

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

Instructor Information

Instructor: HyeRan Kim-Cragg, Associate Professor
Office Location: #212
Telephone: Office 416-585-4545
E-mail: hyeran.kimcragg@utoronto.ca
Office Hours: Tuesdays, 4:00 - 5:00 pm or by appointment

Course Identification

Course Number: EMP 1431 HF
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

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 a practical application of this learning in mind. We will examine and experiment with curriculum theory and evaluation, basic lesson planning, multiple intelligences, and the importance of stories with opportunities to engage with current congregational resource materials and practice.

Students will integrate their learning and reflection through their assignment of storytelling 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 their 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 length of the course will find this a very useful tool when writing the 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 and creative speaking, and the submission of a book report and final paper.

Course Resources

Required Course Texts/Bibliography

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

Mary Ann Beavis and HyeRan Kim-Cragg, *What Does the Bible Say? A Critical Conversation with Popular Culture* (Eugene: Cascade, 2017).

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](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

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 gain biblical understandings of faith formation as revealed in the Hebrew Scriptures and the New Testament.
- describe and explain how historical events that 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 context.
- explore more recent approaches to educational ministry through theories derived from brain research, lesson planning for engagement, and multiple intelligences.
- engage critical methods and reflections on various pedagogies for faith formation in light of and in conversation with social issues and popular culture.
- 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 the history and theology of Christian religious education from biblical times to the present day, with particular attention to how significant theological perspectives have impacted the practice of education and faith formation in contemporary cultures.
- describe the more recent evolution of mainline Protestant paradigms of Christian education to our present paradigm of Christian faith formation.
- provide a written overview of a self-selected 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 the 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 children's time in mind that embeds theological issues 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.

Assignment Descriptions and Evaluation

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

- 1. Class participation and preparation (20%)** Your grade will be determined by your active participation, punctuality in attendance, 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), your evidence of application of developmental theory to a church context, as well as the clarity of presentation.
 - 3. Book report (15%)** Your grade will be determined by evidence of having read and reflected on your chosen book through citations, critique of the text, and application to your or an educational ministry 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. Storytelling (10%)** Your grade will be determined by your preparation and delivery of your chosen story (5 mins). This is a snapshot of your final paper topic as you integrate course learnings imagining a group in mind (e. g., children's time in worship, confirmation, senior bible study, integrational learning day or PD day activity).
 - 6. Final Paper (25%).** You may wish to choose a scripture text, a theological doctrine, or a sacramental practice by choosing a topic or an issue found in (but not limited to) *What Does the Bible Say?* (Cascade, 2017) 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 or particular age groups? What are the worship and ministry program choices you would highlight in a church context to shape your pedagogical approach to mission and social justice, dealing with various critical and difficult issues (sexism, racism, ecological injustice, antisemitism)? It should show a depth of thoughtful reflection, demonstrate integration of lectures, discussions and readings. At least 5 references from Bibliography and outside course materials need to be used.
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Grading System

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

Book Report

Select one book from the following list to read. Write a 4 - 5 page review of your chosen book (Word limit 1000), including an overview of the educational approach reflected in this resource and your response to the book.

Educational Theory/Approaches

John Westerhoff, *Will Our Children Have Faith?* (San Francisco: Harper and Row, 1976)
Thomas Groome, *Christian Religious Education* (San Francisco: Harper and Row, 1980)
Jack Seymour and Donald Miller, ed. *Contemporary Approaches to Christian Education* (Nashville: Abingdon, 1982)

Liberation and Feminist/Womanist Perspectives to Education

Freire, Paulo. *Pedagogy of the Oppressed* (New York: Continuum. 1989)
hooks, bell. *Teaching to Transgress: Education as a Practice of Freedom* (New York: Routledge, 1994)

Theology and Education

Moore, Mary E. *Teaching from the Heart: Theology and Educational Method* (Minneapolis: Fortress, 1991)
Schipani, Daniel. *Religious Education Encounters Liberation Theology* (Birmingham: Religious Education Association, 1990)

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 Adults

Parker Palmer, *On the Brink of Everything: Grace, Gravity and Getting Old* (Oakland: Berrett-Koehler, 2018)
Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Revised Edition (San Francisco: Jossey-Bass, 2002)

Small Membership Church

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

BIBLIOGRAPHY

- Adamson, William R. *Empowering Disciples: Adult Education in the Church*. Ottawa: Novalis/Wood Lake Books, 1990.
- Aleshire, Daniel. "Finding Eagles in the Turkeys' Nest: Pastoral Theology and Christian Education." *Review and Expositor* 85 (1988): 699-704.
- Berryman, Jerome W. *Godly Play: An Imaginative Approach to Religious Education*. Augsburg, 1991.
- Bruce, Barbara. *Start Here: Teaching and Learning with Adults*. Nashville: Discipleship Resources, 2000.
- Bruce, David. *Jesus 24/7 – Youth: A Short Course in Christian Faith for the Questing Youth*. UCPH, 2009.
- Caldwell, Elizabeth. *Come Unto Me: Rethinking the Sacraments for Children*. Cleveland: United Church Press, 1995.
- Conrad, Robert L., et al., *Confirmation: Engaging Lutheran Foundations and Practices*. Augsburg/Fortress: Minneapolis, 1999.
- Cook, Norma Everist, ed. *Christian Education as Evangelism*. Minneapolis: Fortress Press, 2007.
- _____. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Nashville: Abingdon Press, 2002.
- Cully, Iris V. *The Bible in Christian Education*. Minneapolis: Fortress, 1995.
- Durka, Gloria. *The Teacher's Calling: A Spirituality for Those Who Teach*. New York: Paulist Press, 2002.
- Dykstra, Craig. *Growing in the Life of Faith: Education and Christian Practices*. 2nd ed. Louisville: Westminster John Knox Press, 2005.
- Eisner, Elliot. *The Educational Imagination*, 2nd ed. New York: Macmillan, 1985.
- Foster, Charles. "Imperialism in the Education of the Church," *Religious Education* 8 (Winter 1991): 145-156.
- _____. *Educating Congregations: The Future of Christian Education*. Abingdon, 1994.
- _____. *Embracing Diversity: Leadership in Multicultural Congregations*. Alban Institute, 1997.
- Fowler, James W. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. San Francisco: Jossey-Bass Publishers, 2000.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper, 1981, 1995.
- Freire, Paulo. *The Pedagogy of the Oppressed*. Seabury, 1973.
- Goto, Courtney. *The Grace of Playing: Pedagogies of Learning into God's New Creation*. *Horizons in Religious Education Series*. Eugene: Pickwick, 2016.
- Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. Allen, Texas: Thomas More, 1998.
- Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville: Westminster/John Knox Press, 1989.
- hooks, Bell. *Teaching Community: Pedagogy of Hope*. Routledge, 2003.
- _____. *Teaching to Transgress: Education as Practice of Freedom*. Routledge, 1994.
- Kim-Cragg, HyeRan. *Story and Song: A Postcolonial Interplay Between Christian Education and Worship*. New York: Peter Lang, forthcoming, 2012.
- Kim-Cragg, HyeRan and Eun-Young Choi. *The Encounters: Retelling the Bible in Migration and Intercultural Perspectives*. Daejeon: Daejeon, 2013.
- Lee, Boyung. *Transforming Congregations Through Community: Faith Formation from the Seminary to the Church*. Louisville: Westminster/John Knox, 2013.
- Martin, Anne. *Rooted in the Divine: Nurturing Our Faith through Small Group Activity*. Toronto: UCPH, 2004.

- Mercer, Joyce. *Welcoming Children: A Theology of Childhood*. St. Louis: Chalice, 2005.
- Miller, Donald. *Story and Context: An Introduction to Christian Education*. Nashville: Abingdon Press, 1987.
- Miller, Randolph C., ed. *Theologies of Religious Education*. Birmingham: Religious Education Press, 1995.
- Moore, Mary Elizabeth. *Education for Continuity and Change*. Nashville: Abingdon Press, 1983.
- _____. *Teaching From the Heart: Theology and Educational Method*. Minneapolis: Fortress Press, 1991.
- _____. *Teaching as a Sacramental Act*. Cleveland: Pilgrim, 2004.
- Mulphy, Debra Dean. *Teaching that Transforms: Worship as the Heart of Christian Education*. Grand Rapids: Brazos, 2004.
- Osmer, Richard R. *A Teachable Spirit: Recovering the Teaching Office in the Church*. Louisville: Westminster/John Knox Press, 1990.
- Pardy, Marion. *Teaching Children the Bible: New Models in Christian Education*. San Francisco: Harper & Row, 1988.
- Palmer, Parker. *The Courage to Teach*. San Francisco: Jossey-Bass Publishers, 1998.
- _____. *To Know As We Are Known*. San Francisco: Harper & Row, 1983.
- Parker, Evelyn. *Trouble Don't Last Always: Emancipatory Hope among African American Adolescents*. Cleveland: Pilgrim, 2005.
- Ratcliff, Donald and Brenda Ratcliff. *Experiencing God and Spiritual Growth with Your Children*. Eugene, OR: Cascade Books, 2010.
- Ratcliff, Donald, ed. *Handbook of Children's Religious Education*. Birmingham: Religious Education Press, 1988.
- Schipani, Daniel S. *Religious Education Encounters Liberation Theology*. Birmingham: Religious Education Press, 1988.
- Schmidt, Stephen. *A History of The Religious Education Association*. Birmingham: Religious Education Press, 1983.
- Schuller, David S. *Rethinking Christian Education: Exploration in Theory and Practice*. St. Louis: Chalice, 1993.
- Stonehouse, Catherine & Scottie May, *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Grand Rapids: Baker, 2010.
- Taylor, Marvin, ed. *Changing Patterns of Religious Education*. Nashville: Abingdon, 1984.
- Tran, Mai-Anh Le. *Reset the Heart: Unlearning Violence, Relearning Hope*. Nashville: Abingdon, 2017.
- Thompson, Norma, ed. *Religious Education and Theology*. Birmingham: Religious Education Press, 1982.
- Turpin, Katherine. *Branded: Adolescents Converting from Consumer Faith*. Youth Ministry Alternatives Series. Cleveland: Pilgrim, 2006.
- Webb-Mitchell, Brett P. *Christly Gestures: Learning to Be Members of the Body of Christ*. Grand Rapids: Eerdmans, 2003.
- Williamson, Clark M., and Ronald J. Allen, *The Teaching Minister*. Louisville: Westminster/John Knox Press, 1991.
- Wimberly Ann, *Soul Stories: African American Christian Education* Nashville: Abingdon Press, 1994.
- Yust, Karen Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco: Jossey-Bass, 2004.

Late work (BD). The only acceptable excuse for late work is the UT medical documentation. 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 Basic Degree 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 advisor 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, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Attendance is mandatory.

A high rate of attendance is key to student success, given the nature of theological education and the importance of classroom interaction and learning at Emmanuel College. Students should not accept significant outside obligations during the academic term.

For a regular course, students who register and miss one or two classes may receive a lower grade. In order to avoid this penalty, students must notify their instructor with a valid reason for any absence before class. Students missing twenty-five (25) percent (meaning after missing more than 2 courses) will be automatically withdrawn from that course.

Word load Expectation.

Students are expected to prepare for 6 hrs (per week) for 2 hr class, 8 hr per week. Thus, a full time course load (5 courses) is equivalent to a full time 40 hrs per week.

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.

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. 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. However, the instructor will not check emails or respond to emails on the weekends. *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.

Course Schedule

Week 1 (Sep 10): Introduction

Week 2 (Sep 17): Concepts and Approaches to Study Christian Education

Required Reading: Tye, *The Basics of Christian Education*, chapter 1.
Parker Palmer, *The Courage to Teach* (San Francisco: Joss-Bass, 1998), chapter 5.
Recommended Reading; Jack Seymour, ed., *Mapping Christian Education* (Abingdon, 1997), chapter 1.

Week 3 (Sep 24): Imperative for and Flaws of Christian Education

Required Readings: Jack Seymour, *Teaching the Way of Jesus: Educating Christians for Faithful Living* (Abingdon, 2014), chapter 2; Charles Foster, *Educating Congregations* (Abingdon 1994), chapter 2.
Recommended Reading: Mary E. Moore, *Teaching as a Sacramental Act*, pp. 29-50.

Week 4 (Oct 1): Faith and Human Development Theory for Faith Formation

Required Readings: Tye, *Basics in Christian Education*, chapter 5.
Keeley, Robert. "Faith Development and Faith Formation: More than Just Ages and Stages." *Lifelong Faith*.
http://www.faithformationlearningexchange.net/uploads/5/2/4/6/5246709/faith_development_faith_formation_-_keeley.pdf
Groome, Thomas H. "Total Community Catechesis for Lifelong Faith Formation."
http://www.faithformationlearningexchange.net/uploads/5/2/4/6/5246709/total_community_catechesis_-_groome.pdf

Recommended Reading: James Fowler, *Stages of Faith: The Psychology of Human Development* (San Francisco: Harper and Row, 1980).

Assignment 2 Due: 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.

Week 5 (Oct 8): Methods of Christian Education

Readings: Israel Galindo, *The Craft of Christian Teaching* (Valley Forge: Judson, 1998), chapter 5, Appendix 1 and 2; Howard Gardner, *Multiple Intelligences: New Horizons* (New York: Basic Books, 2006), chapters 1 and 2. Carol Lakey Hess, "Education as an Art of Getting Dirty with Dignity," in *The Arts of Ministry: Feminist-Womanist Approaches* (Westminster, 1996), chapter 3, 60—88.

Week 6 (Oct 15): Curriculum of Christian Education

Readings: Maria Harris, *Fashion Me A People: Curriculum in the Church* (Louisville, WJKss, 1989) Chapter 3; HyeRan Kim-Cragg, *Story and Song: A Postcolonial Interplay between Christian Education and Worship* (Peter Lang, 2012), chapter 3.
NOTE: Guest Lecturer

Week 7 (Oct 22): Midterm Break; No Class

Assignment 3: Book Report Due by October 25 Friday.

Week 8 (Oct 29): Curriculum Assessment Practicum

Assignment 4 Due: Group presentations on a selected curriculum resource. Please submit your group's power point, presentation notes, and/or handout(s) following your group presentation.

Week 9 (Nov 5): Interreligious Education

Readings: Sheryl Kujawa-Holbrook, *God Beyond Borders: Interreligious Learning Among Faith Communities*. Chapter 1, pp. 1-29; Marianne Moyaert, "On the Role of Ritual in Interfaith Education" *Religious Education* 113:1 (2018): 49-60.

Week 10 (Nov 12): Intercultural Religious Education

Readings: Boyung Lee, "Toward Liberal Interdependence: Exploring an Intercultural Pedagogy" *Religious Education* 105:3 (Summer 2010): 283-298.

HyeRan Kim-Cragg, "Postcolonial Suggestions for Intercultural Ministries" *Ecumenist* 49:2 (Spring 2012): 6-11.

Week 11 (Nov 19): Racism, Whiteness and Christian Education

Readings: Mai-Anh Le Tran, *Reset the Heart*, chapter 2; Kim-Cragg, "The Emperor Has No Clothes!: Exposing Whiteness as Explicit, Implicit, and Null Curricula" *Religious Education* 114:3 (Summer 2019): 239-251.

Week 12 (Nov 26): Critical Theological Issues and Biblical Literacy for Christian Education

Reading: Mary Ann Beavis and HyeRan Kim-Cragg, *What Does the Bible Say? A Critical Conversation with Popular Culture* (Cascade, 2017). Choose to read two chapters from the book and present findings and discussion in class (**part of Assignment 6 prep**).

Recommended Reading: Iris Cully, *The Bible in Christian Education* (Fortress, 1995), chapter 2.

Week 13 (Dec 3): Finding the Vocation as Teacher of Christian Education committed to Faith Formation: Storytelling Presentation

Reading: Holly Catterton Allen and Christine Lawton Ross, *Bringing the Whole Church Together in Ministry, Community and Worship* (IVP, 2012), chapters 14, 15.

Assignment 5: Storytelling Due. Please submit your storytelling presentation notes, and/ or handout(s) following your group presentation.

Week 14 (Dec 10): Exam Week; No Class

Assignment 6: Final Essay Due: December 13 Friday.