file (student choice) September 28 th .
Mon 10/26	Resource Final	Final Submission due October 26 th .

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

EVALUATION OF RESOURCE FILE _____

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							