Course Objective: To consider together issues of character, calling & competency for those engaged in teaching roles in the life of the Church. With these concerns in mind, each of us will be challenged to wrestle with questions like the following:

- How are we to respond to passages such as James 3:1 and others, which warn us that “not many of you should be teachers”?

- What manner of person must a teacher be, if he or she is to be faithful to the call of God?

- How can we discern specifics of our calling—what kind of teacher are we to be, and in what kind of setting? & etc.

- What is teaching? What is the biblical task of teaching in and through the Church?

- What can we learn about the teaching task from the biblical mandates and examples, particularly from the examples of Jesus and the Apostle Paul?

- What can we learn about teachers and the teaching task from historical and contemporary examples?

- What are some of the concerns teachers must always keep in view as they fulfill their teaching duties?

Required Reading:

Job & Shawchuck, A Guide to Prayer for Ministers & Other Servants
Nouwen, Henri, In the Name of Jesus
Palmer, Parker, To Know as We are Known
Robert Pazmiño, So What Makes our Teaching Christian?

If a student has previously read one of the required texts, he or she should read another book from the bibliography that will be distributed in class.

Each student will also read one (or more) additional book(s) in preparation for the final project/paper. Options for this reading will be discussed individually with each student.
Course Assignments: Percentage of final grade

• Attendance (in the full sense of the word) is required for all sessions........30%
  Your attendance grade is based upon your physical presence in the class
  sessions, your engagement with both the subject matter and your fellow
  participants in the class, and your interaction with all the required reading
  materials and course assignments. Use of the internet (unless requested by
  the professor), “texting” on cell phones, or similar activities work against the
  type of attendance the professor has in mind. Students are therefore expected
  to refrain from such behavior during class time. Course attendance will be
  self-graded, utilizing a form that will be distributed & discussed in class.

• Journal entries (assignments will be given during class sessions)...........30%
  The journal assignments (five entries in all) will involve personal reflections
  and interaction with the course readings & discussions. Each entry should be
  approximately 750-1000 words in length. Journal entries 1-3 will be received
  (for feedback) throughout the term (see above for dates). The completed
  journal (containing all entries—including any feedback from the instructor
  you have received along the way) should be handed in to the professor on the
  date designated in the course schedule above. The completed journal must
  have a cover sheet that includes the student’s name, box number, date of
  submission, course name and number, and the professor’s name.

• Final Project................................................................. 40%
  Each student will make a presentation to the class on the subject of teaching in
  a particular setting or with a particular group of learners. The presentation is
  to be approximately 15-20 minutes in length. Additional reading/research will
  be required in order to prepare a quality and informative presentation. A
  written overview of the presentation (outline, teaching plan, bibliography,
  etc.) must be given to the professor at the time of the presentation, as well as
  copies of any notes or other materials that are to accompany the class
  presentation. Students may choose to work in groups for this project, if they
  so desire (presentation time will be adjusted as deemed appropriate by
  professor). The project is to be graded as follows:
  --initial idea and outline handed in on 3/12 ........... 10%
  --class presentation, on 4/9, 4/16 or 4/23 .......... 30%

(As an alternative to the full presentation, a student may elect to write an
additional paper (of 1500-2000 words in length) on the chosen subject, and
make a 5-6 minute, ‘summary presentation’ to the class (and copies of the
paper must be distributed to the class). This option, however, must be
discussed with, and approved by, the professor no later than 3/5).
### Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment due for class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Class introduction; The dangerous vocation of the Christian teacher</td>
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<tr>
<td>2/5</td>
<td>Called to teach? Attributes &amp; Aptitudes of a Christian teacher.</td>
<td>Journal entry 1 is due</td>
</tr>
<tr>
<td>2/12</td>
<td>Definitions of Teaching</td>
<td>Read all of Palmer text.</td>
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<tr>
<td>2/16-20</td>
<td>FIRST READING WEEK</td>
<td>NO CLASS SCHEDULED</td>
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<tr>
<td>2/26</td>
<td>Professor away this week</td>
<td>NO CLASS SCHEDULED</td>
</tr>
<tr>
<td>3/5</td>
<td>Definitions of teaching (continued); Attributes &amp; Aptitudes (continued)</td>
<td>Journal entry 2 is due</td>
</tr>
<tr>
<td>3/12</td>
<td>Attributes &amp; Aptitudes (continued)</td>
<td>Initial outline and overview of final presentation (or paper) is due.</td>
</tr>
<tr>
<td>3/19</td>
<td>Guest Presenter “So What Makes our Teaching Christian?”</td>
<td>Read all of Pazmiño text.</td>
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<tr>
<td>3/23-27</td>
<td>SECOND READING WEEK</td>
<td>NO CLASS SCHEDULED</td>
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<tr>
<td>4/2</td>
<td>Listening to ‘seasoned’ teachers; Attributes &amp; Aptitudes (continued)</td>
<td>Read all of Nouwen text.</td>
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<tr>
<td>4/9</td>
<td>Teaching in various settings; Attributes &amp; Aptitudes (continued)</td>
<td>Student presentations</td>
</tr>
<tr>
<td>4/16</td>
<td>Teaching in various settings; Attributes &amp; Aptitudes (continued)</td>
<td>Student presentations</td>
</tr>
<tr>
<td>4/23</td>
<td>Teaching in various settings; Attributes &amp; Aptitudes (continued)</td>
<td>Student presentations</td>
</tr>
<tr>
<td>4/30</td>
<td>Completed Journal is due to Professor by 4pm (NOTE: Graduating Seniors must be turned in by 4pm on Fri., 4/24)</td>
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**NOTE:** The text, *A Guide to Prayer for Ministers & Other Servants*, is to be read throughout the term. Students should use this as a devotional guide each week, engaging the Scriptures, readings, prayers and hymns that are suggested. Feel free to use this in ways that are most helpful for you. You may, if you wish to, interact with elements of this book in any or all of journal entries. You will be asked to comment on your use of this text as part of your final self-grade for course attendance.
The Journal Entries

As you write your journal in the following five entries, try to interact with course lectures, discussions and readings. Above all, however, focus on the particular question for each assignment and push yourself to respond openly and deeply to the issues being raised. Feel free to be creative as you write: poetry, artwork, etc., are all welcome (but by no means required, or even expected). Consider the possibility of writing in the language of prayer, as St. Augustine did when he wrote his Confessions. Here’s a brief sample:

“I was still a boy when I first began to pray to you, my Help and Refuge. I used to prattle away to you, and though I was small my devotion was great when I begged you not to let me be beaten at school. Sometimes, for my own good, you did not grant my prayer, and then my elders and even my parents, who certainly wished me no harm, would laugh at the beating I got—and in those days beatings were my one great bugbear.” (9.2).

Assignment for Journal Entry #1 – James 3:1 gives a stern warning to those who would presume to be teachers. Indeed, similar warnings are sounded throughout the Scriptures. This being so, do you truly believe that you are called by God to a teaching role? If so, why? If you are as yet unsure, what may be the sources of your uncertainty.

Assignment for Journal Entry #2 – Think back upon your own educational experiences and consider the impact of one teacher (in a formal or non-formal context) who made an impact upon your life for good. Write a letter of thanksgiving to that teacher. Or, if you are not able to contact that teacher directly, write a letter of thanksgiving to God for that teacher.

Assignment for Journal Entry #3 – As you seek to discern your teaching call, think about the specific learners to whom you feel God may be calling you, including issues of age, gender, culture, nationality, etc. What differences might it make to teach in that (or those) particular setting(s)—either in terms of how you must teach (pedagogical strategies) or in terms of what kind of person (character issues) you will need to be to teach effectively.

Assignment for Journal Entry #4 – In pursuit of God’s call upon your life, what are some particular hindrances, temptations or trials you have had to deal with or sense you may have to deal with in the future? Try to be honest, especially, about your weaknesses (as you currently perceive them), and how these have presented (or may one day present) special challenges to you as you pursue God’s call to love and serve others in a ministry of teaching.

Assignment for Journal Entry #5 – According to the S.H.A.P.E. model for discerning our unique vocation, we should consider our Spiritual gifts, our Heart (passions), our Abilities, our Personality, and our Experiences. Reflect upon these categories, and consider how these may point to (perceived) strengths for particular ministry possibilities. On the other hand, be mindful of how these “strengths” might actually become “snares” if not handled with humility and care.
Attendance Self-Grading Form

Please approach this self-grading for attendance with honesty and integrity. The expectation for this course has been that you would be present physically for all class sessions and would seek to engage the materials and respect your fellow class participants. You have also been expected to complete all required readings for the course. In light of this, please assign to yourself a grade for each of the following components and offer any explanatory comments you would like to add. Weight the various components equally, and then assign a final attendance grade for yourself. **Attach the completed form to the back of your completed journal.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Self-Grade</th>
<th>Comments (welcomed, but not required)</th>
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</thead>
<tbody>
<tr>
<td>Physical attendance at all sessions (keep in mind, as well, such issues as arriving at class on time and staying for the entirety of the class)</td>
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<td>Attentiveness to the subject matter and to your fellow class participants</td>
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<td>Level of engagement with the required reading for the course</td>
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<tr>
<td><strong>Final Attendance Grade</strong></td>
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</tbody>
</table>

Student Name _________________________________________________________

Signature & Date ______________________________________________________