



Description

EL3537 fulfills the Education II core electives requirement for the MDiv degree. Students must have completed EL1515 before taking this class. This course explores the complicated process of supporting healthy faith formation with children from a variety of cultures and contexts. Special focus will be given to educational issues arising around immigration, multiculturalism and physical and/or learning disabilities, among other challenges routinely faced by children and their families.

Class meets on Tuesday afternoons, 12:30 - 3:20 pm in NW232, from February 8 - March 15

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Required texts

Elizabeth Conde-Frazier. *Listen to the Children*. Judson Press, forthcoming (I will hand this out in class)

Joyce Mercer. *Welcoming Children*. Chalice, 2005.

J. and S. Lingenfelter. *Teaching Cross-Culturally*. Baker Academic, 2003.

Schedule	Feb. 8	Orientation/big questions (Lingenfelter, whole book)
	Feb. 15	Theology of childhood (Mercer Chaps. 1 and 2)
	Feb. 22	Children and media (Mercer Chap. 3) Guest: Rev. Robin Blair
	Mar. 1	Children and learning (Mercer Chap. 4 and 5, Frazier, whole book)
	Mar. 8	Children and worship (Mercer Chap. 6) Guest: Rev. Carol Stumme
	Mar. 15	Welcoming children (Mercer Chap. 7)
	Mar. 22	No class, but final assignments due

Goals and Commitments

Goals and commitments for this class are summarized on the course website (<http://www2.luthersem.edu/mhess/web/EL3537.html>) and will be further developed on the first day of class.

Assignments

We will be working with a variety of ideas, and learning from a number of conversation partners in this class. Each week one student will offer a brief summary of main ideas from the reading, one student will offer two questions for reflection, and one student will do a brief summary on the work of the day at the end of the class session. You can sign up for these tasks the first week of the class, and everyone should rotate through all of them at least twice.

In addition to the seminar learning tasks, each student needs to develop a final project that draws on the themes of the class as a venue for doing more research and meeting one of the EL learning competencies identified (by the student and teacher together) as needing attention. This final project could take the shape of a learning unit for a specific context, a research paper on a specific topic, or something else approved by the teacher.

Students are also asked to do a brief review of the EL competencies and their portfolio, instructions for this task to be offered in class.

All term	50% Class participation / Assigned learning tasks
Mar. 22	40% Final project due
Mar. 22	10% Portfolio review

Portfolio

Specific instructions on the portfolio learning process in educational leadership at Luther are available online (<http://www.luthersem.edu/mhess/web/Portfolio.html>), and will be discussed in class.

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 ask me. I'm happy to work with you on ensuring that your work has academic integrity.