If you win the whole world and lose the mind of the world, you will soon discover you have not won the world. Indeed it may turn out that you have actually lost the world .... Responsible Christians face two tasks— that of saving the soul and that of saving the mind.

—Charles Malik, *The Two Tasks*

I. **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 as well as teaching and Christian theology. 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 related to spiritual formation, the teaching ministry, and Christian theology. 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.

II. **REQUIRED COURSE TEXTS**

- The Heidelberg Catechism. Cleveland, OH: United Church Press, 1962. (Also available online at a number of sites. See


**III. COURSE EXPECTATIONS & REQUIREMENTS**

**• Classroom Attendance and Participation (10%)**

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 maintaining the learning community in class.

**• Book Review (40% - 20% points each)**

Read both Book A and Book B. Write a 4-page paper outlining the following: (1) a summary of its main contents or core argument (page 1); (2) a critical assessment of the contents or core argument of the book (page 2) and (3) an evaluation as to how the contents of this book or its core argument apply to your current ministry (page 3). In addition to these 4 pages, please include a first presentation page and subject or conform your paper to Turabian¹ format guidelines. (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document).


**Educational Formation Ministry Framework EM502 Paper - The Educational Ministry in Your Church – Paper/Project (50 %)**

Select a church (primarily yours). Investigate and gather a copy of its educational ministry. Describe its educational structure or programs by drawing a diagram. Please observe authority/hierarchical lines. By carefully interacting with the course texts and classroom materials/experiences, students are to conceptualize/articulate an overarching framework of educational formation ministry based on the motif where the local church is, the particular locale, curriculum or formation system in God’s household in his ongoing redemptive work for and through his people in the world. The project should be 15 pages demonstrating the student’s understanding of the integration and confluence of the purpose, proclamation, people, and process of educational formation ministry as well as the teaching ministry of the church and the theology of Christian education. Students must send the paper electronically to drdescobarararcay@gmail.com. (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document). The paper will be returned electronically with the instructor’s comments later. **Due:**

- Late Papers will be docked a letter grade for each day they are late.
- All citations (footnotes) should be in Turabian¹ format.

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IV. Tasks (Papers) & Deadlines (Dates) & Criteria for Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Deadlines</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Attendance &amp; Participation</td>
<td>ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Book Review – Grounded in the Gospel</td>
<td>November 1st, 2015</td>
<td>20</td>
</tr>
<tr>
<td>Book Review – Your Mind Matters</td>
<td>November 1st, 2015</td>
<td>20</td>
</tr>
<tr>
<td>Educational Formation Ministry Framework</td>
<td>December 1st, 2015</td>
<td>50</td>
</tr>
<tr>
<td>The Educational Ministry in Your Church – Paper/Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points = 100

• Criteria for Evaluation
see Rubrics at the end of the syllabus for the book reviews and the EM502 paper.

V. GRADING SCALE (TAKEN GCTS CATALOG)
The following numerical values are assigned to the letter grade evaluations for purposes of determining grade point average: A+ = 4.0; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0.0. Grade point averages are never rounded off. No exceptions are granted to this method of computing a student's grade point average.

VI. COURSE CALENDAR/SCHEDULE
Introduction – Greetings Who are we?

First Day – Thursday, November 5, 2015
CONCEPTS, FOUNDATIONS, CORE ISSUES, SUBSTANCE
GUIDING QUESTION: WHY & HOW DO WE GROUND THE CONTEMPORARY EDUCATIONAL MINISTRY OF THE CHURCH IN BIBLICAL, SPIRITUAL FORMATION AND THEOLOGICAL GROUNDS?

<table>
<thead>
<tr>
<th>TOPICS/THEMES/PRESENTATION</th>
<th>READINGS/TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for Our Times &amp; The Scriptures</td>
<td>TEXTBOOK: Parrett &amp; Kang’s Teaching the Faithful, Forming the Faithful</td>
</tr>
<tr>
<td>Biblical &amp; Theological Foundations for Teaching</td>
<td>Part 1 (chapters 1 &amp; 2) Purpose: A Mission to Fill</td>
</tr>
<tr>
<td>Ministry of the Church</td>
<td>Part 2 (chapters 3, 4 &amp; 5) Proclamation: A Message to Obey and Teach (pages 17-146)</td>
</tr>
<tr>
<td>Purpose, Proclamation</td>
<td></td>
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</table>

Second Day – Friday, November 6, 2015
PEOPLE – STUDENTS, TEACHERS, PASTORS
GUIDING QUESTION: WHO AND HOW DOES PEOPLE TEACH AND LEARN?

<table>
<thead>
<tr>
<th>TOPICS/THEMES/PRESENTATION</th>
<th>READINGS/TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bible, Theology &amp; The Participants</td>
<td>TEXTBOOK: Parrett &amp; Kang’s Teaching the Faithful, Forming the Faithful</td>
</tr>
<tr>
<td>Ministers as Agents for Scriptures, Truth, Discipleship, Change &amp; Transformation</td>
<td>Chapter 6 Teachers Among Us</td>
</tr>
<tr>
<td></td>
<td>Chapter 7 Attitudes and Attributes of Christlike Teachers</td>
</tr>
</tbody>
</table>
### Third Day – Saturday, November 7, 2013

**RESOURCES – CURRICULUM, PROGRAM, SCHEDULE, POLICIES, TRAINING**

**GUIDING QUESTIONS:** *What are the governing or shaping educational or pedagogical structures of my church?*

<table>
<thead>
<tr>
<th>TOPICS/THEMES/PRESENTATION</th>
<th>READINGS/TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curriculum</td>
<td>TEXTBOOK: Yount’s <em>The Teaching Ministry of the Church</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 10 The Pastor as Teacher</td>
</tr>
<tr>
<td></td>
<td>Chapter 15 Teaching Preschoolers</td>
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<tr>
<td></td>
<td>Chapter 16 Teaching Children</td>
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<td></td>
<td>Chapter 17 Teaching Youth</td>
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<tr>
<td></td>
<td>Chapter 18 The Adult Learner</td>
</tr>
<tr>
<td></td>
<td>(pages 149-208; 236-264)</td>
</tr>
<tr>
<td></td>
<td>TEXTBOOK: Yount’s <em>The Teaching Ministry of the Church</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 19 Selecting &amp; Evaluating Curriculum</td>
</tr>
<tr>
<td></td>
<td>(pages 363-380)</td>
</tr>
<tr>
<td></td>
<td>TEXTBOOK: Harris’ <em>Fashion Me a People: A Curriculum in the Church</em></td>
</tr>
<tr>
<td></td>
<td>Part 2 Vocation</td>
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<tr>
<td></td>
<td>Chapter 4 Koinonia</td>
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<tr>
<td></td>
<td>Chapter 5 Leiturgia</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 Didache</td>
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<tr>
<td></td>
<td>Chapter 7 Kerygma</td>
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<tr>
<td></td>
<td>Chapter 8 Daikonia</td>
</tr>
<tr>
<td></td>
<td>(pages 75-163)</td>
</tr>
<tr>
<td>Curriculum &amp; Commitments</td>
<td>TEXTBOOK: Parrett &amp; Kang’s <em>Teaching the Faithful, Forming the Faithful</em></td>
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<tr>
<td></td>
<td>Chapter 13 Commitments for a Congregational Curriculum (Part 1)</td>
</tr>
<tr>
<td></td>
<td>Chapter 14 Commitments for a Congregational Curriculum (Part 2)</td>
</tr>
<tr>
<td></td>
<td>(pages 361-390)</td>
</tr>
</tbody>
</table>

### Fourth Day, Sunday, November 8, 2015

**VENUES – STRATEGIES, METHODS, TECHNIQUES, STRUCTURES**

**GUIDING QUESTION:** *How does my church accomplices its educational ministry vision?*

<table>
<thead>
<tr>
<th>TOPICS/THEMES/PRESENTATION</th>
<th>READINGS/TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visions &amp; Strategies</td>
<td>TEXTBOOK: Parrett &amp; Kang’s <em>Teaching the Faithful, Forming the Faithful</em></td>
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<tr>
<td></td>
<td>Chapter 13 Commitments for a Congregational Curriculum (Part 1)</td>
</tr>
<tr>
<td></td>
<td>Chapter 14 Commitments for a Congregational Curriculum (Part 2)</td>
</tr>
<tr>
<td></td>
<td>(pages 361-390)</td>
</tr>
</tbody>
</table>
VII. SELECTED BIBLIOGRAPHY


Pazmiño, Robert W. *By What Authority Do We Teach?* Grand Rapids: Baker, 1994.


RUBRIC FOR EVALUATION OF BOOK REVIEWS (20%)

4 GRADING AREAS = CONTENT, PROCESS, FORMAT & GRAMMAR

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>POINTS</th>
<th>REFLECTION/DESCRIPTION/EVALUATING</th>
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</thead>
<tbody>
<tr>
<td>CONTENT, KNOWLEDGE, UNDERSTANDING</td>
<td>4</td>
<td>Does your review shows understanding of content and of summarizing strategies (concept, relationships among ideas, using key vocabulary)?</td>
</tr>
<tr>
<td>THINKING, PROCESSING</td>
<td>4</td>
<td>Does your review clearly and thoroughly explain the key message/purpose of the book?</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>4</td>
<td>Does your review communicates ideas in a logical order?</td>
</tr>
<tr>
<td>CONVENTIONS, GRAMMAR</td>
<td>4</td>
<td>Does your review follow standard English grammar conventions?</td>
</tr>
<tr>
<td>FORMAT, TURABIAN</td>
<td>4</td>
<td>Does your review adhere the Turabian² format?</td>
</tr>
</tbody>
</table>

RUBRIC FOR EVALUATION OF Educational Formation Ministry Framework EM502

Paper - The Educational Ministry in Your Church – Paper/Project (50%)

4 GRADING AREAS = CONTENT, PROCESS, FORMAT & GRAMMAR

45-50 points: The submission provides a thorough review and addresses all required content areas and questions; is scholarly, relevant and well-written; and meets all other established submission requirements. The student's paper demonstrates an understanding of the relevant particulars and larger context. The formats for writing and citing sources fully align with APA rules and guidelines.

39-44 points: A scholarly response that is well-written and referenced. The student demonstrates that he/she understands the relevant particulars and content areas as addressed in the assignment instructions and questions. There are a few grammatical errors or minor violations of APA writing standards and/or guidelines for citing sources.

29-38 points: The student demonstrates a basic understanding of the relevant particulars and content areas, but has difficulty applying research and concepts to the topics and issues inherent in the assignment instructions and questions. Very little research is conducted, and the

quality of writing may contain grammatical and structural errors. There are several errors in APA writing standards and/or guidelines for citing sources.

20-28 points: The paper falls short of a thorough review, and may omit discussion on areas relevant to the topic as addressed in the assignment instructions and questions. Comments are not based on relevant content and literature, and there is little to no research. The entry contains grammatical and structural errors, and the submission is late and/or incomplete. There is little observance of APA writing standards and/or guidelines for citing sources.

0-19 point: The paper is minimal and does not meet the scholarly expectations for the assignment. There is little to no research, and the entry may contain significant grammatical and structural errors. The basic criteria regarding content, research, length, sources, due dates, etc. have not been met. APA rules and guidelines are not utilized.