
Fall Semester 2018

Hybrid Course—Face to Face Meetings:
Room C-101

Fridays, Aug. 31, Sept. 21, Oct. 12, Nov.
16—9am-3pm (each meeting) See Timeline
attached for Online schedule

Instructor: Carmichael Crutchfield, Ph.D.
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EM 20000 Course Name

Mission Statement of Memphis Theological Seminary

The mission of Memphis Theological Seminary is to educate and sustain men and women for ordained and lay Christian ministry in the church and the world through shaping and inspiring lives devoted to scholarship, piety and justice.

Vision Statement of Memphis Theological Seminary

Memphis Theological Seminary pursues its mission so that Christian leaders and the churches they serve can effectively proclaim and embody God's mission of redemption, justice and peace in service to the new creation in Jesus Christ.

Overview

Purpose of EM 20000

The purpose of this class is to prepare educators, pastors and other leaders in the church to effectively design, implement, lead, and evaluate Christian education endeavors and to gain a working understanding of Spiritual Formation.

Objectives

- A. Upon completion of this course, you will be able to describe Christian education using building blocks. **Scholarship**
- B. Upon completion of this course, you will be able to differentiate age level ministries in a written format. **Scholarship**
- C. Upon completion of this course, you will be able to discuss with peers the value of inclusive language in ministry. **Justice**
- D. Upon completion of this course, you will be able to outline the major tenets of two contemporary methods of Christian Education. **Scholarship**
- E. Upon completion of this course, you will be able to describe the movements of Spiritual Formation as given to us by Henri Nouwen. **Piety**
- F. Upon completion of this course, you will be able to engage in discussions regarding emerging adults as it relates to spiritual formation and the impact it has on the local church. **Piety and Scholarship**
- G. Upon completion of this course, you will be able to discuss and assess teaching and learning issues involved in Christian Education. **Scholarship**

Requirements/Evaluation

- A. Attendance in class each week and active participation in discussions or activities, with assigned reading completed.

Punctual class attendance is a requirement of every course. A student who is absent from a class is responsible for reporting the reason for the absence directly to the professor. Absences may adversely affect the grade received in the course. If absences in a course for any reason exceed one-fourth of the class sessions, the student will receive an F in the course. Professors may set a more stringent attendance policy in specific courses. These policies will be specified in the course syllabus (Student Handbook page 46) 2016-2018. Missing ½ of the class period will be

Materials

Texts

Required:

Bass, Dorothy C., editor. *Practicing Our Faith: A Way of Life for a Searching People* (San Francisco: Jossey-Bass Publishers, 2010)

Christensen, Michael and Laird, Rebecca **Henri Nouwen: Following The Movements of the Spirit. Spiritual Formation.** (New York: Harper One, 2010)

Aging and Ministry in the 21st Century by Richard H. Gentzler, Jr. ISBN 978-0-88177-540-2 Discipleship Resources 2008

Spiritual Formation in Emerging Adulthood by David P. Setran and Chris A. Kesling ISBN 978-0-8010-3956-0 (pbk.) Baker Academics 2008

Sharing Faith With Children by Sara Covin Juengst ISBN 0-664-25439-X Westminster/John Knox Press 1994

Real Kids, Real Faith by Karen Marie Yust ISBN 978-0-7879-6407-8 (alk. Paper) Jossey Bass 2004

Will Our Children Have Faith Third revised edition by John H. Westerhoff III ISBN 978-0-8192-

counted as one absence. Tardiness will also be considered in calculating final grades.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned. The right to participate in class discussion is based on having read the assigned texts for the session.

See attached Discussion Rubric and Timeline chart for online discussion instructions. See Assignment Sheets for specific instructions on discussions and written assignments.

B. Assignments Due and points toward final grade:

1. Reflection and Application due 8/31	3 points
2. Context Paper due 9/14	8 points
3. Curriculum Paper due 9/21	8 points
4. Inclusive Language Paper due 10/12	8 points
5. Children's Sermon due 10/20	8 points
6. Senior's Sermon due 10/27	8 points
7. Reflection Paper Bass due 11/16	8 points
8. Reflection Paper Wimberly due 11/23	8 points
9. Final Writing Project due 12/14	20 points
Discussion Posts and Quizzes	<u>21 points</u>

Total Points

100 points

*******SEE RUBRICS FOR FINAL PAPER*******

C. Late papers and projects will be marked one letter grade lower than the grade that the paper would have received if it had been on time. Papers must be turned in within a week of the assigned due date; late papers will not be accepted more than one week after the due date.

D.

"A" papers are those that are exceptional; they are well written, well argued, and show a command of the subject matter. "B" papers are those that are very good; they show an understanding of the subject matter and they are well written. "C" papers are those that are average; they show a limited understanding of the subject matter and the writing may need work. "D" papers are those that are below average; they show little understanding of the subject matter and they may need considerable work on writing. Papers should be submitted via CANVAS.

2800-0 Morehouse Publishing
2012

Hardesty, Nancy A.
Inclusive Language in
the Church, (Louisville:
Westminster / John Knox
Press, 1987)

Karen B. Tye, Basics of
Christian Education (St.
Louis, Missouri: Chalice
Press, 2000)

Wimberly, Anne. Soul
Stories, (Nashville:
United Methodist
Publishing House,
2005)

Educating Congregations by
Charles R. Foster ISBN 0-687-
00245-1 Abingdon Press 1994

Educating For Redemptive
Community edited by Denise
Janssen ISBN 978-149820816-1
WIPF AND STOCK 2015

Selected articles are being
made available:

- In Search of Faith Maturity or What Makes Faith Mature?" by Eugene C. Roehlekepartain
- "Christian Education Through History," by William Bean Kennedy
- "The Reforming Movement: The Story of the Protestant Sunday

Grading scale:

A=97-100; A-=92-96; B+=89-91; B=86-88; B-=83-85;
C+=80-82; C=77-79; C-=74-76; D+=71-73; D=68-70; D-=65-67; F=below 65

In the subject line, put the name of the assignment. Papers must be received by 9:00 p.m. on the day that they are due to be considered "on time."

IN CLASS SCHEDULE

1. August 31

Introduction of Class
Faith Formation, CE History,
Sunday School, Context, Purpose,
Curriculum

CE History Continued
**Read Introduction and Chapter 1
of Tye's book. Complete
Reflection in class and
Application no. 2 at the end of
Chapter 1 of Tye**

Concept: What is Christian
Education? Tye Chapter 1 (Read)
Purpose: Why do we educate?
(Chapter Tye Chapter 2 (Read)

Where Do we educate?
Chapter 3 Tye (Read)
Educating Congregations Foster
(Read entire book)

What Do We Need to know?
(chapter 4) Tye (Read

2. September 21

Lecture on Inclusivity
Inclusive Language book (Hardesty)

School," by Jack L.
Seymour

- "Sunday School:
The Battered
Survivor," by
Martin Marty
- "Teaching Toward
Gender and Ethnic
Inclusivity," by
Gayle Carlton
Felton
- "White Privilege:
Unpacking the
Invisible
Knapsack," by
Peggy McIntosh
- "Understanding
White Privilege' by
Frances Kendall
pages 60-77
- "Inclusive
Language and
Africana Worship,"
by Valerie
Bridgeman Davis
- "Enlarging
Hospitality: Where
Are the Children?"
by J. Mary Luti

Read entire book and Articles from
Felton, Davis, Kendall, McIntosh

Whom Do We Educate?
Chapter 5 Tye (Read)
Lecture-- Learning issues
multi- intelligences

Children's Ministry
Westerhoff (Read entire book)
Sharing Faith With Children
(Read entire book)
Educating for Redemptive
Community Janssen
(Any 3 chapters)
Aging-Gentzler (read entire book)

3. October 12

Post Modern Youth Ministry and
Spiritual Formation in Emerging
Adults (Read entire book) Not to
be read—not required book on
syllabus

Real Kids, Real Faith
(Read entire book)

Spiritual Formation and
Christian Education
Read entire book
Spiritual Formation in Emerging
Adults Not to be read—not

required book on syllabus

4. November 16

Practicing Faith (Bass)-
Read entire book
Read Process and Methods
Chapter 6 Tye
Soul Stories-Read entire book
Read Evaluation Chapter 7 Tye

Spiritual Formation (Nouwen)

Read Entire Book
Spiritual Formation (various
Voices) Wiloit, Maddix,
Gangel, Crutchfield

Class Policies

These policies are a statement of what we believe it means to respect each other.

Be sure to note the following policies in the "2013-2015 Catalogue and Student Handbook" regarding:

- Class Attendance
- Sexual Misconduct / Harassment Policy
- Drug-Free Policy
- Statement on Language (See also "Statement of Respect" printed below)
- Academic Misconduct Policy
- Cell phones ringing in class are very disruptive; please make sure that cell phones are turned off (or set to silent) before class begins.
- Computers may be used to take notes in class. During class time, please do not play games, check e-mail or social network sites or other sites not related to the class. If you are on the internet, you are not participating in the class discussion. If your computer use becomes disruptive to me or to other students, you will lose the privilege of using your computer in class.
- Your MTS student e-mail account is the way that I (and the seminary) will contact you. You are responsible for any and all information sent to you via this e-mail account. (You can link/forward your student e-mail account to your personal e-mail account.)
- If you e-mail me, I will try to respond within 24-48 hours. If I do not respond, please e-mail me again; I may not have received your e-mail or I may have missed it! I probably will not be checking MTS e-mail on the weekends.
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A STATEMENT OF RESPECT

Because of the diversity among our students (race, gender, age, culture, experience and theological position), we have an opportunity in this institution to bear witness to our relationship with God who "so loves the world" by the way we relate to one another. Toward this end, we are encouraged to respect ourselves and each other as a value we practice within the classroom. Specifically, classmates should listen with care to one another, not allow personal agendas to dominate class time, refrain from using masculine language when referring to all people (use "humanity" rather than "man," etc.), and describe God with a wide variety of images. Avoid an excessive use

of pronouns when referring to God. This will make for some awkward sentences but being awkward is better than being disrespectful.

Timeline For Online Presence and Meeting Dates for Face To Face Classes

MODULE A WEEK 1

Monday and Tuesday, August 27, 28 Complete Reading for August 31 (see syllabus)-Chapter 1-4 of Tye book.

Wednesday, August 29 View and listen to Introduction video from the Instructor

Friday, August 31 In Class meeting—Face to Face (see syllabus) In class reflection due worth 5 points

MODULE B WEEKS 2, 3, 4

Tuesday-Wednesday September 4-5; Walking Tour as explained in class on 8/31.

Thursday, September 6; Discussion post: What did you learn about yourself and education in the church as you took this walking tour?

Friday, September 7 Respond to two students in your class, comparing and contrasting what you learned.

Tuesday, Wednesday September 11-12 Work on writing the context paper.

Thursday, Friday September 13-14 Submit Context paper

Tuesday, Wednesday September 18-19 Select a curriculum resource to evaluate and work on writing the Curriculum Paper

Thursday, September 20 Discuss: What does Tye say about the importance of curriculum selection in the church?

Friday, September 21 Respond in class to two students agreeing or disagreeing and giving reasons for your position on the importance of curriculum selection.

Submit Curriculum Paper

In Class meeting Friday, September 21 Face to Face

MODULE C WEEK 5, 6, 7

Tuesday, Wednesday September 25-26 engage reading of articles; listen to video from Dr. Crutchfield, and view video “Why Inclusive Language Matters?”

Thursday, September 27 Post Discussion Post (Jigsaw) In your triad choose two of the readings on Inclusive Language, watch the video, and listen to the lecture; then discuss the value of inclusive language. Include in your discussion any common threads or themes.

Friday, September 28 Respond to the members of your triad. What are some points you hear that you agree with and some that you disagree? Where do you see congruence with the articles, the video, the lecture and your peers?

Tuesday, Wednesday, October 2,3 Listen to the introduction video by Dr. Crutchfield; engage reading Hardesty book

Thursday, October 4 Participate in this discussion: What one thing disturbs you about this book and why? Discuss what Hardesty means when she speaks in one of the chapters about "Is Man Human?" [Rubric For Online Discussions.docx](#)

Friday, October 5 Respond to two of your peers. Where are the places that you disagree with your peers and why do you agree in other places about the value of inclusive language?

Tuesday, Wednesday October 9 and 10 engage reading as assigned on the syllabus

Thursday, October 11 Post discussion: What is one learning issue for children and one learning issue for adults. Why is it a learning issue in both cases? Discuss in Triads of groups already selected.

Friday, October 12 Respond to members of the triad by looking for places that you can agree upon as learning issues for children and adults.

Submit Inclusion Paper

In Class meeting Friday October 12

MODULE D WEEKS 8, 9, 10

Tuesday, Wednesday, October 16-17 engage reading (Bass) See Syllabus; Listen to Introduction from Dr. Crutchfield

Thursday, October 18 Discussion post: Jigsaw in Triads: Choose 3 practices of faith that you would find beneficial to you. Which practice of faith might be helpful to the congregation or community of faith you attend or serve?

Friday, October 19 Respond to each member of the triad with additional thoughts about their practices he/she chose to discuss. Submit Children's Sermon Assignment.

Tuesday, Wednesday, October 23-24 engage reading (Wimberly-first 4 chapters)

Thursday, October 25 Discussion post: Define what soul stories in your own words.

Friday, October 26 Respond to two peers finding places of agreement and elaborating upon why you agree.

Tuesday, Wednesday, October 30-31 engage reading (Wimberly-remainder of the book)

Thursday, November 1 Discussion Post: Would this method of Christian education work in your congregation? Why or why not?

Friday, November 2 Respond to two peers, challenging places where your peers says soul stories might not work in their congregation. See if you can help your peer see things from another viewpoint.

MODULE E WEEKS 11, 12, 13

Tuesday, Wednesday, November 6-7 engage reading (Nouwen)
Listen to the video from Dr. Crutchfield

Thursday, November 8 Discussion post: Define Spiritual Formation in triads, paying particularly attention to what movements mean.

Friday, November 9: Respond in triads to your peers and look at the explanation/definition of one of the movements and see how you might enhance your peer's definition.

Tuesday, November 13-14 engage reading from reading list on Spiritual formation.

Thursday, November 15 Discussion post: Choose one of the writings and again define spiritual formation in triads.

Friday, November 16 Respond to the triad peers and compare your definition this week with what you learned from the previous week.

In class meeting November 16

Final writing project 12/14

I will grade all discussion posts (see discussion rubric). Quizzes will be given at the discretion of the instructor.

I will make announcements, but not necessarily weekly.

I will grade all papers within one week after the due date. Late papers will be graded last and I do not commit to grade them within one week.

I will be active in the course Monday-Friday during the day. I may or may not respond to emails in the evening hours or weekends.

Welcome Letter

Hello Everyone,

Welcome to Hybrid Course EM20000. I am the professor for the course as we make history here at MTS. This is the first time this foundational course has been taught as a Hybrid and as part of our new Hybrid Master of Divinity program.

The purpose of this class is to prepare educators, pastors and other leaders in the church to effectively design, implement, lead, and evaluate Christian education endeavors and to gain a working understanding of Spiritual Formation.

I suggest that you purchase the books listed on the syllabus immediately, for we actually will start our work together prior to our first face to face meeting. For several months you have had access to the booklist through our Registrar's office.

The class will involve lecture, presentations and a great deal of small group work. You will be put into triads to work on certain discussions together online. Discussion posts will be done every week during the semester and we will meet face to face four times.

It will be important for you to follow the timeline provided with the syllabus. It will keep you in step with reading assignments and keep you on a good schedule to finish all of your written assignments and finish as a strong learner.

The use of our learning management system, Canvas, will enhance our work together. I look forward to a super time in interactive learning.

Peace,

Dr. Carmichael Crutchfield

