

SECOND YEAR
Pre-Class Written Assignment
Perkins Course of Study School – 2012

FORMATION FOR DISCIPLESHIP (213)

Stephanie Scott
stephaniescott@pollardumc.com 903-597-2571

Course Description:

This course explores the basic concept of Christian Education within the local church and further explores the education questions of -why, where, what, whom, and how in Christian Education. It will also include discussion of designing, leading, training in leadership skills, and a focus on the role of the pastor in Christian Education in the church.

Objectives:

1. Emphasis on pastor's identity as servant and mentor, highlighting the need for pastors to be both teachers and learners
2. Examination of faith development in the light of location, economics, gender, ethnicity, age, generation, and human relationships
3. Survey of the major methodologies for educating Christians, with special stress on developing small-group ministries and on teaching scripture, confirmation, and the basic doctrines of the Christian faith
4. Reflection upon the work of the church as formative for Christian discipleship (personal piety and social justice) and development of an action plan for transforming the life of discipleship and the congregation and community
5. Development of the ability to critically assess curricular materials for theological content and appropriateness to ministry setting

Required texts:

- 1) Basics of Christian Education, Karen B. Tye (Chalice Press, 2000; ISBN 0827202296)
- 2) The Book of Discipline – 2008
- 3) Nurturing Faith and Hope: Black Worship as a Model for Christian Education
(Wipf & Stock Publishers 2010 ISBN # 13:978-1-60899-234-8)
- 4) Claim the Name Confirmation Teaching Plans for 6-15 Weeks (Cokesbury,
Item Number: X727189)

Supplementary:

- 1) Christian Education in the Small Church, Donald L. Griggs
- 2) The Church as Learning Community, Norma Cook Everist
- 3) In Search of Wisdom: Faith Formation in the Black Church,
Anne Wimberly & Evelyn Parker
- 4) Foundations: Shaping the Ministry of Christian Education in your Church, Discipleship Resources

Pre-Class Assignments:

Students who do not have all papers completed will not be allowed to continue in the class. All papers written on a computer should be in 12 point font, double spaced, and reflect your own work. Legible hand written papers will be accepted. Class papers will be returned at our second class session.

1. Write a two page paper and define how Christian Education happens in your ministry setting and define the role of the pastor in the local church with special emphasis on Par. 340.2. (c). (1). (b) "to give oversight to the educational program of the church and encourage the use of United Methodist literature and media" in the Book of Discipline. (2 pages 10 %)
2. Read all of Karen Tye's Basics of Christian Education. Write an analysis of the current Christian education program in your church, using Tye's chapters as an outline. As a pastor, your responsibility is to shepherd the 1/4

entire program; this includes children, youth , adults—young and senior, women and men. How does your church meet our mission goal to form faithful disciples of Jesus Christ with its Christian education program? Please include the strengths and areas of needed growth in your current program. (4-5 pages, 10%)

3. Reading Wimberly's Nurturing Faith and Hope and using this as a guide, write a paper that examines the social context of your congregation (s) and include a specific unique practice that shapes their faith (4-5 pages, 10%).

In Class Assignments:

1. Attendance and participation in all sessions. 18 hours of instruction is required to receive COS credit for all courses. (10%)
2. Students will be divided into 3 working teams. Each team will prepare two different lessons. (30%)
 - a. The first lesson will be from the *Claim the Name Confirmation Teaching Plans*. The teaching plan should include description of class and setting and learning goals for the lesson. In outline and bullet form and using Session 7, 8, or 9 (whichever is assigned to your group)- briefly describe your plan for lesson including activities and other resource (1page). Be prepared to teach this lesson to the rest of group and remember we are 6th graders!
 - b. The second lesson will be from - Corinthians, Philippians or Thessalonians - whichever you are assigned. This will require team preparation to either teach a single lesson from print adult curriculum or to present the entire curriculum to the class. This is an opportunity to teach your peers about a print resource and its potential value in the churches you serve.
3. In the final paper, you will write about your understanding of the place of Christian education in the total ministry of the local church and an initial plan of action for implementing immediately in your church one learning from our time together. This paper should be no more than 2 pages, double spaced, and written in a way that your congregation will understand it! (30%)

Schedule (10 day):

Day 1 - the Learning community

Come prepared to share with the class a 5 minute introduction of yourself that includes both how your call has shifted now that you have served a church for at least 2 years. Be prepared to describe your church setting and ministry and what you hope to learn from the class.

Class sessions 2-6 will build primarily on Tye's Basics of Christian Education and reference your other pre-class homework. Please review the following chapters to be prepared for our discussion each day.

Day 2

Where and Whom Do We Educate? (Chapters 3 & 5, paying special attention to question #2 page 45 and question 1, page 87). We will also look at the introduction to Nurturing Faith and Hope. We will discuss our learners, who they are and why context matters.

Day 3

What is Christian Education? And What Do We Need to Know? (Chapters 1 & 4, paying special attention to question #4 page 19 and question #2 page 66). Between sessions 2 & 3, please write a single statement defining how you now understand Christian education. This will begin to form your final paper.

Day 4

Why and How Do We Educate? (Chapters 2 & 6, paying special attention to question #1 page 28, and question #1 page 104). We will also look at chapters 7-11 of Nurturing Faith and Hope. Based on your evaluation of your churches we will discuss strategies for faith formation, including worship as a means of Christian spiritual formation.

Day 5

How Are We doing?(Chapter 7). One of the most difficult things to do in ministry is generate an honest assessment of how you and your church, both separately and together, are achieving what it is you want to achieve in spiritual formation.

Please carefully review the chapter on assessment and evaluation and do exercise 4 on page 116 to prepare for our discussion. Please do not do this exercise until we have finished the first 4 sessions—participation in a learning community matters and this preparation should help you see both shifts and growing depth in your understanding because of our time together.

Day 6

What Stands in Our Way? (chapter 8, paying special attention to question # 3 page 130). Time to be honest, it is one thing to master theory intellectually and entirely another to live it out. This class session will not be a lecture as much as it will be a sharing, not only of our weaknesses but of real life strategies that help us overcome our weaknesses.

Day 7

Class will be lead by small group leading Confirmation lesson and Corinthians lesson.

Day 8

Class will be lead by small group leading Confirmation lesson and Philippians lesson.

Day 9

Class will be lead by small group leading confirmation lesson and Thessalonians lesson.

Day 10

Celebration Day Final paper due. A self addressed stamped envelope may be included for the instructor to mail home to you.

IMPORTANT INFORMATION

+++++

The completed pre-class work for courses 211-514 must be sent to the Course of Study School office **postmarked on or before May 15, 2012**. Pre-class work postmarked after May 15 will have grading penalties assessed as follows: (grades are expressed alphabetically from A to F, with F being the lowest grade)

- **Postmarks dated May 16 - May 31 will receive a one letter grade reduction**
- **Postmarks dated June 1 – June 15 will receive a two letter grade reduction.**
- **Postmarks dated June 16 or later, the student will be dropped from that course registration with no refund (of registration, fees or housing)**

A request for an extension (**not past June 15**) requires the following:

- It must be submitted **in writing (e-mail, letter or fax)** to the Director of the Course of Study School, Jeannie Trevino-Teddlie, (COSSExt@smu.edu or P.O. Box 750133, Dallas, TX 75275-0133 or fax-214-768-1042)
- It must be received **by May 1**
- It must state valid reason(s) for needing an extension
- It must state the course name(s) and number(s) for which the extension(s) is/are requested
- It must state the amount of time being requested (not beyond June 15)

In order for an extension request to be considered, the student must be fully registered (i.e., fees paid, signatures acquired, Release of Liability and Course Registration and Housing forms filled out and submitted). Before a decision can be made regarding an extension, the Director will consult with the student's district superintendent, local pastor registrar and instructor.

Optional Electronic Submission for Pre Class Assignments Course of Study School Lockers

We are offering an alternate method for the submission of pre-class assignments. The Course of Study School has created a '*Locker System*'. This *Locker System* will allow students in the Course of Study School to submit their pre-class assignments electronically. Please remember that we will continue to accept mailed in paper pre-class assignments. Electronic submissions and the use of the *Locker System* is optional.

A *Locker* will be assigned to each student for each class they are taking. For example, if you are taking Hebrew Bible I (211) and Formation Discipleship (213) you will be assigned two different *Lockers*. The instructor for each course will then be able to log in to the *Locker System* and retrieve your submitted assignments for each particular class.

When your registration is received, the Course of Study School staff will be creating your private *Locker(s)* and informing you via e-mail when your *Locker(s)* has been successfully created. In this email, you will receive specific instructions on how to access your *Locker(s)* and how to upload your assignments.

If you have not registered by May 15th, you will not be guaranteed a locker and you will need to submit your pre-class assignments via postal service.

The *Locker System* will automatically date and time stamp your submitted assignments to inform the instructor and the Course of Study School staff when the assignment was submitted.

The pre-class assignments should be submitted to the *Locker System* in .doc format.

When you are ready to submit your pre-class assignments online, but have not received an e-mail with information on how to access your private *Locker(s)*, please contact the Course of Study School staff at COSS@smu.edu with the subject line: Locker Access. The Course of Study School staff will then reply with specific instructions on how to access your *Locker(s)* and how to upload your assignments.

The completed pre-class work for courses 211-514 must be submitted to the *Locker System* **no later than May 15, 2012 at midnight**. Pre-class work submitted to the *Locker System* after May 15 will incur grading penalties as mentioned above on the grading guidelines. **The same deadline restrictions apply whether you are submitting pre-class assignments electronically or via postal service.**

+++++

Students should keep a **printed copy** of each assignment and bring a copy of each assignment to class regardless of how the assignment was submitted. In addition, students should include a one-page autobiography for *each* instructor.

Each assignment should be typed, double-spaced, or legibly handwritten, with pagination numbers, and be accompanied by a completed cover sheet. A copy of the cover sheet can be found in the Course of Study School Catalogue and can be photocopied, it will also appear as a preloaded file when you access your locker.

Guidelines for writing pre-class assignments and information on academic dishonesty are provided in the Course of Study School catalog, available on the website. Students are expected to understand what constitutes plagiarism. Students who are found to plagiarize are subject to grading penalties, which may include dismissal from the school.

0868N 7/22/91. MAC-7/93. REV 7/95 RP/SJ,JB. Rev.7/97. s.johnson,g.thomas.Rev 7/99sjohnson,gthomas.7/2001eparker.7/2002bmarshall 7/2004bmarshall. Adj.10/18/04b.marshall. 8/1/05b.marshall-add book. 7/2007rbmarshall-exchange book.7/10s.scott teaching. 8/12s.scott.