



Nazarene Theological Seminary

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

CED730 – Curriculum: Design and Delivery

In-Service Module Spring 2010

January 18 - Thursday, January 28, 2010; 5:30 - 9:45 p.m

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

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

Email: dgblevins@nts.edu
Home/Cell: 913.523.3857 Please do not call
between 9:00 p.m. and 8:00 a.m.

Professor: Mark Hayse, Ph.D.
Office Phone: 913.782.3750
Office Hours: by appointment

Email: mahayse@mnu.edu
Home/Cell: 913.579.5807 Please do not call
between 9:00 p.m. and 8:00 a.m.

Catalog Description

A study of the integration of teaching methods and curricular design to provide more faithful ministry programs and resources in Christian Education.

Course Narrative & Rationale

One of the primary challenges of faithful discipleship is the organization of the teaching ministry of the church. Each week we must decide not only what to teach but also how to structure the content (curriculum) and foster teaching based on student readiness and ability (instructional strategies). Do we teach the Bible (content), or do we teach people? The answer, obviously, is “both.” Our goal, however, is to understand how to arrange our teaching efforts so that people have a reasonable chance to learn. However, in light of current shifts in postmodern curriculum theory, how does the church teach faithfully in light of both traditional curriculum design yet also remain open to future transitions and tensions? This course seeks to provide both the basics of curriculum design (both construction and assessment) as well as educational methods designed to guide the teaching-learning process, while remaining open to future perspectives that move beyond the current schooling paradigm.

As a module course, this class provides both a learning community and opportunity to contextualize knowledge developed in a local setting. To facilitate both processes, students will need to fully participate through preparatory reading, face to face sessions at the NTS campus, and in continued online discussion and project development following the in-class portion of the course. Class participation will include representative assignments for each component of the course.

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 working knowledge of the basic components of sound curriculum and an awareness of the future of curriculum theory
- 3) A working knowledge of basic theories of learning
- 4) An ability to work with different teaching methods
- 5) A working knowledge of effective teaching/learning practices for a given age level or family ministry
- 6) An ability to craft and direct specific resources as part of a coherent curricular strategy for teaching the faith

Church of the Nazarene COSAC Competencies

CP 25 Ability to prepare, organize and deliver a biblically sound basic scheme of teaching/learning discipleship for children, youth, and adults using age-appropriate techniques and skills, in culturally appropriate ways.

CP26 Ability to develop and utilize existing ministry forms for age level ministry (such as worship and Bible teaching, specialized ministry*, family nurture and formation, team development and teacher education, curriculum planning and assessment, etc.) by which individuals, families, and congregations may be formed into Christlikeness

Required Texts & Course Materials

Everist, Norma Cook. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Nashville: Abingdon, 2002; 347 pgs. ISBN 0687045002

Ferguson, Nancy. *Christian Educators' Guide to Evaluating and Developing Curriculum*. Valley Forge: Judson Press, 2008; 101 pages. ISBN 081701523X

Issler, Klaus and Ronald Habermas. *How We Learn: The Christian Teacher's Guide to Educational Psychology*. Grand Rapids: Baker Books, 1994; 202 pgs, ISBN 0-8010-5039-1

Posner, G.J & Rudnitsky, A.N. *Course Design* (6th or 7th Edition.). New York: Allyn and Bacon 2005; 312 pgs ISBN 0205457665 (NOTE: ISBN for 7th edition but 6th edition sufficient for class)

Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Louisville: Westminster/John Knox 1983; 112 pgs ISBN 0804214425

Slattery, Patrick. *Curriculum Development in Postmodern Era*, 2nd Edition. New York: Routledge, 2006, 360 pgs, ISBN 0415953383

Required Texts based on Age Level (choose one)

(Children- Choose one) Deb Curtis, Deb and Margie Carte. *Designs for Living and Learning: Transforming Early Childhood Environments* St. Paul, MN: Redleaf Press, 2003; 288 pgs ISBN-10: 1929610297

(Children- Choose one) Marzano, Robert J. , Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, and Barbara B. Gaddy (Eds) *A Handbook for Classroom Instruction That Works* ACSD 2001/Prentice Hall 2004; 384 pages, ISBN 0131195050

(Children- Choose one) Marzano, Robert J., Debra Pickering (Author), Jane E. Pollock *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* ACSD, 2001; 178 pgs ISBN 0871205041

(Youth) Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids: Zondervan/Youth Specialties, 2004; 224 pages, ISBN 0310252474

(Adult) Osmer, Richard. *Teaching for Faith: A Guide for Teachers of Adult Classes*. Louisville: Westminster/John Knox Press 1992; 244 pgs ISBN 0664252176

(Family) White, James *Intergenerational Religious Education: Models, Theory, and Prescription for Inter-age Life and Learning in the Faith Community*. Birmingham: Religious Education Press, 1988; 290 pgs ISBN 0891350675.

(Discipleship/Christian Schools option) Purpel, David and William M. McLaurin, Jr. *Reflections on the Moral & Spiritual Crisis in Education*. New York: Peter Lang Publishing, 2005; 312 pgs ISBN: 0820468460

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

Additional readings provided by the instructor including Moodle resources.

Course Outline

Unit 1: Curriculum: The Basics and Future of Curriculum Design Pre-Module Reading

Unit 2: Curriculum Design and Delivery Traditional Approaches (includes Ed Psychology and Teaching Methods)

Unit 3: Postmodern Turn(s) and Tensions in Curriculum and Ecclesial Considerations

Unit 4: Framing Curriculum Design and Delivery

Unit 5: Curriculum Analysis and Project Development

Course Assignments & Requirements

1. Class Participation: general Moodle and Group participation (200 points) Class participation in a module course includes online participation both prior and following the course. To assist in this process a Moodle discussion process will be included.

(Note: There will be times when "life gets in the way" or you have a "ministry crisis." These situations will be taken into consideration when communicated to the professor. One "Mulligan" is allowed during the course for late assignments if requested by the student in advance).

2. Curriculum synthesis paper (200 pts): students will supply a 5-7 page comparative book review addressing Posner's approach to curriculum in light of Slattery's overview of curriculum theory (addressed in part one of the text) and preliminary responses (pages 1-114).

3. Curriculum Analysis- Educational resources and Educational Environment (200 points): students will provide two assessments of one age-level ministry. First the student will assess a set of curricular resources used to teach in a local educational ministry setting. The analysis must address a specific unit of teaching that lasts at least four weeks of standard curricular resources. Second the student will also include a comprehensive assessment of the overall learning environment, particularly as it supports the curricular resources but also extends supports ongoing teaching-learning in this context.

4. Teaching methods resource sheet (100 points): Students will research and collect resources that support various teaching methods. These methods may be organized around a specific age level but must include both theory and method for each teaching-learning strategy. Examples may include teaching-learning strategies such as Gardner's multiple intelligences, McCartney's 4-Mat, Montessori method, Lectionary-based education, the Reggio Emilio method, etc.

5. Age level curriculum project (300 points). The student will develop a minimum of a month long curricular strategy for teaching a specific Biblical theme including curricular plans designed to meet age level learning.

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)

Working Course Calendar

Date	Week	Class/Online Activity	Assignments
Pre-Module Component			
Pre-session 1/4	One	Post two initial reflections on Posner and Slattery by Tues 11:59 pm CT, comment on at least two of your classmates posts by Thurs 11:59 pm CT.	
Pre-session 1/11	Two	Post two initial reflections on Posner and Slattery by Tues 11:59 pm CT, comment on at least two of your classmates posts by Thurs 11:59 pm CT.	
In-Service Component meets 5:30-9:45 pm			
Mon 1/18	Three	Mapping the field of Curriculum: Theory and Practice (Posner/Slattery book review due in class)	Curriculum synthesis paper (200 pts): students will supply a 5-7 page comparative book review addressing Posner's approach to curriculum in light of Slattery's overview of curriculum theory (addressed in part one of the text) and preliminary responses (pages 1-114).
Tues		Traditional Approaches to Curriculum Design and Delivery: Learning Theory (Issler and Habermas 1-98)	
Wed		Traditional Approaches: Teaching Methods (Little)	
Thurs		Postmodern Turn(s) (Slattery 115-270)	
Fri		Postmodern Turn(s) (Slattery 271-290)	
Mon 01/25	Week Four	Implications and Tensions	
Tues		Ecclesial Implications (Ferguson and Everist 21-148)	
Wed		"Framing Curriculum" Age Level Tasks (Preliminary Survey of age level text)	
Thurs		Project discussions/Re-conceptualizations	
Post-Module Online Component			
02/01	Week Five	Open week	
Post Module 02/08	Week Six	Post two initial reflections around your reading in age-level curriculum design/delivery based on assigned reading or resource file development by Tuesday 11:59 pm CT, comment on at least two of your classmates posts by Thursday 11:59 pm CT.	Curriculum Analysis- Educational resources and Educational Environment (200 points): students will provide two assessments of one age-level ministry. First the student will assess a set of curricular resources used to teach in a local educational ministry setting. Second the student will also include a comprehensive assessment of the overall learning environment, particularly as it supports the curricular resources but also extends supports ongoing teaching-learning in this context.
Post module 02/15	Week Seven	Post two initial reflections around your reading in age-level curriculum design/delivery based on assigned reading or resource file development by Tuesday 11:59 pm CT, comment on at least two of your classmates posts by Thursday 11:59 pm CT.	
Post	Week		Teaching methods resource sheet (100

module 02/22	Eight		points): Students will research and collect resources that support various teaching methods. These methods may be organized around a specific age level but must include both theory and method for each teaching-learning strategy.
Post module 03/01	Week Nine		
Post 03/08	Week Ten		Age level curriculum project (300 points). The student will develop a minimum of a month long curricular strategy for teaching a specific Biblical theme including curricular plans designed to meet age level learning.

Grading Rubric

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
Totals				