



Nazarene Theological Seminary

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

CED770 Field Curriculum: Child Spirituality Summer 2009 June 14-17 Conference

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. All of these documents are available at <http://bbwiki.nts.edu>

- NTS Mission Statement & Purpose
- 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 Blevins, Ph.D.
Office: (816) 248-5481
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.

Catalog Description

Designed to allow students to explore and assess new curricular strategies and products as they emerge in local settings, particularly area conferences and national gatherings.

Course Narrative & Rationale

The course incorporates both a series of preparatory reading and concluding research, as well as participation in the Children's Spirituality Conference June 14-17 at Concordia College, River Forest, IL (near Chicago). A Course fee of \$200.00 is required to pay for conference registration if the student does not enroll directly prior to class registration (must have proof of conference registration). Students will be responsible for transportation to the conference and housing (available through the conference website). Most meals are included in the conference fee but additional expenses incurred are the responsibility of the student. See www.childspirituality.org for more information. A working overview of the Conference goals and schedule with seminars is available on-line. **Students are encouraged to register for the conference and secure housing as soon as possible**, even prior to registering for this course, to insure attendance at the conference (**Note: an early bird registration of \$150.00 is available through the Children's Spirituality Conference website prior to April 15**).

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.

Special Students

Students not currently enrolled at Nazarene Theological Seminary but desiring to take this class for audit, continuing education, or graduate credit must contact the Admissions Office at 800-831-3011 ext. 234 or online at enroll@nts.edu (see seminary website for more information www.nts.edu). Special students will complete a short application with evidence of an undergraduate degree (transcript).

Students with Disabilities:

It is my 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 me 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

Upon completion of the course students should demonstrate:

- 1) An ability to identify and name basic definitions and approaches to understanding children's spirituality.
- 2) An ability to identify and practice strategies for shaping the spiritual lives of children
- 3) An ability to describe Christian points of intersection in the midst of these concepts and practices.
- 4) An ability to engage in detailed research in the nature and practice of one aspect of children's spirituality for faithful Christian practice.
- 5) An ability to envision a Christian discipleship most appropriate for responding faithfully in the midst of these influences.

Required Texts & Course Materials

Allen, Holly Catterton, Ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene OR: Cascade Books, 2008 ISBN 1-5563-5558-0 (414 pages)

Anthony, Michael J. (Ed.) *Perspectives on Children's Spiritual Formation: Four Views*. Nashville: Broadman Holman 2006 ISBN 10-0-8054-4186-7 (278 pages)

Additional Reading will be required supplemental documents and conference presentations.

Recommended

Cavalletti, Sofia. *The Religious Potential of the Child: Experiencing Scripture and Liturgy with Children*. Chicago: Liturgy Training Publications/ Catechesis of the Good Shepherd ISBN 0-929650-67-0 (178 pages)

Cloyd, Betty Shannon. *Children and Prayer: A Shared Pilgrimage* Nashville: Upper Room Books, 1997 ISBN 0-8358-0803-3 (163 pages)

Coles, Robert. *The Spiritual Lives of Children* Boston: Houghton Mifflin Co 1990 ISBN 0-395-59923-7 (351 pages)

Hay, David with Rebecca Nye. *The Spirit of the Child* revised edition London: Jessica Kingsley Publishers 2006 ISBN 1-84310-371-0 (172 pages)

Marty, Martin E. *The Mystery of the Child*. Grand Rapids: Wm. B. Eerdmans 2007 ISBN 978-0-8028-1766-2(246 pages)

Persky, Margaret McMillan. *Living in God's Time: A Parent's Guide to Nurturing Children Throughout the Christian Year*. Nashville: Upper Room Books, 1999 ISBN 0-8358-0875-0

Ratcliff, Donald (Ed.) *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene OR: Cascade Books, 2004 ISBN 1-59244-711-2 (417 pages)

Yust, Karen Marie *Real Kids Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco: Jossey Bass 2004 ISBN 0-7879-6407-7 (199 pages)

Course Outline

Unit 1: Exploring the field of Child Spirituality Weeks 1-2

Unit 2: Engaging Theoretical and Curricular applications at the Children's Spirituality Conference Week 3

Unit 3: Thematic Issues in Child Spirituality Online Reflections Weeks 4-5

Unit 4: Curricular and Theoretical Explorations of Child Spirituality: Local Projects Weeks 6-7

Unit 5: Concluding Reflections Week 8

Course Assignments & Requirements

Course requirements include

1) Advance Reading and posting of summary insights from each text on Blackboard June 1st-June 12th. Students will need to log on 3-4 times each week to the NTS Blackboard online educational site and post key insights and respond to at least one classmate's posts from the primary text edited by Holly Allen as well as three additional insights from Michael Anthony's edited text under the designated discussion forums. Postings must be completed by June 10th. In addition students will be asked to read summary comments of classmates and respond to at least one insight per classmate by June 12th. Required for all students including audit students. **(150 points)**

2) Active Participation in the Children's Spirituality Conference June 14-17 (250 points, attendance mandatory for the class) with review sessions on site during the conference, time and location TBA. Conference participation required of all students.

3) Summative writing assignments Students will complete two summative papers, posted to Blackboard, including the following:

- a. A reflective synthesis paper addressing the topic: “What key themes are emerging in the field of child spirituality that will affect ministry in the next ten years?” Students will post their papers on the Blackboard site no later than June 26th for follow-up discussion required of audit and degree students. **250 points**
- b. A comprehensive 10-12 page **curricular strategy** to guide a church for cultivating child spirituality or a specialized **research paper** on one issue of Child spirituality (topic pre-approved at the conference). Students will post their papers on the Blackboard site no later than July 17 for follow-up discussion. **250 points.**

4) Concluding reflections of summary insights: Students will read and respond to two of their classmates’ summary writing assignments (one thematic essay and one curricular/theory paper) during the final phase of the class. Postings must be completed by July 31st. **(100 points)**

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Policy Regarding Late Work

Late posts receive a 15% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due midnight 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 July 31st 2009.

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.

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
Totals				

Congregational Curricular Assessment Guidelines					
Domain	Non-compliance	Recognition	Comprehension	Analysis	Synthesis
Context reviewed in light of curricular plan	Congregational context ignored	Context described	Context defined in dialog with class objectives and/or reading	Context assessed in light of class objectives and/or reading	Context and objectives explicitly and/or implicitly guide curricular project and participants would be aware of method of assessment
Challenges and/or curricular Objectives	No Challenges or Objectives stated	Objectives Stated out of Challenges presented	Objectives selected within rationale for project with relationship to earlier group work	Objectives direct both content and methods of projects	Objectives and context explicitly and/or implicitly guide quality of curricular project.
Learning Activities Consistency	Inconsistent or missing activities	Activities defined	Activities defined and explained (with sources given)	Activities defined and explained (with sources given) in relation to curricular objectives	Activities documented and clearly identified with rationale within curricular plan as a whole
Learning Activities Coherence	Activities appear random	Activities seem to connect to larger project via objectives	Activities explained in relation to each other	Activities modified in light of context and objectives where appropriate	Activities explained in relation to each other and larger project (overall curriculum holds together as a unit)
Pertinence or involvement	Project does not directly relate to issues or challenges	Project relates but does not guide teachers through application process	Relates to issues/challenges and guides application	Relates to issues/ challenges but isolated from course resources or outside conversation	Transportable to other contexts and settings so that applies beyond current application
Writing	Lack of Formatting and writing style	Writing style but format errors	Style and Format with clear headers	Source citations incorporated where needed	Unified format with presentation quality
Surprise Factor or Other Variables (up to 10% of grade)					
Final Total					

Grading Rubric for Reading and Research Papers

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							