

ERSKINE THEOLOGICAL SEMINARY
CE-560: EDUCATION AND THEOLOGY
FALL SEMESTER 2011

PLEASE **NOTE HYPERLINKS** TO HELP YOU NAVIGATE SYLLABUS

[Erskine Theological Seminary](http://www.erskine.edu)
P.O. Box 668, Due West, SC 29639

Tuesdays
7:00 pm to 10:00 pm
Beginning 8/30 – Ending 12/6

Professor: M. Jerdone Davis, Ed.D.
Office: 864-379-6554
P. O. Box 668
Due West SC 29639



jdavis@erskine.edu

Fax: 864-379-3171
[Erskine Faculty Web](#)

OFFICE HOURS:

(Erskine Campus)

Tuesdays: 1:00 p.m. – 4:00 p.m.

However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.

COURSE DESCRIPTION

This course examines the implications of theological propositions, assumptions, and traditions for the practice of Christian Education. Theological approaches to Christian Education are examined from the perspectives of knowledge about God, revelation, the nature of the church, the nature of humanity, and the mission of the Church in the world. The aim of the course is to ensure consistency between theology and Christian Education in the Church's education programs and ministries.

Required. *3 hours.*

COURSE GOALS AND LEARNING OBJECTIVES

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the Seminary offers courses in Christian Education and the Master of Arts in Christian Education degree. Two goals for that degree program relate particularly to this course:

1. To help students gain or develop the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry.

2. To help students gain or develop a theology of educational ministry arising from Biblical and theological foundations, and consistent with the student's church tradition.

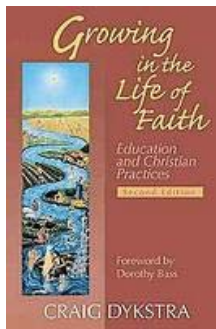
In addition to these goals, the professor intends that students will accomplish the following objectives, by being able to:

1. Articulate a beginning understanding of possible relationships of theology and education in Christian education theory and practice.
2. Articulate clearly their theological perspectives of educational theory and practice.
3. Use critical theological thinking to plan for, implement, and evaluate educational ministry programs.
4. Identify and compare educational implications from the students' faith traditions' theological foundations and beliefs to their own. (The students' theological foundations and beliefs may or may not be the same as those of their faith traditions.)

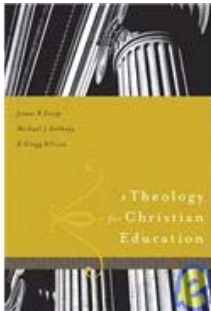
REQUIRED READINGS AND RESOURCES

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

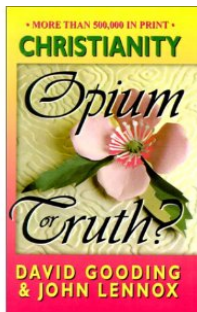
PLEASE NOTE: A SIGNIFICANT PORTION OF READING IS DUE BY THE SECOND CLASS IN SEPTEMBER. IT IS YOUR RESPONSIBILITY TO OBTAIN/PURCHASE/BORROW THE TEXTBOOKS IN ORDER TO HAVE THE ASSIGNED READING COMPLETED BEFORE COMING TO CLASS.



Dykstra, Craig. *Growing in the Life of Faith: Education and Christian Practices*, 2nd Ed. Louisville, KY: John Knox Press, 2005.



Estep, James R., Jr., Michael J. Anthony, and Gregg R. Allison. *A Theology for Christian Education*. Nashville, TN: B&H Publishing Group, 2008.



Gooding, David, and John Lennox. *Christianity: Opium or Truth?* W. Port Colborne, ON: Myrtlefield Trust, 1997. ISBN: 1-882701-46-1

COURSE REQUIREMENTS AND EXPECTATIONS

Attendance – Your preparation for, presence at, and participation in all class sessions is assumed for a passing grade. Each student, therefore, is expected to arrive on time, including following class breaks, and to attend all class meetings for their duration. In the event that an absence is necessary—for whatever reason, including pastoral duties, work, or family responsibilities—the student is responsible for all assignments and all work done in class. Absences in excess of three (3) hours, may limit one’s final grade to no higher than a "B." Absences in excess of seven (7) hours likely will result in receiving no credit for the course. Any student who misses seven or more cumulative hours of class should complete a Drop/Add and Course Withdrawal form and give to the registrar withdrawing from the course rather than failing it. Students who miss more than three hours of class are required to do extra work and are expected to take the initiative to secure the assignments for make-up work from the professor. Failure to complete extra

work will result in the reduction of one's final course grade by one full letter grade.

Seminary Policies – Click this link and read carefully as a part of this syllabus contract: http://seminary.erskine.edu/content_policies/SeminaryPoliciesforETSSStudents.pdf

Assignments – The design of assignments is to enhance the student's learning experience and to stimulate vision for ministry. Assignments are due *in class* on the date indicated in the Course Calendar (p.8-9). An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted up to one week after the assignment is due but will receive a penalty reduction of one letter grade. Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

Required Assignments Summary - 100 points possible (Due Dates according to Course Calendar)

1. Class Participation:	15 points
2. Personal Journey Journal & Oral Presentation with Discussion	15 points
4. Forming a Theologically-Based Apologetic	20 points
5. Educational Ministry Research	30 points
6. Vision Summary	<u>20 points</u>

CLASS PARTICIPATION AND READING

REQUIREMENTS: The success of each class depends upon group and individual participation in a seminar style format. Projects assigned the student are the fodder from which class discussion, exploration, and learning arise. It is incumbent upon each student to stay current with assignments and required reading in order to participate intelligently and effectively. Each student has unique experiences, owns unique gifts and talents, and will develop individual research to share with each other during the semester in this class.

A suggested schedule is included in the “Assignments Due” portion of the course schedule of this syllabus. The textbook readings are included to stimulate critical thinking about the projects required in this course. The principles and philosophies presented in these textbooks form the background for all discussions and all critiques of educational ministries in which students will participate during the semester. The professor assumes that students take seriously the reading assignments. Failure to read the assignments in a timely manner will result in “end-of-the-semester” letter grade reductions. *See Course Schedule for Suggested Timetable* **15 points**

PERSONAL JOURNEY JOURNAL: During the **THIRD session of class**, we will discuss each person’s unique theological journey.

1. Think through the philosophical worldview(s) undergirding your college curriculum. Discuss the negative or positive impact upon your moral development. Did this worldview (these worldviews) support or impugn a Christian worldview? As best as you can detail, restructure this (these) worldview(s) as part of your journal.

2. Remember significant experiences with or without the experiences of church attendance from childhood through your adult years to date. As best as you can recall, reconstruct the theological base that presupposed the educational ministry by which you learned the great stories of the faith, including the oversight of the leadership, the pastor(s), and the individual teachers whom you remember. This exercise focuses on four primary areas: worship, children’s ministry, youth ministry, and adult ministry with each area subdivided as necessary to aid each individual’s audit of his/her theological experiences. [If you were brought up outside of the Christian faith, or without any formal faith tradition, discuss the underpinning work of legal guardians (i.e., parents, foster parents, other), that formed in you a particular moral compass and/or belief system. Explain the process, the goals, and the results in your life.]

3. The written journal is due (by e-mail attachment to jdavis@erskine.edu) no later than **Saturday evening, 24 September 2011, at 5:00 p.m.** (See Style & Form Standards for required format.)

4. From the extensive journal written on numbers 1 & 2 above, form a summary lasting no more than 5 minutes from which you will share your theological journey with the class. Each oral account will form the basis for seminar discussion on **27 September 2011.** **15 points total for entire assignment**

FORMING A THEOLOGICALLY-BASED

APOLOGETIC: Based on the worldview(s) identified in your first assignment, use academic journals to develop your critical thinking of these worldviews from a solid theological platform. Watch the selected video vignettes on the EVC classroom site, and form an apologetic response to questions posed in the EVC classroom. The apologetic responses to these questions are to reflect your theological research from academic journals and your particular faith tradition’s interpretation of Biblical doctrines. An

online symposium in the EVC classroom will replace three evenings of class (10/25, 11/1, & 11/8). **During these scheduled class hours** (nine hours total), each student (utilizing your research findings) will interact with each other in answering each question in a threaded discussion. The minimum of two posts per question is required with a maximum of five posts recommended. (Absence from any part of these symposia will be counted as an unexcused absence per class period.)

The professor expects each student to respond articulating in his/her own words arguments from your research that are forming your theological convictions. The substance of your responses will constitute the major portion of your grade for this assignment. Prior to each EVC class, **hand in by e-mail attachment to jdavis@erskine.edu** an **outline** of your apologetic with a **bibliography** of no less than **ten** resources. Included in these ten resources are all posted video vignettes (counted as one source), the required textbooks and the Bible (counted as four sources), and five other academic references (academic journals and books). **20 points**

EDUCATIONAL MINISTRY RESEARCH: Over the course of the semester, each student will focus his/her attention on the four main areas of educational ministry in a church of the student's choosing: worship service, children's ministry, youth ministry, and adult ministry. Observations should detail selected classes/events in **EACH** area. Sunday school classes are one option, or other educational opportunities such as Sunday programs, youth Bible studies, service opportunities requiring a Bible lesson are other options for this assignment. Within these classes/events, the student listens for and documents "theological" approaches to the individual class/event studied:

- a. Denominational and/or Church theological presuppositions.
- b. Theological content embedded in the curriculum studied.
- c. Actual theological bias presented by the teacher.
- d. Theological doctrine nuances suggested by pupils in the classroom.
- e. Type of theology transferred by methods used in teaching/learning (e.g., stars given for memory verses, ignoring those who do not participate, etc.)
- f. Critique from a Biblical perspective of each area observed.

Imbedded within the possible 30 points will be the student's presentation of findings during class on **15 November 2011**, as well as the **completed written project** due either by e-mail or by hard copy to the professor on **15 November 2011**.

30 points

VISION SUMMARY: Keeping a workbook of all projects and class discussions, the student will complete this course by evaluating his/her personal theological system and the theological system of his/her church or denomination as each relates to the educational ministry of the Church. Taking into consideration the observations made regarding each class/event observed throughout the semester, the student will write a vision summary of his/her intentional theological approach(es) to these areas of educational ministries in the Church. In formulating this vision, the student will incorporate and/or critique principles learned from both required textbook readings as well as the journal articles s/he read for the course. This summary should be no less

than ten pages and no longer than twelve. ***FIVE REFERENCES BEYOND THE REQUIRED READINGS, THE BIBLE, AND VIDEO VIGNETTES IN THIS COURSE ARE REQUIRED FOR THIS ASSIGNMENT. SEE BIBLIOGRAPHY INCLUDED IN THIS SYLLABUS.*** Utilize the McCain Library ILL librarian if necessary, making your requests for loan materials early in the term. Please do not wait until you are writing your papers to request. The turn around time for ILL requests is roughly two weeks or longer!!

Imbedded in the 20 possible points for this assignment will be the student's individual presentation of his/her vision summary (from a rough draft) in class on **29 November 2011**, as well as the **final written portion** of the assignment due by **NOON** on Tuesday, **6 December 2011**, either by e-mail or by hard copy. **20 points**

HYBRID COURSE: At times (other than the required assignment above), the professor may choose to have class on the EVC website under Hybrid courses instead of meeting in the seminary classroom. The professor will e-mail students in plenty of time. The student must report to the classroom as instructed by the professor, or s/he will be counted as absent for the particular EVC class meeting. These classes may take the form of threaded discussions that must be monitored by each student as well as the professor for successful discussion. The classroom login key will be e-mailed to each student prior to the start of the semester.

ADDENDUM: Uploaded to the EVC classroom will be a packet containing the grading templates the professor uses for each of your assignments to help you in knowing the professor's expectations. (There is no grading template for "Class Presentation and Reading Assignments.")

ERSKINE THEOLOGICAL SEMINARY
CE-560: EDUCATION AND THEOLOGY—ERSKINE CAMPUS
FALL SEMESTER 2011

COURSE SCHEDULE

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
30 August 2011	INTRODUCTIONS: Roll/Syllabus, PERSONAL THEOLOGY LIBRARY TIME	BEGIN YOUR READING ASSIGNMENTS BEFORE THIS FIRST CLASS!
6 September 2011	FOUNDATIONS: Biblical/Theological Roots LIBRARY TIME	Estep: The First 43 pages of the text. Dykstra: ix -- 14. Gooding: Chs. 1&2.
13 September 2011	FOUNDATIONS (Con): Biblical/Theological Roots SUMMARY OF RELIGIOUS THEOLOGIES	Estep: Pages 44-101. Dykstra: Pages 15-33. Gooding: Chs. 3&4.
20 September 2011	SUMMARY OF RELIGIOUS THEOLOGIES (Con)	Estep: Pages 102-146 Dykstra: Pages 34-49 Gooding: Chs. 5&6.
27 September 2011	PERSONAL JOURNEY SEMINAR	Written Portion: Due 9-20-11 Personal Theological Journey Paper
4 October 2011	LIBRARY DAY	Estep: Pages 102-146 Dykstra: Pages 53-79. Gooding: Ch. 7.
11 October 2011	ED. MIN. PROGRAMS Integration of Theology	Estep: Pages 147-199 Dykstra: Pages 83-128.
18 October 2011	ED. MIN. PROGRAMS Evaluation of Existing Programs	Estep: Pages 200-263.
25 October 2011	EVC CLASS I Q&A RESPONSES	Estep: Pages 264—302.
1 November 2011	EVC CLASS II Q&A RESPONSES	
8 November 2011	EVC CLASS III Q&A RESPONSES	

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
15 November 2011	ED. MIN. CURRICULUM	Ed'ctl Min. Research Due (11/15)
22 November 2011	HAPPY THANKSGIVING	
29 November 2011	Present Individual Theological Vision Summaries	ROUGH DRAFTS DUE IN CLASS FINISH UP UNREAD ASSIGNMENTS BY THIS DATE.
6 December 2011	NO MEETING DURING EXAM PERIOD	FINAL SUMMARIES DUE IN MY OFFICE or BY E-MAIL BY NOON ON 12/6/2011!!



Carattini, Jill. "Hoax or History?"

<http://www.rzim.org/USA/Resources/Read/ASliceofInfinity/TodaysSlice.aspx?aid=9986>. (RZIM, 2008).

_____. "So Many Choices."

<http://www.rzim.org/USA/Resources/Read/ASliceofInfinity/TodaysSlice.aspx?aid=8701>. (RZIM, 2005).

Childs, Betsy. "The Spinning Compass."

<http://www.rzim.org/USA/Resources/Read/ASliceofInfinity/TodaysSlice.aspx?aid=8918>. (RZIM, 2005, 2007).

Copan, Paul. "St. Augustine and the Scandal of the North African Catholic Mind." In the *Journal of the Evangelical Theological Society* 41/2 (June 1998): 287-295.

<http://www.paulcopan.com/articles/pdf/scandal-north-african-catholic-mind.pdf>.

Additional reference:

http://www.earlychurch.org.uk/article_augustine_copan.html.

C.S. Lewis Institute. http://www.cslewisinstitute.org/Resource_Center. Control/click on this website for a wealth of resources in apologetics and theology. Free podcasts, downloads of both audio and video recorded sermons/lectures, discussions, and more.

Dobson, Kevin James. The movie: "Miracle in the Wilderness."

<http://www.amazon.com/Miracle-Wilderness-Kris-Kristofferson/dp/6302326273>
Produced by Turner Enterprises, 1991.

Downs, Perry G. *Teaching for Spiritual Growth: An Introduction to Christian Education*. Grand Rapids, MI: Zondervan Publishing House, 1994.

Eavey, C. B. *Principles of teaching: For Christian teachers*. Grand Rapids, MI: Zondervan Publishing House, 1968. Original edition, Grand Rapids, MI: Zondervan Publishing House, 1940.

Edge, Findley B. *A Quest for Vitality in Religion: A Theological Approach to Religious Education*. Macon, GA: Smyth & Helwys Publishing, Inc., 1994.

Fincher, Dale. "Why Would Anyone Believe in the Soul?"

<http://www.rzim.org/USA/Resources/Read/ASliceofInfinity/TodaysSlice.aspx?aid=8675>. (RZIM, 2005).

- Foster, Charles R. *Teaching in the Community of Faith*. Nashville, TN: Abingdon Press, 1982.
- Gaebelein, Frank E. *The Christian, the Arts, and the Truth: Regaining the Vision of Greatness*. Edited by D. Bruce Lockerbie. Portland, OR: Multnomah Press, 1985.
- Gooding, David, and John Lennox. *Christianity: Opium or Truth?* West Port Colborne, ON: Gospel Folio Press, 1997.
- Graham, Donovan L. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*. Colorado Springs, CO: Purposeful Design Publication, 2003.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco, CA: Harper & Row Publishers, 1980.
- Hart, D. G., and R. Albert Mohler, Jr., Eds. *Theological Education in the Evangelical Tradition*. Grand Rapids, MI: Baker Book House. 1996.
- Horne, Herman. *Jesus the Teacher*. Revised by Angus M. Gunn. Grand Rapids, MI: Kregel Publications, 1998. Originally published as *Jesus: The Master Teacher*. Grand Rapids, MI: Kregel Publications, 1920.
- Howard, Evan B. *Brazos Introduction to Christian Spirituality*. Grand Rapids, MI: Brazos Press, 2008.
- Knight, George R. *Issues and Alternatives in Educational Philosophy, 4th Ed.* Berrien Springs, MI: Andrews University Press.
- _____. *Philosophy and Education: An Introduction in Christian Perspective*. Berrien Springs, MI: Andrews University Press, 1998..
- LeBar, Lois E. *Education That Is Christian*. Revised by James E. Plueddemann. Wheaton, IL: Victor Books, 1989.
- Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Atlanta, GA: John Knox Press, 1983.
- McGrath, Alister E. *Christian Theology: An Introduction*. Cambridge, MA: Blackwell Publishers. 1994, 1997.
- Miller, Randolph Crump, Ed. *Theologies of Religious Education*. Birmingham, AL: Religious Education Press, 1995.
- Newbigin, J. E. Lesslie. *Foolishness to the Greeks: Gospel and Western Culture*. Grand Rapids, MI: Eerdmans Publishing, 1986.

- Pazmiño, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, Evaluation*. Grand Rapids, MI: Baker Books, 1998.
- _____. *By What Authority Do We Teach? Sources for Empowering Christian Educators*. Grand Rapids, MI: Baker Books, 1994.
- _____. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Grand Rapids, MI: Baker Books, 1995. Original edition, Grand Rapids, MI: Baker Books, 1988.
- _____. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Books, 1992.
- Ravi Zacharias International Ministries. <http://www.rzim.org/EU/Home.aspx>
Control/click this link for a wealth of resources in apologetics and theology.
- Richards, Lawrence O. *A Theology of Christian Education*. Grand Rapids, MI: Zondervan Publishing House, 1975.
- Riley, Naomi Schaefer. "These Courses are Condemned"
<http://online.wsj.com/article/SB113046466647582145-search.html?KEYWORDS=+These+Courses+Are+Condemned&COLLECTION=wsjie/6month>. In the Wall Street Journal, 10/28/2005.
- Seymour, Jack, and Donald Miller. *Contemporary Approaches to Christian Education*. Nashville, TN: Abingdon Press, 1982.
- Williamson, Clark M., and Ronald J. Allen. 1991. *The Teaching Minister*. Louisville, KY: Westminster/John Knox Press.
- Zacharias, Ravi. "Christian Worldview: An Interview with Ravi Zacharias."
<http://216.98.5.82/usa/usfv/tabid/436/articleid/9989/cbmoduleid/1045/default.aspx>
(RZIM, 2003).