



COURSE SYLLABUS

Course Number and Title: PRMN: 530D Teaching The Faith
Semester or term: Fall 2021 (Tuesday 3:00-6:00 p.m.)

Instructor: Rev. Dr. Marsha Brown Woodard

Instructor contact and office hours:

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Brightspace Information:

Brightspace Questions: Contact | brightspace@eastern.edu or 610-225-5037

Brightspace Tutorials: [Brightspace Student Videos](#)

Brightspace Site: <https://eastern.brightspace.com>

Prerequisites:

Prerequisite: Students will have completed **either** THLE520 Systematic Theology: Vision of Community **or** THLE521 Reign of God and a minimum of 30 credits.

Course Description:

This course is designed to help students move beyond their personal formation as followers of Christ, toward developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, this course will include exploration of the history of Christian education in United States and an envisioning of Christian Education for the 21st century

Program Learning Goals and Indicators:

1. Goal 3 Indicator 2: **3.2** Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care

2. Goal 4 Indicator 4: **4.4** Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism

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3. Goal 2 Indicator 1: **2.1** Defines and describes the heritage and traditions of the communities out of which the student comes, in which the student serves, and to which the student relates

4. Goal 4 Indicator 2: **4.2** Articulates and demonstrates biblical and theological foundations for the practice of ministry

The complete M.Div. Program Goals and Indicators Table can be found at the end of this syllabus

Course Learning Outcomes:

1. Students will articulate an understanding of educational ministry in the Church and in their particular congregations that is supported by research and analysis
2. Students will develop a holistic view of Christian Education that is informed by the denominational and cultural traditions of the local church but that also incorporates models and understandings beyond their own context.
3. Students will become familiar with resource options, materials, and methods and be able to utilize them in a variety of settings as well as offer critique and evaluation.
4. Students will develop their own theology of education and learning.

Teaching and Learning Strategies:

Learning objectives will be achieved through assigned readings, lectures, class discussion, other assignments, designed to stimulate interest and to clarify understanding, through reading, data gathering, examining theological frameworks, analyzing their data and articulating conclusions, students will engage in a methodology that should allow them to look at the effectiveness of Christian Education efforts. (Utilizing a broad understanding of Christian Education) Evaluation for the course will be based on completion of the class requirements, accuracy of content, cogency of expression, and style of presentation.

Required Texts and Materials:

1. Everist, Norma Cook. *Church As Learning Community*. Abingdon Press, Nashville, 2002.
2. Ferguson, Nancy. *Christian Educators' Guide To Evaluating and Developing Curriculum*. Judson Press, Valley Forge, 2008.
3. Galindo, Israel; Marty Canaday. *Planning for Christian Education Formation-A Comprehensive Introduction*. Chalice Press, St. Louis,
4. Inglis, Holly., Kathy L Dawson, Rodger Y. Nishioka. *Sticky learning- How Neuroscience Supports Teaching That's Remembered*, Fortress, MN
5. Christian Educators of the 20th Century web-based database, Talbot School Of Theology <http://www.talbot.edu/ce20/>
6. Additional Handouts and Articles distributed electronically.
7. Attending Science Symposium October 1,2 [in person or virtual]

Select One of the Following

***Star Struck Seeing The Creator In The Wonders of Our Cosmos* Dr. David Bradstreet and Steve Rabley Zondervan 2016**

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Ecowomanism: African American Women and Earth-Honoring Faiths Melanie L. Harris, Orbis, 2017

Recommended or Optional Texts and Materials:

1. Allen, Ronald, J., Dale P. Andrews, and Dawn Ottoni-Wilhelm, Editors. *Preaching God's Transforming Justice – A Lectionary Commentary, (Year A, B, C), Featuring 22 New Holy Days For Justice*. Westminster John Knox, Louisville, 2011 (2012,2013)
2. Bartlett, David L. *Paul's Vision For The teaching Church*. Judson Press, Valley Forge, 1977.
3. Bell, Brenda, John Gaventa, and John Peters, Editors. *We Make The Road By Walking Conversations on Social Change-Myles Horton and Paulo Freire*, Temple University Press, Philadelphia,1990
4. Blazier, Kenneth D., and Linda R. Isham, Editors. *The Teaching Church At Work-A Manual For The Board of Christian Education-Revised Edition*, Judson Press, Valley Forge, 1993
5. Conde-Frazier, Elizabeth, S. Steve Kang, Gary A. Parrett. *A Many Colored Kingdom-Multicultural Dynamics for Spiritual Formation*. Baker Books, Michigan, 2004.
6. Crockett, Joseph. *Teaching Scripture from an African –American Perspective*. Discipleship Resources, Nashville, 1990
7. Dube, Musa W. Editor. *Other Ways of Reading-African Women and the Bible*. Society of Biblical Literature-Atlanta 2001 (WCC Publications-Geneva)
8. Gafney, Wilda C. *A Women's Lectionary for the Whole Church Year A*. New York, Church Publishing, 2021
9. _____. *A Women's Lectionary for the Whole Church Year W*. New York, Church Publishing, 2021
10. Geoffrion, Timothy C. *Spirit Led-Leader Nine Leadership Practices and Soul Principles*. Herndon, VA: Alban Institute2005
11. _____. *Saying Yes To God-How to Keep in Step With the Spirit*. Cascade Books, Eugene Oregon, 2017
12. Groff, Kent Ira. *The Soul of Tomorrow's Church-Weaving Spiritual Practices in Ministry Together*. Upper Room Books, Nashville, 2000
13. Halverson, Delia. *Ready, Set, Teach! Training and Supporting Volunteers in Christian Education*. Nashville, Abingdon Press.2010
14. _____. *32 ways To Become A Great Sunday School Teacher. Self-Directed Studies for Church School Teachers*. Abingdon Press, Nashville, 1997
15. Hanson, Grant. *Foundations For The Teaching Church- Christian Faith, Personal Nurture and Christian Life*. Judson Press, Valley Forge, 1986
16. Hill, Kenneth. *Religious Education in the African American Tradition- A Comprehensive Introduction*. Chalice Press, St. Louis
17. Hope, Anne and Sally Timmel. *Training For Transformation, Volume 1-3* Mambo Press, Zimbabwe, 1984 (reprint 2007)
18. Jones, Jeffrey D. *Heart, Mind, and Strength: Theory and Practice For Congregational Leadership*. Herndon, Virginia: The Alban Insituite,2008.
19. Keely, Barbara Anne, Editor. *Faith of Our Foremothers-Women Changing Religious Education*. Westminster John Knox, Louisville, 1997
20. Kirylo, James D. and Drick Boyd. *Paulo Freire-His Faith, Spirituality and Theology*. Sense Publishers, Rotterdam/Boston, 2017
21. Lee, James Michael, Editor. *Forging A Better Religious Education in The Third Millennium*. Religious Education Press, Birmingham, 2002

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22. Morgan, Donn. *Fighting With The Bible-Why Scripture Divides Us and How It Can Bring Us Together*. Seabury Books, New York, 2007
23. Ratliff, Mike. *Sacred Challenge-Blazing A New Path for the Sunday School of the Future*. Discipleship Resources, Nashville, 2006
24. Talvacchia, Kathleen T. *Critical Minds and Discerning Hearts A Spirituality of Multicultural Teaching*, Chalice Press, St. Louis
25. Tye, Karen. *Basics of Christian Education*. Chalice Press, St. Louis, 2000
26. Wheelan, Susan. *Creating Effective Teams: A Guide for Members and Leaders*,. Sage, Thousand Oaks, 2016
27. Wilkerson, Barbara, Editor. *Multicultural Religious Education* Religious Education Press, Birmingham, 1997
28. Wimberly, Anne E. Streaty. *Soul Stories-African American Christian Education*, Abingdon Press, Nashville, 1994.
29. Wimberly, Anne E. Streaty, Nathaniel West, Annie Lockhart-Gilroy

C. Online Resources:

Christian Educators of the 20th Century web-based database, Talbot School Of Theology
<http://www.talbot.edu/ce20/>

Chimamanda Ngozi Adichie: The danger of a single story

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Christian Resource Institute http://www.crivoice.org/chyear_resources.html

One Button Studio <https://www.eastern.edu/academics/library/one-button-studio-eu>

Fuller Studios: <https://fullerstudio.fuller.edu/#home>

<https://fullerstudio.fuller.edu/engaging-science-life-congregation/>

<https://fullerstudio.fuller.edu/conflict-connectedness-local-congregation-encourages-science-faith-dialogue/>

<https://fullerstudio.fuller.edu/greg-cootsona-on-faith-and-science/>

<https://fullerstudio.fuller.edu/exploring-the-intersections-of-science-and-christian-faith-moving-beyond-conflict/>

Down The Wormhole Podcast: <http://www.downthewormhole.com/>

Course Requirements and Assignments:

| | Due Date | Points | Outcome Assessed by Assignment |
|---|-------------------------|-----------|--------------------------------|
| Meditation | See Syllabus | 5 points | 3.2;4.2 |
| Education in the Church Draft | August 24 th | 10 points | 3.2;4.2;2.1 |
| Talbot Project - Reflection paper and Presentation in Class | September 14 | 15 points | 3.2 |
| Education and Science Assignment | September 28 | 15 | 3.2; 3.3 |
| Science Symposium | October 1,2 | 10 | 4.2;4.4 |
| Congregation Ministry Analysis | October 12 | 25 points | 2.1;3.2;4.4 |
| Church Year Presentation | November 2/9 | 20 points | 3.2;4.4; |
| Science Project Assignment | November 30 | 20 | 2.1; 3.2; 4.2; 4.4 |
| Theology of Christian Education Paper | December 7 | 15 points | 3.2;4.2;2.1 |
| Course Readings, Class | Throughout | 20 points | 3.2.,4.4, 2.1,4.2 |

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|---------------|--------|--|--|
| Participation | Course | | |
|---------------|--------|--|--|

Guidelines for Assignments:

1. Meditation- Each week we will be led in a time of mediation by a member of the class. You will have 8-10 minutes that should incorporate a scripture or biblical account that speaks to you in regards to **education/learning**. You determine the format and design of the time, and can involve others if you so desire.
2. Education Is...Draft Imagine that you have been asked to develop/create / write the framework and foundation for the educational thrust for your ministry. What do you believe about education in the church? What would it look like if this was being lived out? This is a beginning, a draft to start the conversation an opportunity in 2-3 pages to share what you are thinking as we begin this journey. For this I am looking for what you believe and why you believe it.
For this I am not looking for a list of scriptures nor a series of quotes from others. While your denomination or faith tradition in some ways influences you I am also not looking for what they believe about education. I simply want you to take a few minutes to ask yourself what do I believe as we start this journey of exploring education in the church. **Please submit it: Electronically** no later than 12:00 P.M on Friday August 27 to mwoodard@eastern.edu (please e-mail it to me directly and not through Brightspace)
3. Reflection Paper and Presentation in Class - The Talbot Christian Educator's Project is a resource that helps us learn of the work of Christian Educators in the 20th century. You are to browse the entire project to get a sense of its vastness and throughout the semester you should continue to read the various articles. This will give you an appreciation for the vast numbers of persons who have been involved in the education of the church primarily in the twentieth century.
For this assignment you are to read 3 of the biographies. You are to write a reflection paper of 3-4 pages that includes: each person's contributions to the field of Christian Education, things that stood out to you, something we could use in this generation, and ways in which they are similar and different.
Secondly you will have 8-10 minutes to give a creative presentation to the class that highlights what you have read (your paper will have more details than you are able to share in the presentation) The goal of the presentation is to introduce the class to these three persons and make us want to go back and read more about them.
Your presentation is to be either a power point, prezi, infographic, or video that you have made. Due: September 14
4. Education and Science Assignment - For this assignment students will be considering the ways in which congregations include or exclude science in their teaching ministry. The instructor will identify some resources to begin this consideration but students are also encouraged to utilize additional resources. Students will come prepared to share their discoveries and learnings with the class. Students will summarize their learnings in a reflection paper of 2-3 pages that is submitted to the instructor before class on the day the assignment is due. **Due: September 28**
5. **Science Symposium October 1 and October 2 Students are to attend the Symposium either in person or virtual**

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6. Congregation Ministry Analysis -This is a multi-facet assignment. You will first study and analysis your congregation or ministry setting, what is its educational framework. What are the spoken and unspoken educational assumptions? This should be done using the questions and process in Ferguson books. You may need to interview persons in the congregation as well as have access to historical documents to complete this project. Feel free to add additional questions that will be helpful in your setting. Both Everist and Galindo would be helpful in assisting you in the development of additional questions. In this work you should demonstrate evidence of your reading of the course texts, in particular the work of Ferguson and Galindo (4-5 pages) This paper should be submitted in hard copy **Due: October 12**

7. Church Year Presentation– You will be assigned a season of the church year for which you will develop an educational learning process. You will create a learning experience that covers 4 weeks. You will submit a paper that gives the background on the setting including a description of the context for which you are planning. You will include the in depth lesson plans for each of the 4 weeks, including the handouts, audiovisuals etc that would be used. Each person will have 30 minutes to make a presentation. Even though this is an individual assignment it is often helpful to find other students to serve as dialogue partners, persons with whom you can test out your ideas. **Due: November 2 (Group A) or November 9 (Group B)**

8. Science Is for Church Assignment. Building on one of the themes from the Science Symposium, you will explore that area in more depth by reading an additional text and designing a presentation that could be used in a local congregation, for an intergenerational group. Utilize your learnings from Sticky Learning in developing the presentation. Each student should also be prepared to share with the class a brief overview. **Due: November 30**

9. Theology of Christian Education Paper- This paper builds on the draft completed for the first session (Education Is). This will not be the last thing you have to say but at this point on your journey what is the theological framework out of which you are making an educational stance for the church. This 6-8 page paper will provide a foundation on which you can continue to develop in the years to come. How have you been impacted by your reading over the semester. Who are the sources that have influenced your understanding Again this is what you believe and why you believe it, it is not a general statement of what the church/denomination believe. **December 7**

Teaching The Faith Assignments

Meditations:

9/7: Carl Houston

9/14: Jean Hyo

9/21: David Carber

9/28: Jennifer Stewart

10/5: Jonathan

Gbapaywhea

10/12: John Redkoles

10/26: Natalie Massaglia

11/2: Eliezer Morales

11/9: Saroj Chettri

11/16: James Butler

11/30: Carl Houston

12/7: Hyo Jeon

<http://www.talbot.edu/ce20/>

Talbot Project Assignment- Below are your assigned persons for your presentations. In addition, you will want to continue exploring this data base throughout the semester as a part of your reading for the course.

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-  **James Butler** [Foster, Charles](#) ([Jack L. Seymour](#)), & [Bethune, Mary](#) (Beverly Johnson-Miller), & [Baxter, Edna](#) (Boardman W. Kathan)
-  **David Carber** [Shockley, Grant Sneed](#) ([Charles R. Foster](#)), & [Furnish, Dorothy](#) ([Linda J. Vogel](#)), & [Un, Joon](#) (Boyung Lee)
-  **Saroj Chettri**, [Freire, Paulo](#) ([Roberta Clare](#)) & [Niebuhr, Hulda Clara August](#) ([Elizabeth F. Caldwell](#)) & [Irwin, Paul](#) ([Dean Blevins](#))
-  **Jonathan Gbapaywhea** [Stokes, Olivia Pearl](#) ([Yolanda Y. Smith](#)), & [Dykstra, Craig](#) ([Brad Wigger](#)) & [Ng, Wenh-In](#) ([Mai Anh Tran](#))
-  **Carl Houston** [Nichols, Paul](#) (Gloria Taylor), & [Costas, Orlando E.](#) ([Elizabeth Conde-Frazier](#)) & [Morton, Nelle](#) (Elizabeth F. Caldwell)
-  **Hyo Eun Eunice Jeon** [Cully, Iris](#) (Joyce Ann Mercer) [Eakin, Mildred](#) (Sloane Drayson-Knigge & Janet R. Stafford), [Snyder, Ross](#) (Allen J. Moore)
-  **Natalie Massaglia** [Love, Mary](#) (Jeffery L. Tribble, Sr.), & [Joy, Donald M.](#) ([Chris Kiesling](#)), & [Pazmiño, Robert](#) ([Elizabeth Conde-Frazier](#))
-  **Eliezer Morales** [Wimberly, Anne Streaty](#) ([Yolanda Y. Smith](#)), & [Daniel, Eleanor](#) (James Riley Estep, Jr.) & [Betts, George H.](#) ([W. Alan Smith](#))
-  **John Redkoles** [Hendricks, Howard](#) (Michael S. Lawson & Carisa Ash) & [Town, Elmer](#) (Mark H. Senter III & Timothy Paul Jones) & [Johnson, Ethel](#) ([Charles Foster](#))
-  **Jennifer Stewart** [LeBar, Lois E.](#) ([David P. Setran](#)) & [Wyckoff, DeWitte Campbell](#) ([George Brown, Jr.](#)) & [LeBar, Mary Evelyn](#) ([Cheryl L. Fawcett](#) & [Joy Leichtfuss](#))

Alphabetical Listing of the names assigned to a member of the class.

-  [Baxter, Edna](#) (Boardman W. Kathan)
-  [Bethune, Mary](#) (Beverly Johnson-Miller)
-  [Betts, George H.](#) (W. Alan Smith)
-  [Costas, Orlando E.](#) (Elizabeth Conde-Frazier)
-  [Cully, Iris](#) (Joyce Ann Mercer)
-  [Daniel, Eleanor](#) (James Riley Estep, Jr.)
-  [Dykstra, Craig](#) (Brad Wigger)
-  [Eakin, Mildred](#) (Sloane Drayson-Knigge & Janet R. Stafford)
-  [Foster, Charles](#) (Jack L. Seymour)
-  [Freire, Paulo](#) (Roberta Clare)
-  [Furnish, Dorothy](#) (Linda J. Vogel)
-  [Hendricks, Howard](#) (Michael S. Lawson & Carisa Ash)
-  [Irwin, Paul](#) (Dean Blevins)
-  [Johnson, Ethel](#) (Charles Foster)
-  [Joy, Donald M.](#) (Chris Kiesling),
-  [LeBar, Lois E.](#) (David P. Setran)
-  [LeBar, Mary Evelyn](#) (Cheryl L. Fawcett & Joy Leichtfuss)
-  [Love, Mary](#) (Jeffery L. Tribble, Sr.)
-  [Morton, Nelle](#) (Elizabeth F. Caldwell)
-  [Nichols, Paul](#) (Gloria Taylor)
-  [Niebuhr, Hulda Clara August](#) (Elizabeth F. Caldwell)
-  [Ng, Wenh-In](#) (Mai Anh Tran)

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-  [Pazmiño, Robert](#) (Elizabeth Conde-Frazier)
-  [Shockley, Grant Sneed](#) (Charles R. Foster)
-  [Snyder, Ross](#) (Allen J. Moore)
-  [Stokes, Olivia Pearl](#) (Yolanda Y. Smith)
-  [Towns, Elmer](#) (Mark H. Senter III & Timothy Paul Jones)
-  [Un, Joon](#) (Boyung Lee)
-  [Wimberly, Anne Streaty](#) (Yolanda Y. Smith)
-  [Wyckoff, DeWitte Campbell](#) (George Brown, Jr.)

Church Year Assignment:

Group A

-  Jennifer Stewart – Advent – [11/28/2021 – 12/24/2021]
-  John Redkoles - Christmas – Christmastide [12/25/2021 – 1/5/2022]
-  Eliezer Morales - Epiphany – Transfiguration [1/6/2022 – 3/1/2022]
-  Natalie Massaglia Ash Wednesday-Lent- Laetare Sunday [3/2-2022 – 3/27/2022]
-  Hyo Jeon - Holy Days For Justice- World AIDS Day -12/1/2021; Asian American Heritage Day 2/19/2022; International Women’s Day 3/8/2022, Salt March Day 3/12/2021;

Group B

-  Carl Houston Holy Week -Palm Sunday- Good Friday [4/11/2022 – 4/15/2022]
-  Jonathan Gbapaywhea- Silent Saturday -Easter – Eastertide [4/16/2022 – 5/12/2021]
-  Saroj Chettri--Ascension –Pentecost [5/13/2021 – 6/5/2022]
-  David Carber - Ordinary Time [6/11/2022 – 11/26/2022]
-  James Butler - Holy Days For Justice- Earth Day- 4/22/2022, Juneteenth 6/19/2022, Peoples Native to the America Day (fourth Friday in September), World Food Day (October 16.2022

Faculty Expectations:

1. **Attendance and lateness:** It is expected that students will arrive on time and be in class for the entire class period. Students who are more than 15 minutes late on more than 3 occasions may receive a reduction in final grade. Students who leave class before the end of the period on more than 3 occasions may receive a reduction in the final grade. It is expected that students will be present for all class sessions. In the advent of an emergency student should contact instructor as soon as possible

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2. **Late Work:** Work submitted late may result in a reduction in the assignment as well as a reduction in the final grade.

3. **Paper Submission Process:** Papers of 5 or fewer pages may be submitted electronically to the instructors e-mail. Papers that are 5 pages or longer may be submitted electronically BUT a hard copy must also be submitted to the instructor. Power point for Presentation should be presented electronically. The full project /presentations should be presented in hard copy.

4. **Personal Electronic Equipment in the Classroom:** Students may *only use* electronic equipment when it is connected to class discussion. Students should not be browsing the web, checking email during class session. Cell phones should be off. In the case of an emergency where students are needing to have the phone on it should be turned on vibrate and instructor as well as other colleagues should be made aware that the phone is on.

5. **Weather Related Emergencies:** Students are encouraged to sign up for the emergency text alerts on the University web-site. When class cannot be held in person we will meet via Zoom If it is not possible to meet on Zoom please note that **It may be necessary to make up any missed sessions due to weather or other unforeseen reasons.**

Seminary Expectations:

Consult your Student Handbook & the current Seminary Catalog (online at the Palmer Seminary website) for information about the following:

1. Policy regarding use of Chicago Manual of Style in all written work
2. Availability of writing tutors
3. Policy on plagiarism
4. Policy on use of inclusive language for human beings
5. Policy on extensions for late work
6. Policy regarding computer-generated papers
7. Grading guidelines
8. Point value of final grades

NOTE: I am indebted to Dr. Grey Carey, New Testament Professor at Lancaster Seminary, for the section "Things You Can Do to Foster Your Success." And to Dr. Valerie Bridgeman Dean and Vice President for Academic Affairs and Associate Professor of Homiletics and Hebrew Bible at MTSO Methodist Theological School in Ohio, which is modified and used with both their permission.

Things You Can Do to Foster Your Success

1. Remember that this is your theological education and take ownership of it. The Seminary and the instructor are here to guide and assist your learning, but ultimately your education is what you make of it with the help of the Holy Spirit. Take account of your education in your prayer life. Your instructors do.
2. Prepare for class. **Read the assigned readings in preparation for each class session.** When you cannot read everything, take a few minutes to scan through the readings. **Identify the major topics and lines of argument.** The assigned readings will prepare you to benefit from class discussions and to participate in class discussions. An active learner learns more than a passive learner does.

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3. Take a few minutes after each class session to reflect. What were the major discussion points of this class session? Usually there are only a few – see if you can identify them. Perhaps discuss these points with a friend. Always ask: what is the big picture here?

4. Plan your writing before you write. Statistically speaking, students who finish assignments with time to spare do better than students who rush at the last minute. When you're preparing a short essay or reflection, think about your topic during every class session. **Organize your thoughts before you begin to write.** Sketch out your ideas and line of thought before you write a single word. **Make sure you are ready to provide credit to the sources from which you glean ideas and information.** Once you've completed a first draft, review it – and consider whether your work meets the criteria of assessment spelled out in the Syllabus.

5. Your success on written assignments is all about clarity, logic, and detail. This is a masters-level course, and it provides preparation for religious leadership: superficial engagement will not do. Make sure you engage the primary texts directly and specifically. Make sure you engage the assigned readings where they can be helpful. Make sure you provide a clear thesis (or claim) and a clear line of thought. Think about it from your instructor's point of view: if you could have written this same assignment without having taken this class, something is wrong.

6. On rare occasions it may be necessary to ask for an extension of a particular assignment. Be aware that students tend to do much, much better when they stay on schedule.

7. Use resources that will strengthen your work such as: Grammarly an online writing assistance has both a free and paid versions. <https://www.grammarly.com/> and OWL at Purdue (writing lab) https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html

8. Don't be afraid to ask questions

Library Resources

[Video Tutorials: Watch videos about using library resources](#)

KnightCite: <https://www.calvin.edu/library/knightcite/>

[Palmer Student Library Orientation](#)

One Button Studio <https://www.eastern.edu/academics/library/one-button-studio-eu>

[Citation Linker](#) (Use a citation or DOI to search for its full text)

[Chicago Manual of Style](#)

[Research Guides](#)

Expectations for Zoom online classes and meetings (in the advent that we need to meet on Zoom)

1. Be on time and check your equipment and WiFi connections before the start of class time
2. Connect using audio & video (as much as possible). If you cannot connect using your video, ***please communicate with the instructor in advance.*** In a face to face class we would see you, that is also the expectation when we meet on Zoom
3. If you have a poor WiFi connection, stay with your audio and disable your video, ***but again please communicate that with the instructor.***
4. Make sure your full name appears in your participant box
5. Mute your audio when you are not speaking but only listening to others

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6. Avoid distractions. Refrain from doing the things you wouldn't be expected to do while participating in a face-to-face class such as surfing the web, replying to emails, etc. It might also mean that you need to use headphones to help you stay focus.
7. Seek to have a private space as much as possible for these sessions. If you are in a space being shared by others please use headsets
8. Use zoom tools (i.e. reactions, chats, share screens, etc.) appropriately and for the purposes of advancing the class
9. Apply the same rules and expectations for class interactions that you would in a face-to-face class (i.e. attentiveness, listening skills, avoiding interruptions, etc.)
10. Be present to your classmates and professors!

Assignment Rubrics

Assignments for this course are generally graded based on the five categories listed below:

○ **Content & Group of Issues**

- *High Point Range:* Paper is clear, focused, and interesting and includes relevant material or effective research. The writer demonstrates an understanding of the subject matter and the ability to link theories to practical experience.
- *Middle Point Range:* The paper is clear and focused, though the writing is not particularly captivating. Efforts are made to use relevant material and research to support findings. However, understanding is limited, and the paper lacks substance, logic or originality.
- *Lowest Point Range:* The paper lacks a central idea or purpose, or forces the reader to make inferences based on very sketchy details. Information is limited or missing, and the writer fails to demonstrate a basic understanding of the subject matter.

○ **Content and Completeness Analysis**

- *High Point Range:* Major components of analysis are identified and addressed with explanation and evidence of inter-relationship to other components. Impact of the component is explained and supported with concepts covered in materials and/or class.
- *Middle Point Range:* Major components of analysis are identified. Explanation is sketchy or incomplete, inter-relationship to other components not explained adequately for understanding.
- *Lowest Point Range:* Components are missing which should be included to demonstrate a thorough analysis; support to explain relationships.

○ **Content and Critical Thinking**

- *High Point Range:* Thought and critical thinking is clear and easy to follow. Major points are identified clearly and linked to theoretical concepts and supported with specific details, examples. There is clear organization of thought. Conclusions and recommendations are identified and explained and supported by the analysis. The conclusions/recommendations directly address the initial problem/issue.
- *Middle Point Range:* Major points are identified, however the explanation is not easy to follow and/or they are not linked to theoretical concepts from the course. There is not a clear link between the conclusion and/or recommendation and the analysis. Some part is missing (conclusion, recommendation, link to the analysis).
- *Lowest Point Range:* Major points are missing and explanation is sketchy. Not a clear link between conclusion/recommendation; analysis or parts are missing.

○ **Organization**

- *High Point Range:* The paper's organization emphasizes the central theme or purpose that demonstrates an accurate audience analysis. Sequencing and transitioning of ideas are logical and in appropriate section. The introduction and conclusion lead the reader toward understanding.
- *Middle Point Range:* The reader can readily follow what is being said, but the paper's overall organization is at times, too obvious or lacks consistent pace. Lack of appropriate support leads to reader confusion, and the sequence of ideas is not as smooth as it could be.

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- *Lowest Point Range*: The paper's organization is haphazard and disjointed. Writing lacks direction and continuity among ideas, details, and support material. The lack of organization distorts or obscures the paper's main point and leaves the reader confused as to the paper's purpose.

- **Word Choice, Voice, Grammar**
 - *High Point Range*: The words used to convey the intended message in an interesting, precise and natural way. The writing is full and rich, yet concise, and the writer is writing for the reader, using action verbs, concrete nouns, and appropriate vocabulary. Sentences are well built, with consistently strong, varied structure that makes reading easy. The writer demonstrates a strong grasp of standard writing conventions, including spelling, punctuation, word usage, and uses this ability to enhance the paper's readability.
 - *Middle Point Range*: Although the language used does convey the message, it is quite ordinary and often contains overused or "generic" words and phrases. The writing lacks detail and precision, and although understandable, the language rarely captures the reader's attention. Sentences are more mechanical than fluid and occasional awkward construction forces the reader to slow down and reread sentences. The writer shows good control over simple sentences, but struggles with complex syntax. Some problems with word usage and grammar are present.
 - *Lowest Point Range*: The writer struggles with a limited vocabulary and is unable to convey meaning. Words seem imprecise, inadequate, or just plain wrong. Often the language is so vague, abstract, or redundant that only the broadest, most general messages are conveyed. Numerous errors in usage, sentence structure, spelling or punctuation repeated distract the reader. Irregular sentence patterns make the text difficult to follow. Many sentences seem disjointed, or awkward. Spelling and basic punctuation is often incorrect.

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GOALS & INDICATORS (LEARNING OBJECTIVES) TABLE

For the M.Div. Program • Revised November 2017

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| INDICATORS | Goal 1 A hunger for lifelong spiritual formation & A commitment to fostering interdependent relationships (WHOLE PERSONS) | Goal 2 The ability to engage in the reality and the theology of diverse communities; [global context of the Christian tradition; intercultural understanding] (WHOLE WORLD) | Goal 3 A biblically informed and theologically grounded commitment to a Holistic Gospel Witness. [WHOLE GOSPEL] | Goal 4 A commitment to service in the church and community to minister to changing times [WHOLE GOSPEL] |
|--------------------|--|--|--|--|
| Indicator 1 | 1.1 Demonstrates an awareness of self in relationship to God by identifying and using a variety of spiritual disciplines and practices | 2.1 Defines and describes the heritage and traditions of the communities out of which the student comes, in which the student serves, and to which the student relates | 3.1 Applies skill in the use of biblical, theological and ethical tools for ministry, such as language study, research methods, hermeneutics, critical reflection and clear communication | 4.1 Articulates a call to a particular area of Christian service |
| Indicator 2 | 1.2 Shows respect for and ability to partner effectively with others | 2.2 Uses the tools of critical reflection, research methods, interpretation of sources and clear communication in intercultural understanding | 3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care | 4.2 Explains and demonstrates biblical and theological foundations for the practice of ministry |
| Indicator 3 | 1.3 Employs reliance upon connection with God for the purpose of Christian service | 2.3 Integrates and synthesizes the content of Christian heritage and mission into a personal theology and practice of ministry | 3.3 Demonstrates ability to address personal, social, and global questions and issues biblically, theologically and ethically in ways that lead toward healing and wholeness | 4.3 Evaluates awareness of the impact of oneself in the practice of ministry through personal reflection |
| Indicator 4 | 1.4 Expresses a personal confession of faith that demonstrates biblical and theological understanding at a level consistent with seminary education | | 3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation | 4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism |