

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY
CHM 3323 Christian Education of Children

Instructor: Dr. Darren Daugherty

Fall 2005

Course Syllabus

Course Description

A study of Christian education of children in keeping with their varied developmental needs and characteristics. Emphasis is given on the development of ministries and programs that will effectively meet their needs.

Course Objectives

1. Each student will learn methods of teaching children, nursery through elementary, in correlation with child development concepts.
2. Each student will know what kinds of programs and materials are available for Christian education of children.
3. Each student will learn and demonstrate the creation of lesson plans to be used with elementary-age children.
4. Each student will know the basic fundamentals of classroom management and discipline techniques.
5. Each student will learn about the importance of helping parents disciple their children.

Texts

Clark, Robert E., Joanne Brubaker, Roy B. Zuck. Childhood Education in the Church. Chicago: Moody Press. 1986.

Canter, Lee, Marlene Canter. Assertive Discipline. Los Angeles: Canter & Associates, Inc. 2001.

Eldridge, Daryl. **The Teaching Ministry of the Church**. Nashville, TN: Broadman & Holman Publishers, 1995.

Required Materials:

Standard 8 ½ x 11" three ring binder (2" rings)

Course Requirements

Papers (except reflection paper) must be in the MLA format (double spaced, 12 pt font, 1 inch margins, marked references, bibliography, with title page)

1. *Readings and Quizzes:* Read assigned books and supplementary materials. Ten surprise quizzes (10 points each) will be given throughout the semester. These quizzes will consist of questions that ask you to either demonstrate your understanding of the material (Ex: “Of the five things the author stressed, which three are most important in your opinion? Why?”) or report on your completion of the reading (Ex: “Did you read the assigned reading in its entirety?” If a student misses a quiz, it cannot be made up.
2. *Participation:* Actively attend class. This means that students will participate in class activities and discussions, without working on other things. Various in-class activities will be awarded points. If a student misses an activity, it cannot be made up.
3. *Persuasive Paper and Presentation:* Write a five-page paper, create a presentation of your paper, and deliver it to the class. Determine and discuss a convincing argument supporting what you believe to be the most vital Christian-educator in the furtherance of Christianity. In your paper, you may use just one online source. Evaluation will be based upon your grammar and punctuation (10 points), use of scriptural support (10 points), use of at least three other sources (10 points), clarity of position (20 points), development of the issues (20 points), convincing argument (30 points), and your presentation (50 points). Following the submission of your paper, you will be given directions for presenting your topic. You will have at least one week to prepare your 10-15-minute presentation. Creative methods are always awarded. .
4. *Lesson Plan for Elementary Class:* Using knowledge gained from Clark, Eldridge, and class lectures, develop a lesson plan. Include the target grade, length of class, theme, and setting. Evaluation will be based on correctly worded objectives (20), appropriate use of at least three creative teaching methods (20), appeal to age group (20), material for 60 minutes (20), and use of a specific style of lesson planning (20).
5. *Elementary Class Design:* In a small group, you will design the ultimate elementary Sunday school class for the age/grade you have been assigned. This must include visible details such as entry, layout, equipment, square-footage, decorations, and location within the church. It must also include the invisible details, such as how students

will be taught at their grade level, what teaching methods will be used, ways classroom control will be achieved, and any extras that would make this an exciting class. Your presentation must also include why you made your choices in relation to the ability of children in that grade. The length of this presentation will be 20 minutes. PowerPoint is to be used. Further creativity is always awarded. Your group must submit a digital copy of your PowerPoint to the instructor before your presentation.

6. *Lesson Plan for Family Sunday School:* This family class will consist of elementary-age children along with parents and grandparents. You will use knowledge gained from Clark, Eldridge, and class lectures. You will also receive handouts and thorough explanation of how this assignment should be done. Evaluation will be based on correctly worded objectives (20), appropriate use of at least three creative teaching methods (20), involvement of all ages (20), material for 60 minutes (20), and use of a specific style of lesson planning (20).
7. *Teach a Family Sunday School Class:* Using your lesson plan for a Family Sunday School Class, you will teach a group of classmates who will simulate a family Sunday school class. Each member in your group will evaluate this experience by using an evaluation form. Scores will then be averaged together to calculate your grade.
8. *Participation in Children's CE:* Although this assignment is listed 8th, it is a requirement that you will want to get started on right away. Each student is to participate in some form of children's Christian education in a church for at least 6 weeks. Six weeks is chosen so that students without a church will have time to get involve. Please do not "use" a church for this assignment, "bailing" as soon as your 6 weeks are over. You are to help with a ministry which you are least familiar or you are most afraid (Infants? Toddlers? 6th-graders?). The student is to complete 6 journal entries in which he/she will describe the experience, self-evaluate personal involvement, and make observations about the age group. These journal entries should be half of a page, typed (no more than one page). Take pictures of the environment you were in, and ask someone to take photos of you in action. You will be required to obtain other proof (signature of supervisor, dates worked, etc).
9. *Final Exam:* Your experience in the above assignment will be presented to the class. Include photos, excerpts from your journals, stories about children, and any piece of information that would help your classmates understand your experience. Be sure to include what you learned and/or how you grew. Your presentation is your final exam. Before you present, you must submit your typed journal entries to the instructor.

Grading

Grading	
Readings and Quizzes	10% (10x10=100 pts)
Class Involvement	10% (100 pts)
Persuasive Paper and Group Pres.	15% (150 pts)
Lesson plan - Elem. SS class	10% (100 pts)
Lesson plan – Family SS class	10% (100 pts)
Teach Family SS class	10% (100 pts)
Paper: Design SS and Group Pres.	10% (100 pts)
Church Involvement	15% (150 pts)
Church Involvement Pres (final)	10% (100 pts)

Grading Scale	
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Class Calendar and Due Dates

- Aug 31 – Wed Introduction and discussion about CE experiences
- Sep 2 – Fri The Goal of Christian Teaching: Christlikeness
Due: Read chapter 9, Eldridge
- Sep 5 – Mon Biblical Foundations for the Teaching Ministry (part 1)
Due: Read chapters 1-2, Eldridge
- Sep 7 – Wed Biblical Foundations for the Teaching Ministry (part 2)
Due: Read chapters 3-4, Eldridge
- Sep 9 – Fri Focus of Children's CE: Spiritual Formation
Due: Read chapter 5, Eldridge; chapter 1, Clark
- Sep 12 – Mon Historical Patterns of Spiritual Nurturance and Influence
Due: Read chapter 2, Clark
- Sep 14 – Wed Psychosocial and Cognitive Development
Due: Read chapter 3, Clark
- Sep 16 – Fri Moral and Faith Development
Due: Read chapters 20-22, Clark
- Sep 19 – Mon Atmosphere, Design, and Roles in a Child's Faith Journey
Due: Read chapters 6-8, Eldridge
- Sep 21 – Wed Children's Ministry must Include Family Ministry
Due: Read chapter 33, Clark and Submit Persuasive Paper

- Sep 23 – Fri Child Development: Infants, Toddlers, and Preschoolers
Due: Read chapters 5-7, Clark; chapter 12 Eldridge
- Sep 26 – Mon Child Development: Primaries, Middlers, and Juniors
Due: Read chapters 8-10, Clark; chapter 13 Eldridge
- Sep 28 – Wed Learning Experiences and Learning Styles (part 1)
Due: Read chapter 4, Clark
- Sep 30 – Fri Learning Experiences and Learning Styles (part 2)
- Oct 3 – Mon Student Presentations
Due: Group (individual) Presentation of Persuasive Paper
- Oct 5 – Wed Three main arenas of education: Public, Private, and Home
Due: Read chapters 34-35, Clark
QUIZ (worth 2) on child development chapters (5-10) in Clark
(finish Learning styles)
- Oct 7 – Fri FALL BREAK
- Oct 10 – Mon Lesson Planning (part 1)
- Oct 12 – Wed Lesson Planning (part 2)
- Oct 14 – Fri Lesson Planning (part 3)
Due: Read chapter 11, Eldridge
- Oct 17 – Mon Curriculum Examination
Due: Elementary Class Lesson Plan
(Lesson planning 3 and family ss moving)
- Oct 19 – Wed Classroom Management (part 1)
Due: Read chapters 1-3, Canter
(FAT CITY)
- Oct 21 – Fri Classroom Management (part 2)
Due: Read chapters 4-8, Canter
lecture
(Due: elem class plan)
- Oct 24 – Mon Classroom Management (part 3)
Due: Read chapters 9-13, Canter
Activity discipline policy
- Oct 26 – Wed Classroom Management (part 4)

Due: Read chapters 14-17, Canter
Activity discipline vignettes

- Oct 28 – Fri Creating Thematic Units
(when the chips are down)
- Oct 31 – Mon Student Presentations
Due: Read chapter 14, Clark
Due: Group presentation of Ultimate Elementary Class
(thematic units)
- Nov 2 – Wed Student Presentations
Due: Read chapter 15, Clark
Due: Group presentation of Ultimate Elementary Class
(in class time)
- Nov 4 – Fri Programs: Children’s Church
Due: Read chapter 16, Clark
- Nov 7 – Mon Programs: Family and Intergenerational Ministries
- Nov 9 – Wed BREAKTHROUGH CONFERENCE
- Nov 11 – Fri Student Teaching
Due: Submit Lesson Plan and use it to Teach a Class
- Nov 14 – Mon Student Teaching
Due: Submit Lesson Plan and use it to Teach a Class
- Nov 16 – Wed Programs: JBQ and BGMC
Teaching
- Nov 18 – Fri Programs: Royal Rangers and Missionettes
Teaching
- Nov 21 – Mon Programs: Small Groups and Discipleship Classes
Teaching
- Nov 23 – 25 THANKSGIVING
- Nov 28 – Mon Programs: Sidewalk Sunday School and Weekly Outreaches
Sidewalk SS & outreach

- Nov 30 – Wed Programs: Royal Family Kids Camp
JBQ
- Dec 2 – Fri Programs: Camps, Crusades, and VBS
RR, MS, BGMC, other AG prog
- Dec 5 – Mon Programs: Events that Reach Kids
RFKC
- Dec 7 – Wed Teaching Teachers to Teach and Leaders to Lead
Due: Read Chapter 17, Eldridge
You make the call
- Dec 13 - Tue **Final Exam (12:45pm) - Present CE involvement**

Class Policies

1. Class Attendance

Southwestern's on-campus academic program is designed as an in-class learning experience. In this type of instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the student's knowledge, skills, understanding, and appreciation of the subject matter. Therefore, students are required to maintain regular and punctual class attendance.

Absences which exceed twenty percent (20%) of the number of times that a class meets per semester, (8 absences for classes meeting 3 times per week, 6 absences for classes meeting 2 times per week, and 3 absences for classes meeting 1 time per week), regardless of the nature or reason for the absences, will result in the student being administratively dropped automatically from the course, receiving a grade of "W". The student will be assessed the established course withdrawal fee. A student who is absent from a class is totally responsible to make the appropriate advanced arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments based upon the reason for a student's absence and when the make up work must be completed. However, no point reduction will be assessed to a student's final grade for absenteeism.

2. Tardy

Students missing fifteen minutes of a class will be counted as absent for that session. Every three tardies acquired in classes that meet three times a week and every two tardies acquired in classes that meet twice a

week will be considered as an absence. The student is responsible, at the end of class, to identify his/her tardiness to the professor.

3. Class Assignments

If the student is absent on the day an assignment is due, it is that student's responsibility to turn in the assignment by class time.

If an unplanned event (extended chapel) should impact a class period in which an assignment is due, the assignment must be submitted before 4:00pm or it will be counted as late.

Presentations will not be accepted late. Written assignments will be marked down 10% for each day late.

Office Hours and Availability

I am available to meet with you during regular office hours (MWF 2:45-4:45pm; TT 4:00-5:00pm), or by special appointment at other times. Be sure to seek help immediately if you are having difficulty with this course. I am here to help you.

If you misplace your syllabus or other handouts during the semester, please see my website at www.Darren.Daugherty.net.

Sometime during the semester, you will be invited to the Daugherty home, either as an entire class or small groups. We all look forward to meeting you and getting to know you better.

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