NOTE: PRE-COURSE ASSIGNMENT

I. *Teaching the Faith, Forming the Faithful*
   - Read chapters 1 through 7.
   - Respond to each of the following questions (one double-spaced typed page each) that appear on:
     1. Question 1 on p. 45
     2. Question 1 on p. 73
     3. Question 3 on p. 95
     4. Question 4 on p. 122
     5. Question 1 on p. 145
     6. Question 3 on p. 175
     7. Question 7 on p. 207
   - Ready to hand them in as one packet (i.e., stapled – total of 7 pages) at the beginning of the first session.

II. *A Many Colored Kingdom*
   - Read Introduction and chapters 1 through 3.

**EM 502 The Educational Ministry of the Church**  
**May 19-23, 2014** Gordon-Conwell Theological Seminary, Hispanic Program in Nassau, Bahamas

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**Course Description:**
This course provides a broad overview of the critical issues concerning the teaching ministry of the church. Students will be challenged to develop a philosophy of educational ministry with a focus on Christian formation. (From the GCTS 2012 catalog)

This course will introduce students to the theory and practice of educational ministry, particularly as it is practiced within a Christian formational education framework. This course will proceed in a twofold process: First, the introduction to and analysis of the foundational issues in educational ministry. Second, the exploration of the issues related to conceptualizing, planning, and executing educational ministry where the whole church is considered as the curriculum for the formation of the people of God.

This course aims to encourage students to engage in meaningful praxis by providing ample opportunities for students to (1) explore and design educational experiences based on the theories explored in class, (2) engage in various experiential teaching-learning opportunities, and (3) facilitate meaningful educational experiences and reflect on those experiences. The class is intended to foster a sense of the “learning community” so as to simulate the possible vocational ministry settings faced by students upon graduation.

**Course Texts:**

**Required:**

**Recommended:**
### Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/19M 6-10PM</td>
<td>Introduction to the Course</td>
<td></td>
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<tr>
<td></td>
<td>Purpose of Educational Ministry (EM) I</td>
<td></td>
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<tr>
<td>5/20T 6-10PM</td>
<td>Purpose of EM II</td>
<td></td>
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<td></td>
<td>Proclamation in EM I</td>
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<tr>
<td>5/21W 6-10PM</td>
<td>Proclamation in EM II</td>
<td></td>
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<tr>
<td>5/22R 6-10PM</td>
<td>People in EM I</td>
<td>\textit{TFFF, chs.8-9} Respond to both Q3 (ch.8) on p.234 &amp; Q3 (ch.9) on p.263 in \textit{TFFF}.</td>
</tr>
<tr>
<td>5/23F 8AM-5PM</td>
<td>People in EM II</td>
<td></td>
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<td></td>
<td>Process of EM I</td>
<td></td>
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<tr>
<td>5/24Sa 8AM-1PM</td>
<td>Process of EM II</td>
<td>Jot down at least three to four salient points for each of the 4 P’s – namely, \textit{purpose, proclamation, people, &amp; process}, as if you were coming up with a very rough outline of the EMC Framework Project.</td>
</tr>
<tr>
<td>6/27F</td>
<td>Educational Formation Ministry Framework Project Due</td>
<td></td>
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</tbody>
</table>

### Course Expectations:

- **Pre-Course Assignment (30%):** See above

- **Classroom Attendance, Participation, Reading notes (30%)**
  Students should be ready during each class period to (1) recall the major tenets of the readings and be able to reflect the readings theologically and ethically; (2) raise questions pertaining to the readings and brainstorm educational/ministerial implications on the readings; and (3) actively participate in classroom activities and promote and maintain the learning community in class.

To facilitate such participation, students are to come prepared with a one single-spaced page notes based on the assigned reading for each day.

Students are not allowed to add anything to the notes throughout the day, but to hand in the daily notes at the end of each day.

- **EMC Framework Project (40%)**
  After having read the course texts in their entirety, and by carefully interacting with the course texts (with copious quotations/citations of the relevant quotes) and classroom materials/experiences students are to conceptualize/articulate his/her overarching & integrative framework of educational formation ministry using the 4 P’s – namely, \textit{purpose, proclamation, people, & process}.

The project should be no more than 5 single-spaced pages demonstrating the student’s understanding of the integration and confluence of the 4 P’s of educational formation ministry. The student is then to design a chart/diagram/drawing that summarizes his/her EMC Framework in an attractive manner.

Students are to send the paper electronically (with the student’s name and course number as the title of the document – ex, “ShinEugene EMCFramework.pdf” - .pdf only) to the instructor (\texttt{em502emc@gmail.com}) by 11:59pm on June 27 (Friday).

**Important!**
- Late Papers will be docked a letter grade for each day they are late. No exceptions.
- Observe the page and/or word limit when writing papers.
- Copious citations of sources are expected in all the assignments. All citations (footnotes) should be in Turabian* format.


- Footnotes:
  - First Footnote: ¹Gary Parrett and Steve Kang, *Teaching the Faith, Forming the Faithful* (Downers Grove: IVP, 2009), 145.
- Bibliography:

- We are members of an academic community with high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and seeking to follow Jesus’ example of integrity and truthfulness. **Academic honesty** is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, most pertinent to this class include, but are not limited to:
  - CHEATING: Using unauthorized material or unauthorized help from another person in any work or examination submitted for academic credit.
  - FABRICATION: Inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported spiritual activities.
  - FACILITATING ACADEMIC DISHONESTY: Providing unauthorized material or information to another person.
  - PLAGIARISM: Representing the work of another as one’s own without acknowledging the source.
  - MISREPRESENTATION. Giving the impression of having done more significant work than you actually did. Examples include: padding references with works not consulted, doing less than your fair share on a group project.

**Bibliography:**


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Dykstra, Robert, Allan Hugh Cole, Jr., and Donald Capps.  *Losers, Loners, and Rebels: The Spiritual Struggles


