

EDUCATIONAL MINISTRY

Summer Term | MN3041 | Intensive Remote (zoom)
<https://capital.zoom.us/j/6104903510>
Dates: June 7-11, 2021

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Pronouns: she/her/hers	

COURSE DESCRIPTION

Educational Ministry

An examination of the theological and educational foundations, and basic questions that shape a congregation's ministry of education. Attention will be given to the leadership dimensions of teaching in all aspects of a congregation's life and mission

Key Learning Questions:

- What is educational ministry and why is it needed? What is the relationship between educational ministry and faith formation? How does educational ministry support the mission of a church?
- What historical, social, and cultural dynamics have shaped how specific churches have done educational ministry? What new dynamics are challenging the way we have always done things?
- Why does a given church teach? What is the relationship between teaching and faith?
- Why, when, where, and how do we best do educational ministry? How does context impact how educational ministry happens in your setting?
- How does one create teaching/learning experiences that foster formation in faith? Even, or perhaps especially, in contexts beyond or outside of the church?

Required reading in advance of class:

- B. Lee, *Transforming Congregations Through Community: Faith Formation from the Seminary to the Church*. (Westminster John Knox, 2013)
- P. Palmer, *To Know As We Are Known* (HarperOne, 1993)
- D. Jacobsen, S. Olsen, M. Powell, *Opening the Book of Faith: Lutheran Insights for Bible Study* (Augsburg, 2008) (or a denominationally specific alternative approved by the instructor in advance)

Required supplemental books (choose *one* to use for your final learning project):

- D. Bass, ed. *Practicing Our Faith* (Wiley, 2010)
 M. Boys. *Educating in Faith* (Academic Renewal Press, 2001)
 N. Cook Everist. *The Church as Learning Community* (Abingdon, 2002)
 M. Harris. *Fashion Me a People* (Westminster John Knox, 2010)
 J. Mercer. *Welcoming Children* (Chalice Press, 2005)
 M. Moore. *Teaching as a Sacramental Act* (Pilgrim, 2004)
 G. Parrett and S. Kang. *Teaching the Faith, Forming the Faithful* (Intervarsity Press, 2009)
 M. Tran. *Reset the Heart: Unlearning Violence. Relearning Hope* (Abingdon, 2017)
 A. Wimberly et. al. *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wesley's Foundry Books, General Board of Higher Education of the United Methodist Church, 2020).

PEDAGOGICAL APPROACH

This course is a learning intensive, which means that our time together in zoom will be shaped around collaborative and experiential activities. You will be best helped by doing the reading in advance of coming to the synchronous gathering, and by making yourself available for the entire week – including carving out time in the evenings to relax and integrate what we have done during the day.

REQUIRED ASSIGNMENTS**Class attendance**

Process is a critical component of the learning in this course. Active participation in the class is essential. It is expected that you will be present for the entire course. I will work hard to make sure that we take lots of breaks, and that there is room within the week of the course to do integrated learning. Right now I have it scheduled so that we meet together in zoom from 9 am to 11 am, take a break for half an hour, and then meet briefly again from 11:30 to 12:30. After that there's a lunch break until 2:00 pm, and then things we'll do together from 2 pm to 4 pm. I imagine the rest of the day will be for you to relax, rest, recharge and perhaps if you need to, catch up on the reading and book quizzes. We may well adjust this as we get to know each other, but it's a place to start from – and I will not ADD more zoom times to this.

Guided reading evaluations

There will be a brief multiple choice reading evaluation posted at iLearn for each of the required readings. These will be available as of May 1 (but some may be there well before). You need to complete each "quiz" by the date assigned (see calendar below). These exercises can be done with the book open in front of you, but please do them yourself, not as a collaborative exercise. They help me to get a sense of what you are taking from each reading, and they should help you recognize the elements to which I want you to pay attention.

Learning project and reflective essay

This integrative assignment has three goals:

- to reflect concretely upon a supplemental text you chose to augment the core course texts
- to think about how you would teach a classic piece of content from within your denomination/tradition in a specific context
- to imagine (and thus begin to practice) building a learning unit, using the principles found in your reading, as well as Vella's principles and the learning unit evaluation rubric (available at iLearn)

Towards those ends, you will develop a learning unit which has a specific group of learners in mind, and which provides enough information on process and content that someone else could pick up what you've created and use it themselves. We will talk about this more in class, but your unit will likely be least five pages long.

In addition to the learning unit you will also write a short essay (2-3 pages) which includes:

- a clear reference to, and explanation of, your definition of religious education (depending on which recommended book you chose, you might be able to pull this out of it directly); you should include your own definition here by way of agreeing or disagreeing with the author whose book you read
- 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)
- an explanation, using Vella's principles (which we will discuss in class) and others found within your choice book, of how you could engage this content in a specific context
- 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

This assignment is due by July 1st, but you are welcome to hand it in earlier!

GRADING

A word on grading. To pass the course you must be an active and constructive participant in our gathering, as well as complete all of the assignments. Given the communal learning process, there is no place for unexcused absences. If you have an unavoidable need to miss a session, please consult with me about alternatives. Late assignments will be accepted only if you get permission and make other arrangements with me well before the due date.

Assignments are weighted as follows (you must get at least 80% to pass)

Group Participation	30%
Reading evaluations	20%
Learning project	25%
Final reflective paper	25%

COURSE SCHEDULE

We will begin at 9 am on Monday, June 7th and conclude at 4 pm on Friday, June 11th. A detailed schedule of our time together will be available at iLearn. For now, here is a brief outline:

Schedule for Trinity 2021 Educational Ministry Class (all times are in eastern, Ohio time)

	Monday 6/7/21	Tuesday 6/8/21	Wednesday 6/9/21	Thursday 6/10/21	Friday 6/11/21
	Koinonia	Didache	Leiturgia	Kerygma	Diakonia
Morning session	9 am to 11:00 am	9 am to 11:00 am	9 am to 11:00 am	9 am to 11:00 am	9 am to 11:00 am
Break	11:00 - 11:30 am	11:00 - 11:30 am	11:00 - 11:30 am	11:00 - 11:30 am	11:00 - 11:30 am
Late morning session	11:30 - 12:30 pm	11:30 - 12:30 pm	11:30 - 12:30 pm	11:30 - 12:30 pm	11:30 - 12:30 pm
Lunch	12:30 - 2:00 pm	12:30 - 2:00 pm	12:30 - 2:00 pm	12:30 - 2:00 pm	12:30 - 2:00 pm
Afternoon session	2:00 - 4:00 pm	2:00 - 4:00 pm	2:00 - 4:00 pm	2:00 - 4:00 pm	2:00 - 4:00 pm
Evening	Open time for integration and rest	Open time for integration and rest	Open time for integration and rest	Open time for integration and rest	
Quiz deadlines	Palmer quiz due at midnight	Lee quiz due at midnight	Jacobsen quiz due at midnight		

THINGS YOU NEED TO KNOW

Letter grades

Students desiring a letter grade rather than pass-marginal-fail must make this request in writing to the professor no later than the end of the second day. Grading rubrics for each written assignment will be available at iLearn.

Inclusive language

A statement on the "Use of Inclusive Language at Trinity Lutheran Seminary" is included in the Community Life Handbook. Students are expected to consult it and adhere to it in the writing and speaking they do in this course.

Care of the earth

Students are encouraged to be good stewards of the earth's resources. Examples include judicious use of paper, electronic submissions of assignments, and a graceful awareness of one's embodied presence.

Incompletes

Students who are unable, due to circumstances beyond their control, to complete work for the course by the end of the term, must complete the Registrar's form requesting an "incomplete."

If the work will not be completed within four weeks of the end of the term, students must also secure the permission of the Academic Dean.

Plagiarism

All work must be original and appropriately documented. Students are expected to consult the section titled “Community Standards of Academic Honesty” in the Community Life Handbook. Plagiarism includes self-plagiarism—that is, students may not utilize work submitted for one class in another class.

Course evaluations

The gathering of student feedback is a requirement of accrediting agencies for theological seminaries. It is also a helpful tool for the faculty as they reflect on the teaching and learning process and plan for the future. Therefore, it is expected that each student will complete a feedback survey when requested. With the exception of the administrator of the survey, no faculty members have access to individual surveys. Individual faculty and the office of the Academic Dean receive only completely anonymous, composite summaries of the results.

Major concerns

Any student with a major concern about this course or the professor, such as a violation of seminary policy or conduct that may be inappropriate to a seminary classroom, should express these concerns directly to the Academic Dean in person or in a signed statement at any time during or following the term. These concerns should not be expressed on the course evaluation form.

Title IX – Sexual Harassment, Discrimination, and Misconduct

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University’s Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

Learning disabilities

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Dr. Jennifer Speakman, Assistant Provost and Disability Services Director, by email (jspeakman@capital.edu) or by telephone (614.236.7127). This syllabus is available in alternate format upon request.

Academic Success

The office of Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. Provided services include the following:

- Content area Peer Tutoring for math, science, and most other subjects.
- A Writing Center that serves as a resource for students engaged in any stage of the writing process for assignments in any course.
- Supplemental Instruction (SI) in support of selected courses.
- Academic Success Coaching to assist students with developing strategies for time management, organization, test preparation and test-taking strategies, goal setting, registration system navigation, reading degree audits, course sequencing, and more.
- Online eTutoring (www.etutoring.org) for accounting, algebra, anatomy & physiology, calculus, chemistry, math, physics, statistics, and writing.
- Testing services to assist the Office of Disability Services in implementing testing accommodations for registered students.

Students can schedule an appointment ahead of time by calling Academic Success at (614) 236-6327, emailing AcademicSuccess@capital.edu, or stopping by our learning center on the second floor of Blackmore Library. Appointments can also be scheduled by logging into tutortrac.capital.edu. For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or (614) 236-6461. You can also follow us on Twitter and Instagram @CapitalUSuccess for updates and information.