

**Course Syllabus**  
**EMP 1431 – Introduction to Christian Education/Faith Formation**  
**Emmanuel College**  
**Toronto School of Theology**  
**Winter 2019**

***Instructor Information***

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Instructor: Victoria (Tori) Smit  
Office Location:  
Telephone: Home/Office 647-348-0879  
E-mail: [torismit@gmail.com](mailto:torismit@gmail.com)  
Office Hours: Tuesdays, 12:00 - 2:00 pm or by appointment

***Course Identification***

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Course Number: EMP 1431 HS  
Course Format: In class  
Course Name: Introduction to Christian Education/Faith Formation  
Course Location:  
Class Times: Tuesdays 2:00 pm to 4:00 pm  
Prerequisites: none

***Course Description***

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Students of this introductory course to Christian education and faith formation will experience a broad overview of key concepts and anticipated expectations in the field of Christian education and faith formation. Together, through a variety of learning methods, we will consider education and faith formation from both a theoretical and practical perspective. We will focus on a biblical mandate, theological and historical overview, and theoretical approach to Christian education and faith formation in the first half of the course, and then move towards a practical application of this learning in the second half of the course. We will examine and experiment with curriculum theory and evaluation, basic lesson planning, multiple intelligences, and the importance of stories in the last six weeks of the course with many opportunities to engage with current congregational resource materials and practice.

Students will integrate their learning and reflection through their final assignment which requires each participant to develop their own theological and practical statement of Christian education and/or faith formation which could be used as a basis for the CE portion of their Statement of Faith and Ministry when applying for a ministry position down the road. Students who keep a learning and reflection journal throughout the course will find this a very useful tool when writing this final paper.

This course will use a variety of teaching and learning methods including lecture, small group research and group discussion, independently selected readings, short presentations, creative speaking, and through the submission of a book report and final paper.

## **Course Resources**

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### **Required Course Texts/Bibliography**

Peter Feldmeier, *The Developing Christian: Spiritual Growth Through the Life Cycle* (New York, NY: Paulist Press, 2007)

Holly Catterton Allen and Christine Lawton Ross, *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: IVP Academic, 2012)

### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/> \_

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

### **Course Learning Objectives/Outcomes**

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Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

#### (A) IN RESPECT OF GENERAL ACADEMIC SKILLS.

- identify and reflect on a variety of biblical texts regarding faith formation
- describe and explain how historical events have impacted the church's evolving approach to faith formation, and draw connections to our present mainline Protestant models of faith formation ministry
- research and present significant theories of faith and human development for one specific stage/age group, and apply these theories to a church educational context.
- explore more recent approaches to educational ministry through theories derived from brain research, lesson planning for engagement, and multiple intelligences
- describe the benefits and challenges of intergenerational ministry as a paradigm for faith formation, and outline the specifics of an intergenerational approach to corporate worship
- analyze the theology, educational practice and focus of one curriculum resource and outline the context in which it would appropriate for use

#### (B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

- describe two or more theologies of religious education from Greco-Roman society to the present day, with particular attention to how significant theological perspectives have impacted the practice of education and faith formation throughout the ages
- describe the more recent evolution of mainline Protestant Christian education paradigms to our present paradigm of Christian faith formation.
- provide a written overview of a self-selected theology and resultant practical approach to faith formation and critique this approach in light of theoretical learning to date

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- reflect upon your past experiences of Christian education and transformation and consider how this has shaped you as the person of faith you now are, and out of this personal experience consider a life-long approach to faith formation both personally and professionally
- consider one's gifts and challenges in the ministry of nurturing life-long faith formation with others through the group work, group and individual class presentations and written assignments of this course

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- prepare and present a biblical story appropriate for a chosen age group and ministry context and explain clearly why it is appropriate for the context in light of developmental theory and faith formation goals
- outline a personal theology of faith formation suitable for presentation to a church's Search Committee, explaining clearly how this theology would be expressed in your practice of ministry within the church

*consider the one's gifts and challenges in the ministry of nurturing life-long faith formation with others Course Schedule*

DATE	TOPIC/THEME	READING(S) Please come to class having completed your assigned readings and prepared to discuss them in class	ASSIGNMENT(S)
JAN. 8	Introductory Matters: Course Overview and a Biblical Mandate for Religious Education and Faith Formation	no assigned readings	
JAN. 15	The History and Theology of Christian Education and Faith Formation	<b>Quercus:</b> John L. Elias, <i>A History of Christian Education: Protestant, Catholic, and Orthodox Perspectives</i> (Malabar, FL: Kreiger Publishing, 2002) Chapter 6	
JAN. 22	Introduction to Faith and Human Development Theory	<b>Reading from Course Text:</b> <i>The Developing Christian: Spiritual Growth Through the Life Cycle</i> Chapters 2 & 3  Bring course text, <i>The Developing Christian: Spiritual Growth Through the Life Cycle</i> to class	Group research on Faith and Human Development to be begun in class
JAN. 29	Developmental Theory Group Presentations	no additional assigned readings	<b>Assignment:</b> Group presentations on Faith and Human Development Theory. Please submit your group's power point, presentation notes, and/or handout(s) following your group presentation.
FEB. 5	An Intergenerational Approach to Faith Formation	<b>Reading from Course Text:</b> <i>Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship</i> Chapters 1, 2, 3, 7, & 9	

DATE	TOPIC/THEME	READING(S) Please come to class having completed your assigned readings and prepared to discuss them in class	ASSIGNMENT(S)
FEB. 12	Intergenerational Worship	<b>Reading from Course Text:</b> <i>Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship</i> Chapters 13 &14	<b>Assignment:</b> Please submit a four to five page, double-spaced, 12 font report on your selected book by Feb. 22, 2019.
FEB. 19	<b>READING</b>	<b>WEEK</b>	<b>(HOORAY!)</b>
FEB. 26	Introduction to Curriculum, Curricula Resources and Curriculum Evaluation Tools	<b>Quercus:</b> Maria Harris, <i>Fashion Me A People: Curriculum in the Church</i> (Louisville, KY: Westminster/John Knox Press, 1989) Chapter 3  James Estep, Roger White and Karen Estep, <i>Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims</i> (Nashville, TN: B&H Academic, 2012) Chapter 12	Group selection and beginning evaluation of a curriculum resource
MAR. 5	Lesson Planning and Multiple Intelligences	<b>Quercus:</b> Howard Gardner, <i>Intelligence Reframed: Multiple Intelligences</i> (New York, NY: Basic Books, 1999) Chapters 3 & 7	
MAR. 12	Curriculum Evaluation Presentations	no assigned readings	<b>Assignment:</b> Group presentations on selected curriculum resource. Please submit your group's power point, presentation notes, and/or handout(s) following your group presentation.

DATE	TOPIC/THEME	READING(S) Please come to class having completed your assigned readings and prepared to discuss them in class	ASSIGNMENT(S)
MAR. 19	The Power of Stories	<p><b>Reading from Course text:</b> <i>Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship</i> Chapter 16</p> <p><b>Quercus:</b> David Bartlett and Carol Bartlett, <i>Feasting on the Word: Guide to Children's Sermons</i> (Louisville, KY: Westminster John Knox Press, 2014) Chapters 1 &amp; 3.</p> <p>Anna Carter Florence, <i>Rehearsing Scripture: Discovering God's Word in Community</i> (Grand Rapids, MI: William B. Eerdmans Publishing Company, 2018) Chapters 1 &amp; 2</p>	
MAR. 26	Story Hour	no assigned readings	<b>Assignment:</b> Individual presentations of a pre-selected story
APR. 2	The Parking Lot	no assigned readings	<b>Assignment:</b> Please submit a 10 page, double spaced, 12 point font, final paper outlining your present theology and practice of Christian education and/or faith formation. Due Friday Apr. 12, 2019

## ***Book Report***

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Select one book from the following list to read. Write a double spaced, 12 font, 4 - 5 page review of your chosen book, including an overview of the educational approach reflected in this resource and your critical response to the book. Your book report is due Friday, Feb. 22, 2019.

### **Educational Theory**

Charles R. Foster, *Educating Congregations: The Future of Christian Education* (Nashville, TN: Abingdon Press, 1994)

John Roberto, *Faith Formation 20/20: Designing the Future of Faith Formation* (Naugatuck, CT: LifelongFaith Associates, 2010)

Karen B. Tye, *Basics of Christian Education* (St. Lois, MO: Chalice Press, 2000)

John Westerhoff, *Will Our Children Have Faith?* (San Francisco: Harper and Row, 1976)

### **Ministry with Children**

David M. Csinos and Ivy Beckwith, *Children's Ministry in the Way of Jesus* (Downer's Grove: InterVarsity Press, 2013)

Rebecca Nye, *Children's Spirituality: What It Is and Why It Matters* (London: Church House Pub., 2009)

### **Ministry with Youth and Young Adults**

Kenda Creasy Dean (ed.), *OMG: A Youth Ministry Handbook* (Nashville: Abingdon, 2010)

Richard Osmer and Katherine M. Douglass (eds.) *Cultivating Teen Faith: Insights from the Confirmation Project* (Eerdmans, 2018)

### **Ministry With Older Adults**

Parker Palmer, *On the Brink of Everything: Grace, Gravity and Getting Old* (Oakland: Berrett-Koehler, 2018)

### **Small Membership Church**

Karen B. Tye, *Christian Education in the Small Membership Church* (Nashville: Abington, 2008)

### **Brain Research**

John Medina, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School* (Seattle: Pear Press, 2008) Evaluation

## ***Assignment Descriptions and Evaluation***

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The final grade for the course will be based on evaluations in six areas:

- 1. Class attendance, participation and preparation (20%)** Your grade will be determined by your regular attendance, punctuality, contributions to class/small group discussion, citations of readings in discussions, engagement in interactive experiences and small group tasks.
- 2. Group presentation on faith and human development theory (15%)** Your grade will be determined by the content of your presentation (reflecting primary developmental theorists in the fields of human development; cognitive and moral, and faith development), and your evidence of application of developmental theory to a church context, as well as the clarity of your presentation.
- 3. Book report (15%)** Your grade will be determined by evidence of your having read and reflected on your chosen book as exhibited through an clear and succinct outline of the educational approach of the author, relevant citations from the text, and a well-reasoned critique of the educational approach from your perspective and church context, as well as your quality of writing and clarity of ideas.
- 4. Group presentation on curriculum resource (15%)** Your grade will be determined by the introduction to your curriculum resource (providing details about the curriculum such as publisher, denominational connection if any, age range of curriculum, model of education, cost per student etc.), your theological and educational evaluation of the curriculum resource, and your overall evaluation of the resource for use in your chosen context, as well as the clarity of your presentation.
- 5. Story (10%)** Your grade will be determined by your preparation and delivery of your chosen biblical story and context for its presentation
- 6. Final Paper (25%)** This paper requires you to represent your present personal theology and practice of Christian education and/or faith formation ministry. You may wish to choose a scripture text, a theological doctrine, or a sacramental practice as the starting point that forms the basis of your statement on Christian education and/or faith formation. Your paper must include a theological perspective on educational/faith formational ministry that in turn is expressed in your practice of ministry. For instance, how would your theological perspective affect your ministry with all ages and age groups, determine the worship and program choices you would highlight in a church context, shape your approach to mission and social justice, and flavour your relationship with the congregation or other ministry contexts. Craft your statement as if you were attaching it to your job application to a church or other ministry context. It should be understandable, show a depth of thoughtful reflection, show integration of course lectures, discussions and readings, and be consistent and coherent.

## ***Grading System***

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1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good

70-72 (B-)	Acceptable
0-69 (FZ)	Failure

**Late work (BD).** Assignments will be penalized at the rate of five percent per day, including weekends, and will not be accepted after 7 days. Please note that late work disrupts the momentum of the class as a whole and creates inequity of opportunity as others submit by the deadline. To receive an extension on the **final paper**, you must petition the BD committee by the required date. All other academic information is available in the BD manual.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## ***Policies***

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe

Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

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