

BEACON UNIVERSITY

6003 Veterans Parkway, Columbus, Georgia 31909

SYLLABUS

I. COURSE TITLE: DM 820 The Ministry of Education (six hours)

II. COURSE DESCRIPTION: This seminar will enable the student to identify his/her own knowledge areas, strengths and weaknesses in teaching as a part of the professional ministerial life. Special attention will be given to equipping others to serve as teachers and leaders in the Church.

III. SEMINAR RATIONALE:

- A. PHILOSOPHICAL: These are wilderness times, desperate for a voice. Both in society and in the church, men and women look for knowledge. Through the prophet Hosea, the Lord declared, “My people are destroyed for lack of knowledge” (Hosea 4:6). In these postmodern times there is an unprecedented hunger for authentic, biblically based, Christ-centered education to provide a moral and spiritual compass for educators as well as practical knowledge and skills for success and personal fulfillment.
- B. PRACTICAL: Christian leaders are by definition teachers and educators. Christian education involves the whole person: spirit, mind, and body, and the whole person in relation to God. The aim of this seminar is to equip leaders to develop and implement effective Christian education at all levels of church and community life.

IV. SEMINAR OBJECTIVES::

A. Cognitive Domain:

1. The candidate will explain the vocation and ministry of a “teacher” (comprehension).
2. The candidate will explain and integrate the spiritual formation, the personality and character development, and the intellectual preparation of the Christian educator (comprehension and synthesis).
3. The candidate will develop outcomes assessment applicable to educational programs in the candidate’s field of ministry (knowledge and synthesis).

4. The candidate will develop competencies to integrate a biblical world view into pre-K, K-12, higher education, and continuing education programs (comprehension and synthesis).
5. The candidate will develop competencies to incorporate discipleship classes, small groups, Sunday school, youth ministry, leadership and ministry training, higher and continuing education into an overall education ministry for the local church (application and synthesis).
6. The candidate will demonstrate how Christian education affects the Christian church's worship, practice, and ministry (application).
7. The candidate will understand the nature, scope, and effect of the teaching ministry and correlate them with the other parts of Biblical theology (analysis and synthesis).
8. The candidate will critically evaluate the role of Christian educators in public education (evaluation).

D. Affective Domain:

1. The candidate will be motivated to achieve a higher level of growth in his/her character and abilities as a Christian educator (responding).
2. The candidate will have an increased desire to implement Biblical principles and proven methods of education in practical ways in his/her ministry (valuing).

V. SEMINAR OUTLINE:

- A. Foundations of Christian Education
- B. A Teacher is Many Things.
- C. Building an Effective Christian Education Ministry for the Local Church.
- D. Understanding How Learners Learn.
- E. Integrating Faith and Learning.
- F. Building Successful Christian Schools.
- G. Christian Educators and Public Education: An Integrated Model.

VI. SEMINAR METHOD

- A. The candidate will experience interaction with other participants from diverse backgrounds and ministry contexts. Seminar sessions are collegial in style, emphasizing practical learning within a community context.
- B. During this seminar, your professors act as mentors as well as provide the structure and coordinate the curriculum. The candidate will interact with guest instructors who are themselves skilled leaders.
- C. The candidate will experience ongoing small groups that encourage peer reflection and support. The case-study method, used throughout the seminar, allows one to work together in applying exegetical, hermeneutical and practical principles for analyzing one's situation and for becoming an agent of change.

VII. SEMINAR REQUIREMENTS:

- A. The candidate will attend a one-week intensive seminar.

Schedule

Monday: 1:30 p.m. to 5:00 p.m.

Tuesday-Thursday: 8:30 a.m. to noon; and 1:30 p.m. to 5:00 p.m.

Friday: 8:30 a.m. to 12:15 p.m.

- B. Reading

- 1. The candidate will read the following textbooks:
 - a. Pullias, Earl V. *A Teacher: Models of Excellence*. Columbus: TEC, 2005.
 - b. Anthony, Michael. *Evangelical Dictionary of Christian Education*. Grand Rapids: Baker, 2001. (Selected Readings, see attached)
 - c. Gangel, Kenneth O. and Howard G. Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker, 1998.
 - d. Pullias, Earl V. and Ronald E. Cottle. *Selected Essays on Higher Education*. Columbus: TEC, 2005.
- 2. Additional reading that will be required to fulfill research requirements will contribute to the seminar and to your current ministry.

C. Book Summaries and Reviews

1. **Pullias (A Teacher)** text. Write chapter summaries of the text. Each chapter summary should be approximately ½ page.
2. **Anthony** dictionary. Write a book review based on the selected readings (minimum 1,500 words, approximately 6 pages).
3. **Gangel and Hendricks** text. Write a book review (minimum 1,500 words, approximately 6 pages).
4. **Pullias and Cottle (Selected Essays)** text. Write a book review (minimum 1,500 words, approximately 6 pages).

D. Research Paper

1. Write a research paper on a topic to be approved by the course professor, proctor, or designated instructor.
2. Your subject must be approved by the designated instructor. You must submit a research proposal for approval consisting of:
 - i. Title
 - ii. Table of Contents
 - iii. A preliminary Bibliography
3. The body of your research paper should be a minimum of **twenty (20)** pages in proper term paper form.
4. A minimum of **fifteen (15)** primary and major secondary sources, should be cited in the body of your paper; at least five (5) of which must be from appropriate scholarly journals.
5. Your paper will demonstrate the breadth and depth of your research by including a **four to six** page (minimum) **literature review**, a minimum of **forty (40)** citation and content **footnotes**, and a selected **bibliography** of primary and secondary sources.

E. Writing Style

1. **All written assignments shall be prepared according to Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed.**
2. All written assignments must be typed, doubled-spaced, 12 cpi font size, black ink, Times New Roman font.

E. Oral Presentation (not required from Distance Education Students)

1. Oral Presentation: Please be prepared to share a **10 to 15 minute summary presentation** of your research paper during the seminar.

G. Additional Assignment for D.Min. Distance Education Students

1. Professor and Guest Speaker Lecture Summaries
 - a. Student shall write a minimum of 2 full typed pages on each lecture.
 - b. Summary paper shall include the following:
 - 1) Title page
 - 2) Summaries
 - 3) Evaluation of overall lecture (1 page in length)
 - c. Done according to Turabian format
2. Student Presentations:
 - a. Student shall write a minimum of ½ page summary on each student presentation.
 - b. Student Presentation summaries paper should include the following:
 - 1) Title page
 - 2) Student Presentation Summaries
 - 3) Evaluation of overall student presentations (1 page in length)
 - c. Done according to Turabian format

Failure to submit the written assignments and examinations when due will be penalized at least one letter grade.

VIII. SEMINAR EVALUATION:

Seminar Attendance and Participation	20 %
Chapter Summaries (Pullias)	10 %
Book Review (Anthony)	10 %
Book Review (Gangel and Hendricks)	10 %
Book Review (Pullias and Cottle)	10 %
Research Paper	30 %
Oral Presentation	<u>10%</u>
	100 %

IX. SEMINAR LEADER:

Dr. Ronald E. Cottle
Degrees: B.A., M.Div., M.S.Ed., Ed.D., Ph.D.
Faculty Rank: Professor
Founder and President Emeritus of Beacon University
Director of Doctoral Studies

Teaching Assistants:

Dr. Larry Asplund
Degrees: B.A., M.A., D.Min.
Faculty Rank: Instructor
Associate Director of Doctoral Studies

All questions, assignments, etc. should be sent to:
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(706) 323 5364 ext. 256

X. SEMINAR BIBLIOGRAPHY:

- Anthony, Michael. *Foundations of Ministry An Introduction to Christian Education*. Grand Rapids: Baker, 1997.
- _____. *Evangelical Dictionary of Christian Education*. Grand Rapids: Baker, 2001.
- _____. *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids: Baker, 2001.
- Burtchaell, James Tunstead. *The Dying of the Light: The Disengagement of Colleges and Universities from Their Christian Churches*. Grand Rapids: Eerdmans, 1998.
- Choun, Robert. *Directing Christian Education: The Changing Role of the Christian Education Specialist*. Chicago: Moody Publishers, 1992.
- Clark, Robert, Joanne Brubaker, and Roy Zuck. *Childhood Education in the Church*. Chicago: Moody Publishers, 1986.
- Clark, Robert, Lin Johnson, and Allyn Sloat. *Christian Education: Foundation for the Future*. Chicago: Moody Publishers, 1991.
- Deuink, James W. *Christain Education: It's Mission and Mandate*. Greeneville: Bob Jones Press, 1992.
- Dockery, David. *The Future of Christian Higher Education*. Nashville: Broadman / Holman, 1999.
- Dockery, David and Greg Thornbury. *Shaping a Christian Worldview: The Foundations of Christian Higher Education*. Nashville: Broadman / Holman, 2002.
- Dovre, Paul. *The Future of Religious Colleges*. Grand Rapids: Eerdmans, 2002.
- Eldridge, Daryl. *The Teaching Ministry of the Church: Integrating Biblical Truth with Contemporary Application*. Nashville: Broadman / Holman 1996.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge: Judson Press, 1998.
- Gangel, Kenneth O. *Feeding and Leading: A Practical Handbook on Administration in Churches and Christian Organizations*. Grand Rapids: Baker, 2000.
- _____. *Coaching Ministry Teams: Leadership and Management in Christian Organizations*. Nashville: W Publishing Group, 2001.
- Gangel, Kenneth and Howard Hendricks. *The Christian Educator's Handbook on Adult Education*. Grand Rapids: Baker, 1998.
- _____. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker, 1998.
- Gregory, John Milton. *The Seven Laws of Teaching*. Rev. Ed. Grand Rapids: Baker, 1884, 2004.
- Hendricks, Howard G. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters: Multnomah, 1987.
- Jones, L. Gregory and Stephanie Paulsell. *The Scope of Our Art: The Vocation of the Theological Teacher*. Grand Rapids: Eerdmans, 2001.
- Marsden, George. *The Soul of the American University*. Oxford: Oxford University Press, 1994.

- _____. *The Outrageous Idea of Christian Scholarship*. Oxford: Oxford University Press, 1997.
- Morris, Henry. *Christian Education for the Real World*. Green Forest: New Leaf Press, 1991.
- Murphy, Debra Dean. *Teaching that Transforms*. Grand Rapids: Baker, 2004.
- Pazmino, Robert. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Second Edition. Grand Rapids: Baker, 1997
- _____. *God our Teacher: Theological Basics in Christian Education*. Grand Rapids: Baker, 2001.
- Pullias, Earl V. and Lockhart, Aileene. *Toward Excellence in College Teaching*. Iowa: William C. Brown, 1963.
- Pullias, Earl V. with Ronald E. Cottle. *A Teacher: Models of Excellence*. Columbus: TEC, 2005.
- Pullias, Earl V. and Ronald E. Cottle. *Selected Essays on Higher Education*. Columbus: TEC, 2005.
- Reed, James and Ronnie Prevost. *A History of Christian Education*. Nashville: Broadman / Holman, 1998.
- Seymour, Jack. *Mapping Christian Education*. Nashville: Abingdon Press, 1997.
- Tidwell, Charles A. *The Educational Ministry of a Church*. Revised and Expanded. Nashville: Broadan / Holman, 1996.
- Wilhoit, James and Leland Ryken. *Effective Bible Teaching*. Grand Rapids: Baker, 1988.
- Wilson, Douglas. *Recovering the Lost Tools of Learning*. Wheaton: Good News Publishing, 1991.
- _____. Ed. *Repairing the Ruins: The Classical and Christian Challenge to Modern Education*. Moscow: Canon Press, 1995.
- _____. Ed. *The Paideia of God: And Other Essays on Education*. Moscow: Canon Press, 1999.
- _____. *The Case for Classical Christian Education*. Wheaton: Good News Publishing, 2003.
- Wolterstorff, Nicholas. *Educating for Life: Reflections on Christian Teaching and Learning*. Grand Rapids; Baker, 2002.
- _____. *Educating for Shalom: Essays on Christian Higher Education*. Grand Rapids: Eerdmans, 2004.

**Selected Readings
from Michael
Anthony, *Evangelical
Dictionary of Christian
Education*.**

Adult Christian
Education
Affective Domain
Bible College
Movement
Bible Teaching
Bible Teaching for
Adults
Bible Teaching for
Children
Bible Teaching for
Youth
Biblical Foundations for
a Philosophy of
Teaching
Biblical Foundations of
Christian Education
Childhood Christian
Education
Christian Education
Clergy as Educators
Cognitive Development
Cognitive Learning

Critical Reflection
Deductive Learning
Early Church Education
Ethics
Experience and
Theology
Experiential Learning
Faith Development
Generational Impact
Greek Education
History of Christian
Education
History of the Sunday
School
Holy Spirit
Home School
Movement
Inductive Learning
Integration of Faith and
Science
Integration of Theology
and Education
Jewish Education
Learning Disorders
Learning Styles
Learning Theories
Liberal Arts
Medieval Education
Mentoring

Missions Education
Moral Development
Moral Education
Needs, Maslow's
Theory of
Philosophy of Christian
Education
Philosophy of Education
Preschool Education
Private Christian
Schools
Roman Education
Sex Education
Small Groups
Sunday School
Sunday School, Early
Origins
Teachable Moments
Teacher as Educator
Teaching, Gift of
Teaching-Learning
Process
Theological Education
Theology and Education
University
Values (Values-Based
Education)
Values Education

Student Development Centre

The University of Western Ontario

Handouts from the University of Western Ontario's Effective Writing Program
These handouts were created as short, introductory teaching modules for Writing Centre tutors within the Effective Writing Program. They provide quick answers to our students' most commonly asked questions about academic writing: what's the difference between a book report and a book review?; how do I use the comma in an academic paper? The topics covered are determined by our needs, and all handouts are introductory rather than comprehensive.

Book Reports and Book Reviews

A book report is different from a book review in that it concentrates on a summary of what the author has to say, and only marginally comments on the reader's opinion of what the author says and how he/she says it. It is a factual account of the book's subject matter, meant to be descriptive rather than analytic or persuasive. A good book report is well organized, gives a sense of the book as a whole, and includes publication details.

STRUCTURE OF A BOOK REPORT:

1. **Introduction:**
 - Give the name of the book you have read, the author, and the publishing details.
 - Tell the reader how the book is organized.
 - Tell the reader the main thesis or argument of the book.
2. **Summary of Content:**
 - Take each section of the book and summarize the important points in that section, and how it relates to the overall structure and content.
 - Give each section proportional weight in your summary. For example, if the book is divided into four sections of approximately equal length, you should devote the same amount of space in your summary for each section. If, however, section one is twice as long as the other three sections, you should devote more space to a discussion of this section than the other three.
3. **The Conclusion:**
 - Tell the reader why you liked/ didn't like the book, referring to elements discussed in your introduction and summary sections.

QUESTIONS TO ASK YOURSELF:

- Have I included all the important publication details of the book in my report?
- Have I organized my summary in a way that is easy to follow and reflects the organization of the book?

- Have I used headings to indicate major divisions within the book/ and within my summary?
- Have I accurately represented the point of view of the author of the book?
- Have I accurately represented the structure of the argument presented in the book?
- Have I avoided inserting my opinion of the subject matter dealt with in the book?
- Have I indicated at the end of the report whether or not I liked the book and why?

THE BOOK REVIEW:

Although a book review, like a book report, spends some time discussing the content of the book, its main purpose is not informational, but analytic and persuasive. The writer, in analyzing the content, format, argument and context within which the book was written, argues that the book is worth reading or not.

PREPARING TO WRITE THE BOOK REVIEW:

Before you write the book review, but after you have read the book, you should make notes on the following areas:

1. The Author:

- Background & Qualifications
- Writing Style
- Use of sources (See Bibliography & Table of Charts & Figures)
- His/her purpose in writing the book

2. The Book Format:

- Table of Contents
- Section & Chapter Titles
- Index
- Introduction (often tells the format, purpose & intended audience)

3. The Content:

- Introduction/ Conclusion
- Preface
- Chapter summaries
- Tables, Graphs, Figures etc.

STRUCTURE OF THE BOOK REVIEW:

1. Introduction:

- A general description of the book: title, author, subject and format. Here you can include details about who the author is and where he/she stands in this field of inquiry. You can also link the title to the subject to show how the title explains the subject matter.
- A brief summary of the purpose of the book and its general argument or theme. Include a statement about whom the book is intended for.

- Your thesis about the book: is it a suitable/ appropriate piece of writing about the problem for the audience it has identified?
2. **Summary of Content:**
 - This can be done in the same way that it is done for the simple book report. (Do not spend too much time or paper on this section, as the analysis of content is more important than a simple summary.)
 3. **Analysis of Text:**
 - What is the writer's style: simple/ technical; persuasive/ logical?
 - How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (Give examples to support your analysis.)
 - What evidence does the book present to support the argument? (Give examples: maps, charts, essays by experts, quotes, newspaper clippings.)
 - How convincing is this evidence? (Select pieces of evidence that are weak, or strong, and explain why they are such.)
 - How complete is the argument?
 - Are there facts & evidence that the author has neglected to consider? (Here you may use a comparable book on the same topic to illustrate what has been omitted.)
 4. **Evaluation of the Text:**
 - Give a brief summary of all the weakness and strengths you have found in the book. Does it do what it set out to do?
 - Evaluate the book's overall usefulness to the audience it is intended for. (Is it suitable for other audiences as well?)
 - Note why you liked/ disliked the book.

QUESTIONS TO ASK YOURSELF:

- Does my introduction clearly set out who the author is, what the book is about and what I think about the value of the book?
- Have I clearly presented all the facts about the book: title, author, publication details, and content summary?
- Is my review well organized with an easily identifiable structure?
- Have I represented the book's organizational structure and argument fairly and accurately?
- Have I presented evidence from the book to back up statements I have made about the author, his/her purpose and about the structure, research and argument of the book?
- Have I presented a balanced argument about the value of the book for its audience. (Harsh judgements are difficult to prove and show academic intolerance.)

SOURCES FOR THESE NOTES:

1. Buckley, Joanne. "Keeping Your Head: Kinds of Essay Writing" *Fit to Print*. Toronto: Harcourt Brace. 1995: 93-96.
2. Northey, Margaret. *Making Sense*. 3rd ed. Toronto: Oxford. 1993: 33-36.
3. Read, Jennifer. *Critical Book Reviews: Workshop Notes*. Jan. 1997.
4. Thomson, Ashley. *How to Review a Book*. Laurentian University Library. 1975.

FOR FURTHER STUDY:

Check reviews in the journals for your field. You may also find reviews in :

1. *Book Review Digest*.
2. *Book Review Index*.
3. *Canadian Periodical Index*.

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