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# CE 605 The Servant as Teacher

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## **THE SERVANT AS TEACHER, CE 605**

Syllabus for Spring 2001 (Similar Format)

Syllabus May Be Revised – Dates Changed to Reflect Semester

Instructor: Harold W. Burgess

Office Phone #2304

The primary focus of this course is upon the pastor as a teacher and leader in the educational ministry of the church, a role that is rooted in the practice of the early church---yet which may be enhanced through skills rooted in contemporary disciplines.

### Course Objectives

This course seeks to foster those essential competencies that will enable students (in objective tests, essays, class discussion, and simulated exercises) to:

1. Identify and critically evaluate biblical, theological, historical, philosophical, and social-science principles relevant to leading the church in its educational ministry.
2. Show an understanding of the Wesleyan perspective in planning local church education.
3. Articulate and utilize an informed understanding of the relationship between evangelism and education in harmony with “the great commission” (Matt. 28:18-20).
4. Utilize a developing understanding of teaching/learning so as to employ such concepts as differences of personality and learning style to improve teaching.
5. Confirm the acquisition of leadership and change-agentry skills that could contribute to greater effectiveness of the educational ministry of a local church.
6. Demonstrate a philosophy of pastoral leadership appropriate to the milieu in which the student plans to serve.

### General Course Requirements

1. Attend classes and participate in the entire structured process.
2. Read assignments in texts as per course calendar and prior to sessions for which they are preparatory.
3. Take two tests on assigned dates. The first test will focus on substantive knowledge of factual material, the second will require application.
4. Turn in 3 ten-point papers (see grading scale). These should be 4-5 pp. and deal with topics suggested in, or appropriate to, the calendar.
5. Participate with a small group in developing, and reporting on, appropriate group term-project . Options will be discussed in class sessions, but I will normally be looking for integrative treatment of topics identified in the course.
6. Timeliness in submitting work should be considered a requirement.

### Textbooks

1. Robert L. Browning, The Pastor as Religious Educator
2. D. Michael Henderson, John Wesley's Class Meeting
3. Henri Nouwen, Creative Ministry
4. Robert Pazmino, Basics of Teaching for Christians
5. Catherine Stonehouse, Patterns of Moral Development
6. Morton Kelsey, Can Christians Be Educated?
7. Ann Wimberly, Soul Stories

### Supplemental Texts

1. Charles R. Foster, Educating Congregations
2. Richard Robert Osmer, A Teachable Spirit
3. Thom & Joni Schultz, Why Nobody Learns Much of Anything at Church: and How to Fix It.
4. Dallas Willard, Divine Conspiracy

A xerox fee of \$4.00 is required to pay for handouts that will include selected lecture notes, summarized readings, and other helps.

### Grades Will Be Assigned On A Point Basis

"A"	95-100
"A-"	90-94
"B+"	85-89
"B"	80-84
"B-"	75-79
"C+"	70-74
"C"	65-69

### Points Toward Grades

40 points	Two tests
30 points	Three 10 point papers
20 points	Group term-projects to be presented in class (options to be discussed).
10 points	Professor's assessment of participation (including occasional papers).

Tests will be read with attention to understanding of theory and its extension in practical application. 10 pt. papers will be read with attention to quality of writing, documentation, inclusiveness in language, they should be typed double-space. Group projects will be judged on a 20 pt. scale. The first exam will be read with attention to substantive, factual information; the final exam/paper will be read with attention to utilization of concepts developed in the course.

## The Course Calendar

### **Unit I Roots of Christian Education (Matthew 28:18-20)**

- Sept 7, 9 Course Plan, Christian Education as a Field of Study, Organize Groups  
read handouts and Ch.1 Nouwen for Sept. 9.
- Sept 14,16 Historic, biblical theological, and philosophical roots, twentieth-century  
Models; “teaching” and related educational concepts.  
Read Henderson, Wesley’s Class Meeting and handouts.
- Sept 21, 23 General topic: Broader Perspectives for Educational Ministry in the Local  
Church  
Read Can Christians be Educated?
- Ten-Point Paper #1 due, Thursday, September 23.
- Topic Choices:
1. Biblical and/or Theological Roots of Educational Ministry
  2. Reformation Values in Education (Luther, Calvin, Loyola)
  3. Wesley and Christian Education
  4. The relevance of the Sunday School for the 21<sup>st</sup> century
  5. The role of catechism in the contemporary church

### **Unit II Psychological and Educational Resources (and tools)**

- Sept. 28, 30 Concept of “Teaching/Learning”  
Read Pazmino, handouts, summary of J.M. Lee
- Oct. 5, 7 Developmental and Depth Psychology  
Read Stonehouse, Kelsey
- Oct. 12 Existential and Liberation Themes
- Oct. 14 First Exam  
(It will have objective, brief answer, essay components (1 hr. 15 min.)

### **Unit III Pastoral Leadership in Local Church Education (formation/discipleship)**

Primary readings for this unit, Browning, Wimberly

- Oct. 19, 21 Precedents: Biblical, Historical, 20<sup>th</sup> Century

- Oct. 26, 28 21<sup>st</sup> Century and cross-cultural issues  
Ten Point Paper #2 due October 28

This paper is to be a review and application one of the supplemental texts  
Foster, Osmer, Schultz, Willard (these books must all be  
represented in your project group and inform your presentations)

Nov. 2 – Group Presentation #1

Nov. 4 – Group Presentation #2

Nov. 9 -- Group Presentation # 3

Nov. 11 -- Group Presentation #4

Ten Point Paper #3 due this date

Possible topics

Utilizing Teaching/Learning Styles

Laity as Educational Resource

Alternatives to Sunday School

21st Century Sunday School Vision

Discipleship Options and Ideas

The Pastor and Youth in the Church

(Your paper must be different from your group report)

other options will arise during class sessions

Nov. 15 – Group Presentation #5

Nov. 17 – Group Presentation # 6

Nov. 22 –26 Fall Reading Week

Nov. 30 – Group Presentation #7

Dec. 2 -- Group Presentation #8

Dec. 7, 9 Wrap up sessions in preparation for Final Exam

Dec. 14 -- 1:00 to 3:00 p.m. Final Exam (Essay with one or two questions)