



Nazarene Theological Seminary

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

CED730 — Curriculum: Design and Delivery **Spring 2012** **Tue Feb 7- May 8; 6:-9:00 pm**

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 in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *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

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

Email: mahayse@mnu.edu

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.

Degree Objectives

The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

1. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
2. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
3. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.

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. Assignment 1, 3, 5
- 2) A working knowledge of the basic components of sound curriculum and an awareness of the future of curriculum theory. Assignment 1, 2
- 3) A working knowledge of basic theories of learning and with different teaching methods. Assignment 1, 3, 4, 5
- 4) A working knowledge of effective teaching/learning practices for a given age level or family ministry. Assignment 1, 2, 4, 5
- 5) An ability to craft and direct specific resources as part of a coherent curricular strategy for teaching the faith. Assignment 1, 2, 5

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

Title	Author(s)	pgs	ISBN (13 characters)	Publisher	Copyright Date	List price
<i>Christian Educators' Guide to Evaluating and Developing Curriculum</i>	Ferguson, Nancy	100	978-0817015237	Judson Press	2008	\$17
<i>How We Learn: The Christian Teacher's Guide to Educational Psychology</i>	Issler, Klaus and Ronald Habermas.	200	978 0801050391 (1994) 978-1579109677 (2002)	Baker Books or Wipf and Stock	1994/2002	\$22
<i>Course Design (6th or 7th Edition.)</i>	Posner, G.J & Rudnitsky, A.N.	300	978-0205457663 (7th edition) 9780801332500 (6th edition)	Allyn and Bacon	2005 (7 th) 2000 (6 th)	\$65 for 7 th Edition
<i>To Set One's Heart: Belief and Teaching in the Church</i>	Little, Sara	100	978-0804214421	Westminster John Knox Press	1983	\$30
<i>Curriculum Development in Postmodern Era, 2nd Edition</i>	Slattery, Patrick	350	978-0415953382	Routledge Press	2006	\$50
<i>What Video Games Have to Teach Us About Learning and Literacy. Second Edition: Revised and Updated Edition</i>	James Paul Gee	250	978-1403984531	Palgrave Macmillan	2007	\$13
<i>Note: students will have to read one age level required textbook as well but may draw from several options</i>						

Recommended Texts & Course Materials

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 Curriculum Design

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

Course Assignments & Requirements

1. Class Participation: general Moodle and Group participation (200 points) students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community. DO 1-3. CO 1-5

Moodle Discussion Component: To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included. Students will post 1-2 insights online by Sunday Evening 11:55 pm at the designated forum.

(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 Analysis- Educational resources and Educational Environment (200 points): students will provide a 1250-1750 word (5-7 page) assessment addressing two curriculum 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. DO 2. CO 2-5

3. Curriculum synthesis paper (200 pts): students will supply a 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). DO 1, CO 1-2

4. Teaching methods resource sheet (100 points): Students will research and collect resources that support various teaching methods at an age level. The 500-750 word (2-3 page) sheet will include a short synopsis of the selected age level reading (2-3 paragraphs) and additional teaching methods that support this approach. 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. DO 2-3, CO 4

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. DO 1, 3, CO 1-5

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	39
Online Participation in forums, groups, etc.	10
Reading	60
Writing	13
Other Assignments and Learning Activities	20
Exams & Quizzes	0
TOTAL	142

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations

Students will follow Turabian Form and Style where expected

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

Online posting after the assigned week will not be graded. All research/project work is due 11:55 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 or after the last week of class.

Additional Costs

Students may elect to purchase the age level text for review if they cannot locate one for check out.

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)

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 that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Working Course Calendar

Date	Week	Assignment
2/7	1	Intro to Curriculum Design and Delivery
2/14	2	Objectives, Outcomes, Structure; Ferguson & Posner TBD
2/21	3	Learning Families; Issler & Habermas TBD
2/28	4	Teaching and Faith; Sara Little TBD
3/6	5	Overall Design and Delivery Posner and Ferguson
3/13	6	Assessing Curricular Strategies Ferguson Age Level reading Curriculum Analysis- Educational resources and Educational Environment due in class
3/20	7	Reading and Research
3/27	8	Alternative Curricular Designs; Slattery TBD (Posner/Slattery) Comparative Review due in class
4/3	9	Curriculum as practice; Slattery TBD
4/10	10	Gaming and other practices; Gee TBD
4/17	11	Rethinking Church curriculum TBD
4/24	12	Curriculum Studio Teaching methods resource sheet due in class
5/1	13	Curriculum Studio
5/8	14	Closing Discussion Age level curriculum project due in class