



### Description

Education One is a prerequisite for all of the Education II core electives. Students explore three dimensions of Christian education: exploring the congregation as a learning community, equipping people for their teaching/learning tasks, and connecting learning community with vocation in the world. During J-term of 2014 we will also be exploring elements of the new Luther curriculum, and portions of your work in this class will be applicable in that curriculum.

Class meets on Tuesday, Wednesday and Friday mornings, January 14-24, from 8:00 am to 10:50 am, in NW232

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### Required texts

Parker Palmer. *To Know as We are Known*. HarperOne, 1993.

Diane Jacobson, Stanley Olsen, Mark Powell. *Opening the Book of Faith*. Augsburg Fortress, 2008 (or a denominationally specific alternative approved by the instructor in advance). [Note: I have several copies of this book that I am happy to give away until I run out of them. Please email me to request one.]

Two other books, which you get to choose from the following lists:

One core foundation textbook (this link will provide some ideas of which to choose for yourself: <http://wiki.religioused.org/Courses/EL1515Choice>):

Norma Cook Everist. *The Church as Learning Community*; Abingdon, 2002.

Maria Harris. *Fashion Me a People*, John Knox, 1989.

Mary Elizabeth Moore. *Teaching as a Sacramental Act*, Pilgrim, 2004.

Gary Parrett and Steve Kang. *Teaching the Faith, Forming the Faithful*, Intervarsity Press, 2009.

Anne Wimberly. *Soul Stories: African American Christian Education*, Abingdon, 2005.

One spirituality and learning textbook (this link will provide some ideas of which to choose for yourself: <http://wiki.religioused.org/Courses/EL1515ChoiceSpirit>).

Dori Baker, ed.. *Greenhouses of Hope*, Alban Institute, 2010.

Dorothy Bass, ed.. *Practicing Our Faith*, Wiley, 2010.

Frank Rogers. *Finding God in the Graffiti*, Chalice Press, 2011.

<b>Schedule</b>	Jan. 14	Orientation/mapping with Roberto's scenarios
	Jan. 15	<b>Koinonia:</b> community over time (read Palmer, book quiz due by midnight)
	Jan. 17	<b>Didache:</b> teaching/learning (finish reading your foundation choice book, self reflection essay due by midnight)
	Jan. 21	<b>Leiturgia:</b> prayer, ritual, spirituality (finish reading spirituality choice book,)
	Jan. 22	<b>Kerygma:</b> learning with the Bible (read Jacobson, quiz due by midnight)
	Jan. 24	<b>Diakonia:</b> service, leadership, assessment
	Jan. 27	No class, but portfolio and final assignments due (including your choice books/learning unit essay included in part one of your portfolio)
<b>Assignments</b>	Throughout	10% Class participation / Small group work
	As listed	25% Book quizzes (two)
	As listed	15% Self reflection essay (one)
	Jan. 27	35% Choice books/learning unit essay
	Jan. 27	15% Portfolio assignment

A complete set of learning goals for this class is available online at: <http://wiki.religioused.org/Courses/EL1515Goals>.

### Book quizzes and short essays

There is a book quiz posted at MyLutherNet for the Parker Palmer and the Diane Jacobson, et .al. books. You need to complete the book quiz by the date assigned (see calendar above), and receive at least 90% on each one. The quizzes can be done with the book open in front of you, but please do them yourself, not as a collaborative exercise. There is a short essay due on Jan. 17, and a writing assignment that engages your choice books and develops a learning unit due Jan. 27. (Instructions for these assignments are included below.)

### Portfolio

Specific instructions on the portfolio learning process in educational leadership at Luther are available online (<http://meh.religioused.org/web/Portfolio.html>), and will be discussed in class. The rubric I will use to evaluate your portfolio is available online as well (<http://meh.religioused.org/portfoliorubric.pdf>).

**Special needs**

If you have any special learning needs that I should accommodate, please let me know as early in the term as possible.

**Plagiarism**

Plagiarism is any act that represents someone else's work as your own. It is an offense against academic honesty, and as such, subject to disciplinary action. Various steps may be taken in response, and these are detailed in both the student handbook and the catalog. If you have any questions at all about how to handle a particular resource, please simply ask me. I'm happy to work with you on ensuring that your work has academic integrity

**Self Reflection essay instructions** (due January 17)

Reflect on your own experience with, and history of, religious education in light of Roberto, Palmer and your foundation choice book. In doing so, please make sure that you answer at least the following questions:

- (1) How did you come to know yourself as a person of faith?
- (2) What are your earliest memories of someone sharing the stories of God with you?
- (3) What kinds of experiences strengthened that faith, what kinds of experiences have challenged it?
- (4) Which of the four quadrants that Roberto identifies have you found yourself within (you may well have been in each of them at some point in your life, or in various contexts within your journey).
- (5) As you look over the educational leadership competencies (found here: <http://meh.religiouused.org/web/Portfolio.html>), which ones most intrigue you? Which ones are you already familiar with? Which ones do you think will be the most challenging for you to complete during your degree at Luther? In what ways does your foundation textbook help you to work on these competencies?
- (6) And finally, what is your current vision of educational leadership for faith? (this last element will be something that you need to include in your portfolio in section one, so this is a good place to begin articulating what you'd like that statement to be; you will find lots of ideas in your choice books)

**Choice books/learning unit essay instructions** (due January 27)

This assignment has three goals:

- (1) to reflect concretely upon the books you chose to use as your core course texts
- (2) to think about how you would teach a classic piece of content from within your denomination/tradition in a specific context
- (3) to imagine (and thus begin to practice) building a learning unit, using the principles found in your choice text, as well as Vella's principles and the learning unit evaluation rubric (available here: <http://www2.luthersem.edu/mhess/learningunitrubric.pdf>)

Towards that end, this essay needs to include at least the following elements:

- (1) a clear reference to, and explanation of, your authors' definition of religious education (depending on which books you chose, you might only be able to pull this out of the foundation textbook); you should include your own definition here by way of agreeing or disagreeing with the authors whose books you read
- (2) a rationale for why you chose the "classic piece of content" that you did (this rationale will likely explain why this is "classic" within your tradition, and what about the context you are writing for makes this a good choice)
- (3) an explanation, using Vella's principles and others found within your choice book, for how you could engage this content in a specific context.
- (4) additionally, before you hand in this assignment, please take a quick look at the learning unit rubric and consider how well your plan would embody the elements found there.