



# Nazarene Theological Seminary

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

## **CED705 – Formative Figures in Christian Education**

Feb 1-May 5, 2010;  
Mondays 9:00-12:35 and Online

### ***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](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***

Professor: Dean G. Blevins, Ph.D.  
Office Phone: 816.268.5481  
Office Hours: by appointment

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between 9:00 p.m. and 8:00 a.m.

### ***Catalog Description***

Specialized study in key theorists and leaders that have shaped or currently influence the practice of Educational ministry

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

Christian Discipleship enjoys a long history and heritage through key theologians, practitioners, movements and social theorists, each providing a formative influence to the discipline of Christian Education. Historic study of contributors often reveal key insights that may be contextualized to the local setting, but only as students both understand and value the original contributor's efforts in his or her historical setting. This course seeks to present the "best voice" of each formative figure yet always with an understanding of the limits and possibilities resident within each historical context. This class will explore both the history of each formative figure as well as their efforts and writings in Christian discipleship.

As a readings course, this class provides to engage key contributors to the field of Christian Education through their lives and their writings and ultimately contextualize this knowledge for discipleship in a local setting. To facilitate both processes, students will be asked to read and discuss a large array of material, engage in disciplined research yet also reflect on the implications of that reading & research for the sake of daily discipleship. Class participation will include online reflections, summative group discussions, and representative assignments for each component of the course. Class contact hours will be modified to accommodate reading and online posting.

### **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) A knowledge of the historic setting of each formative figure
- 3) A working knowledge of basic contributions of each figure
- 4) An ability to translate key contributions for local ministry
- 5) An ability to engage in disciplined research

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

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

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

Bushnell, Horace. *Christian Nurture*. General Books LLC 1861/1916/2009; 407 pgs, ISBN 1459041844  
PLEASE NOTE: LLC version includes some typos. The corrected text is also available from Wipf and Stock (bound) for greater price or Google Books as a free PDF download. Preferred copy will be the 1861 edition (for appropriate pagination) since reprints were reformatted at times.

Coles, Robert Ed. *The Erik Erikson Reader*. New York: W.W. Norton, 2000; 502 pgs, ISBN 0393048454

Friedman, Lawrence J. *Identity's Architect: A Biography of Erik H. Erikson*. New York: Scribner 1999; 590 pgs ISBN 0684195259

Harmless, William. *Augustine and the Catechumenate*. Collegeville, MN: Pueblo/The Liturgical Press, 1995; 382 pgs. ISBN 0814661327

Mullin, Robert Bruce. *The Puritan as Yankee: A Life of Horace Bushnell*. Grand Rapids, Mich.: William B. Eerdmans, 2002; 296 pgs. ISBN 0802842526

Wills, Gary. *Saint Augustine: A Penguin Life*. New York: A Lipper/Viking Book, 1999; 145 pgs ISBN 0670886106

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

## ***Course Outline***

**Unit 1:** Augustine: Life and Practice of Catechism

**Unit 2:** Bushnell: Transformation, Nurture and the Family

**Unit 3:** Erikson: Searching for Identity, traveling the Life Course

**Unit 4:** Implications for Contextual Discipleship

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

**1. Class Participation: general Moodle and group participation (300 points)** Class participation includes regular online participation as well as class discussion. To assist in this process a Moodle discussion process will be included.

**2. Formative Figure dialogs (300 pts):** Students will supply three 5-7 page reflections (100 pts each) concerning the key concepts from each formative figure. Due prior to class time as part of class discussion.

**3. Formative Figure discipleship paper (300 points).** The student will develop a 15 page research paper elaborating on one key insight initiated by a formative figure. Research should include how this insight developed through ongoing research by others interested in the topic as well as a series of recommendations how this insight might contribute to discipleship within the student's current context.

**4. Oral Final exam (100 pts):** Students will engage in an oral comprehensive exam discussing the intersections and implications of their reading as well as provide feedback on the course itself

## ***Method for Submitting Assignments***

Please use the assignments section of Moodle unless otherwise directed.

## ***Policy Regarding Late Work & Missed Exams***

Online posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned unless designated due in-class. 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 two weeks after the final class assignment.

## ***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)

### Weekly Schedule (subject to change)

Date	Module/Theme	Reading	Class Assignments
<b>Introduction Week 1</b>			
Wk 1 Feb 1 (Mon)	Introduction	Start reading Wills	Post an Online personal introduction to the Moodle site by Thursday 11:59 am, Post at least one insight based on the reading by Thursday 11:59 pm
<b>Unit 1: Augustine Life and Practice of Discipleship</b>			
Wk 2 Feb 8	Augustine: a Life	Wills	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 3 Feb 15	Framing Catechesis	Harmless 1-193	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 4 Feb 22	Framing Catechesis	Harmless 193-382	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm <b>Dialog Paper due Monday March 1 by class time</b>
<b>Unit 2: Bushnell: Transformation, Nurture and the Family</b>			
Wk 5 Mar 1	Bushnell: A Life	Mullin 1-179	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 6 Mar 8	Christian Nurture	Bushnell 9-222	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 7 Mar 15	Christian Nurture	Bushnell 223-425	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm <b>Dialog Paper due Monday March 22 by class time</b>
Wk 8 Mar 22	<b>Reading and Research Week</b>		<b>Preliminary Insights Paper Topic due</b>
<b>Unit 3: Erikson: Searching for Identity, traveling the Life Course</b>			
Wk 9- Mar 29	Erikson: A Life	Friedman 15-198	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 10 April 5	Erikson: A Life	Friedman 199-482	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 11 April 12	Erikson: Identity and Life Course	Erikson 11-225	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm
Wk 12 April 19	Erikson: Leadership and Morality	Erikson 227-502	Post three insights based on your reading by Wed 11:59 pm CT then read all posts and respond responses to at least two comments to classmates by Fri 11:59 pm <b>Dialog Paper due Monday April 26 by class time</b>
<b>Unit 4: Implications for Contextual Discipleship</b>			
Wk 13 April 26	Insights for Contextual Discipleship		<b>Formative Figure discipleship paper (300 points).</b> The student will develop a 15 page research paper elaborating on one key insight initiated by a formative figure. Research should include how this insight developed through ongoing research by others interested in the topic as well as a series of recommendations how this insight might contribute to discipleship within the student's current context. Due Friday 11:59 PM
Week 14 May 3	Final Exam Week		Oral Exam

## Grading Rubrics

### Posting Rubric

	<b>Poor</b>	<b>Below Average</b>	<b>Average</b>	<b>Great</b>
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
Totals				

**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>							