



**CESR9302 Supervised Reading Colloquium 2:
Foundational Readings in Christian Education
New Orleans Baptist Theological Seminary
Christian Education Division**

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

Purpose of the Course

The purpose of the course is to acquaint students with salient texts in the given discipline. While it is impossible to overview *all* of the important works in a particular field, an attempt is made to introduce the subject area with a variety of representative books. Reading is done on an individual basis, discussion is accomplished in a peer group.

Core Value Focus

The seminary core value emphasis for 2012-2013 is *Servant Leadership*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2012-2013 academic year that Core Value is *Servant Leadership*.

Course Description

This seminar is designed for doctoral students who are in the residency/candidacy stage of the PhD program. Students should read and discuss the assigned books and as a result be familiar with representative works in the field, thus making them better seminar participants. The purpose will be to enhance the student's understanding of the literature, journals, websites, etc. which will potentially comprise the bibliography of the dissertation.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive

- Be familiar with the wider body of resources related to the field of Christian Education.
- Identify 8-10 resources in each specific discipline which will inform in the area of Christian Education

Affective

- Understand the importance of selected resources as they relate to the wider field.
- Associate titles with significant authors in the specific discipline

Psychomotor

- Become conversant in “annotated bibliography” form with the resources.
- Articulate the ideas in conversation with the professor and peers.

Required Readings

See reading list below.

Course Teaching Methodology

Students will receive the syllabus and reading list by May 1. Reading and written synthesis will take place over the summer, specifically May, June, and July. A Blackboard shell will be available through which to students can dialog online regarding 1-2 books each week.

The on-campus component will be 6-8 hours of dialog, with analysis of ideas, synthesis of principles, and evaluation of educational ministry problems based on the reading. Students and Professor(s) will meet on campus in late July/early August for the purpose of discussion and reporting.

Teaching Method. This course will be taught through:

1. Independent reading and evaluation
2. Online dialog with other students and professor
3. On-campus discussion of texts led by students and facilitated by the professor.
4. Preparation of an annotated bibliography of the reading list (individually).

Assignments and Evaluation Criteria

Course Requirements

1. Registration and Syllabus
 - a. Student will register for the course via normal channels by May 1.
 - b. Student will obtain the syllabus through the office of the Director of PhD in Christian Education, currently Dr. Allen Jackson (ajackson@nobts.edu). List of required reading is attached to the syllabus.
 - c. Student will go online and enroll in the class on Blackboard. This will serve to verify participation with the professor(s) who are guiding the supervised reading, regarding the reading list for clarification and possibly negotiation.
2. Students will survey the books on the required list in order to determine books that **should be on the list but were not included**. An annotated bibliography of five books should be **submitted via blackboard before the on campus session**. An annotated bibliographic entry includes a bibliographic entry plus two or three sentences that describe the book.
3. Students will prepare a book response for each book on the required list. **Critical reviews will be submitted according to the schedule below**. Generally, a book response is bibliographic entry, and 1-2 pages of summary, synthesis and usefulness to guide discussion. Guidelines for responses are as follows:
 - a. A book response (review) is a critical commentary, which involves more than simply summarizing the contents (i.e. don't scan the book and the back cover and look for good quotes to make us think you've read the book—read, underline, outline, take notes, and interact as you read).
 - b. *Content:* The narrative should address the following issues:
 - i. Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
 - ii. Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes—but for whatever information you use cite parenthetically, i.e. (77-78).
 - iii. Assessment of whether the author succeeded in achieving the purpose of the book.
 - iv. Identify the major strengths and weaknesses of the book.
 - v. Locate reviews of the book and summarize some of the viewpoints held by other persons who have evaluated the material.
 - vi. Indication of your reaction to the book; how the book has/has not contributed to your insights concerning the subject of the book and your personal ministry. (Were you prompted, influenced, impacted, outraged,

- ambivalent, and/or disinterested by the author’s presentation—did you experience change?).
- c. Students will submit book reviews via Blackboard per the class schedule (below). During the assigned on-campus week, students will meet to discuss the resources with peers and professor. At that time, a hard copy of the book reviews will be submitted to the professor for grading.
- i. Papers should be typewritten (Times New Roman 12 pt. font) and double-spaced; no more than two pages in length, **and submitted electronically via Blackboard**. All students will have access to all reviews.
 - ii. Rules of spelling, grammar, and composition will be closely observed . For instance, points would be deducted for: :
 - (1) every misspelled or misused word
 - (2) every time passive voice is used incorrectly
 - (3) major grammatical mistakes (sentence fragment, run-on sentences, no complete thought, etc.)
 - (4) minor grammatical mistakes (comma splice, pronoun references, verb/subject disagreement, etc.)
 - iii. Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.
 - iv. Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, “In my opinion” or “I believe”. (Interact with the author: “George failed to support...”
 - v. Try to use action verbs whenever possible: avoid passive voice. (I.e. not “The author was trying to convey.” Use: “The attempt to convey.” –Passive voice is usually indicated by the use of “being verbs” ...I was being, I will be—do not use them)
 - vi. Do not use slang or colloquialisms unless you have a specific reason for doing so. (I.e. “His metaphor seemed to have him barking up the wrong tree.”).

Course Policies

Grading

Grades will be either Pass or Fail.

Submission Schedule (submit by 5pm Friday of the week identified):

First Week of June: Anthony, Zuck, Knight

Third Week of June: Yount (*Teaching Ministry*) and Yount (*Created to Learn*)

First Week of July: Estep, Lingenfelter, Anthony

Third Week of July: Berkley, Powers, Stevens, Welch

Friday before class: Annotated entries

Reading List

History and Philosophy of Education

Anthony, Michael J. and Benson, Warren S. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Grand Rapids: Kregel, 2003.

Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids: Baker, 2002.

Knight, George B. *Philosophy and Education: An Introduction in Christian Perspective*, 4th ed. Berrien Springs, MI: Andrews University Press, 2006.

Theology and Practice of Christian Education

Yount, William R. *The Teaching Ministry of the Church*, 2nd ed. Nashville: B&H Academic, 2008.

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2nd ed. Nashville: B&H Academic, 2010.

Curriculum Design and Principles of Teaching

Estep, James R., M. Roger White and Karen L. *Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims*. Nashville: B&H Academic, 2012

Lingenfelter, Judith, and Sherwood Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Academic, 2003

Church Administration

Anthony, Michael and James Estep. *Management Essentials for Christian Ministries*. Nashville: Broadman & Holman, 2005. (ISBN 978-0-8054-3123-0)

Berkley, James D. *Leadership Handbook of Management and Administration*. Grand Rapids: Baker Book House, 2008. (ISBN 978-0-8010-6814-0)

Powers, Bruce (ed). *Church Administration Handbook*. Nashville: Broadman & Holman Press, 2008. (ISBN 978-0-8054-4490-2)

Stevens, Tim and Tony Morgan. *Simple Strategic Stuff: Help for leaders drowning in the details of running a church*. Loveland CO: Group Publishing, 2004. (ISBN 0-7644-2625-7)

Welch, Robert H. *Church Administration: Creating Efficiency for Effective Ministry*. Nashville: Broadman & Holman Academic Publishers, 2011. (ISBN 978-1-4336-7377-1)