

**SHAW UNIVERSITY  
Divinity School  
Philosophy of Christian Education – CED 520 (3 credit hours)  
Prerequisite: none**

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**Instructor:** Dr. Bruce T. Grady  
**Office :** Rm. 205, Leonard Hall  
**Classroom :** Rm 101, Leonard Hall  
**Course Offered:** 11:00am – 1:30pm, Saturdays  
**Spring 2009**

**Office Hours:**

Mon: 9:30am – 11:30am; 1:30pm – 2:30pm  
 Tues: 2:00pm – 4:00pm  
 Wed: 9:30am – 12:30pm; 2:00pm – 4:00pm  
 Thur: 9:30am – 12:30pm; 2:00pm – 5:00pm  
 Fri: 9:30am – 12:30pm;  
 and by Appointment

**Telephone:** (919) 546-8574

**E-mail:** bgrady@shawu.edu

**Mission Statements**

<b>MRE Program Mission</b>	<b>MDiv Program Mission</b>
The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church	The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church

**Program Goals**

<b>MRE Program Goals</b>	<b>MDiv Program Goals</b>
1. to equip students with the capacity for critical and constructive theological reflection regarding the content and	1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;

<p>processes of educational ministry;</p> <ol style="list-style-type: none"> <li>2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;</li> <li>3. to assist students with personal growth and spiritual maturity; and</li> <li>4. to provides skills in teaching and in design, administration, and assessment of educational programming.</li> </ol>	<ol style="list-style-type: none"> <li>2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;</li> <li>3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness;</li> <li>4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.</li> </ol>
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**Program Learning Outcomes**

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> <li>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</li> <li>2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people;</li> <li>3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education;</li> <li>4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith</li> <li>2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns;</li> <li>3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community;</li> <li>4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership</li> </ol>

**Course Description:**

The purpose of this course is to examine a systematic scheme of thought which can guide the practice of Christian education. Through this study, students will study the philosophic frameworks that provide continuity to the church's teaching ministry.

**Student Learning Outcomes:**

1. Develop a method to justify and defend your own views.
2. Develop a method to understand, critique and evaluate others' views.
3. Critically reflect on current Christian educational issues.
4. More clearly articulate his/her own philosophy of Christian Education.

<b>Student Learning Outcomes (SLO)</b>  <b>At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>	<b>Linkage to MRE Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Develop a method to justify and defend your own views.	Student Paper	3	3
2. Develop a method to understand, critique and evaluate others' views.	Claims Paper	2	2
3. Critically reflect on current Christian educational issues.	Book Review Journals	2	2
4. More clearly articulate his/her own philosophy of Christian Education.	Personal Proposal Paper	2, 4	4

In addition, students are encouraged to use a peer-supported collaborative approach to learning. Using this method, each student will adopt a study buddy with whom they will discuss the assignments and use as a back-up if unable to attend the class. Please be advised that **absence is no excuse for failing to satisfy the requirements of the course.**

**Required Texts:**

Foster, Charles R. and Smith, Fred, **Black Religious Experience Conversations on Double Consciousness and the work of Grant Shockley**. (Nashville: Abingdon Press), 2003.

Freire, Paulo, *Pedagogy of the Oppressed*, (Nashville: Discipleship Resources) 1995.

Gangel, Kenneth O. & Wilhoit, **The Christian Educator's Handbook on Spiritual Formation**, (Grand Rapids: Baker Books) 1994.

Turabian, Kate, **A Manual for Writers of Term Papers, Theses, and Dissertations, 6<sup>th</sup> Ed.**, (Chicago: University of Chicago Press), 1996.

**Use of Technology:**

All students in this course are required to have regular access to email and to the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. All course handouts (including readings, guidelines for completing assignments, and grading rubrics) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard's Digital Dropbox.

Email will be the instructor's primary mode of contacting students outside of class hours. Thus, all students must set up their email address on Blackboard. Directions for doing so are below:

1. Go to <http://shawu.blackboard.com>.
2. On the **Tools** menu on the left side of the screen, click **Personal Information**.
3. Select **Edit Personal Information**.
4. Under section 1, enter your email address.
5. Click **Submit**.
6. Click **OK**.

We will be using the following sections of Blackboard for this course:

- **Course Information:** Contains an electronic copy of the syllabus and all rubrics used to evaluate assignments for this course. Any updates to the syllabus will be made available here.
- **Course Documents:** Contains electronic versions of articles and chapters that are not in required texts (generally in PDF or HTML format). You will need to download the free Adobe Reader to access these forms (<http://www.adobe.com>).
- **Discussion Board:** Forums for your weekly postings are here.
- **Communication:** Allows you to send email to the class.
- **Tools:** Provides access to the Digital Drop Box, which you will use to submit your weekly reflection papers and other assignments.

Follow the instructions below to submit assignments via the Digital Drop Box:

1. Once you are in the course site, click the **Tools** tab on the left.
2. Select **Digital Dropbox**.
3. Select **Send File**.
4. In the **Name** box, enter *LastnameFirst name(space) Assignment name*. (For example, if your name is Jane Smith and you're submitting the case study, enter SmithJane\_casestudy).
5. Click the **Browse** button beside the **File** box.
6. Locate and select the file on your computer. Click **Open**.
7. Click **Submit**.

### **Academic Integrity:**

Students in this course are expected to abide by the Shaw University Code of Conduct. The university policy on plagiarism will apply to all assignments given in this course (see Student Handbook). Plagiarism involves the intentional or unintentional representation of another person's words and/or ideas as one's own. Students are expected to cite all materials, including scriptural references, using the formats described in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

If you need help determining whether to cite, see the guide on avoiding plagiarism at <http://library.duke.edu/research/plagiarism/index.html>.

### **Class Decorum Policy**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contribute to learning will be recorded, properly documented, and appropriately reported to the student and to the Dean of the Divinity School. The report will be in written form with a copy provided to both the student and the Dean of the Divinity School. The instructor will retain a copy for her own records.

### **Special Considerations:**

**Disabilities:** Students with disabilities that may require extended exam times or other accommodations should contact Student Disability Services (Counseling Center 546-8284). The instructor cannot alter the course requirements for any disability without certification from this office.

**Psychological Services:**

If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would prefer to speak with someone else, you may contact the Counseling Center at 546-8284.

**Recommended Texts:**

Boys, Mary C., **Educating in Faith Maps and Visions**, (Kansas City: Shed & Ward), 1989.

Woodson, Carter G., *The Mis-Education of the Negro*. (Trenton: African World Press), 1993.

Morris, Van C. and Pai, Young, **Educating in Faith Maps and Visions**, (Kansas City: Shed & Ward), 1989.

Sloan, Douglass, **Philosophy and the American School An Introduction to the Philosophy of Education, Second Edition**, (New York: University Press), 1994..

Woodson, Carter G., *The Mis-Education of the Negro*. (Trenton: African World Press), 1993.

#### IV. REQUIREMENTS

##### 1. Reading.

Required readings will come from the text and other assigned resources. Students are required to use the library. Class discussion will be based on the content of these readings and the lectures. Students are expected to be conversant in the content of these readings. The final paper **must** demonstrate evidence of knowledge of the contents of the class dialogue.

##### 2. Research Papers

Research papers are to be presented as formal graduate degree papers which conform to the *Shaw University Divinity School Guidelines for Writing*. All sources must be cited by footnotes in their respective form and included in the bibliography as prescribed in Kate Turabian's *A Manual for Writers of Term Papers, Theses, Dissertations, 6<sup>th</sup> Ed.*. Each paper must be submitted to blackboard before midnight of the due date. If you do not receive a response by the Thursday following the assignment, please email me and call my office to notify me. If there is still no response, please speak with me after the next class lecture. The writing guidelines are available from the Dean's office. The following papers will be required:

#### Course Assignments

##### Written Papers

All papers are to be presented as formal graduate degree papers which conform to the Shaw University Divinity School Guidelines for Writing. The writing guidelines are available from the Dean's office. The following papers will be required:

Overview of Assignments Weighting (total 100%); grade lowered if reading or assignments are not completed on time]

1. Research and Reading 20%
- 2a. Reading Claims (Freire, Foster & Smith, Gangel & Wilhoit ) 30%
- 2b.(step 1) 5%
- 2b (step 2) 5%
- 2b (step 3) 5%
- 2c. Second Argument Outline 15%
3. Christian Intellect Paper 15%
4. Class Participation 5%

Study groups of about 3 persons will be formed at the second session. Members can help each other assimilate the material of the course and to pray for each other. Two group meetings will be held during class time. Feel free to schedule other group meeting times during the semester.

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**READING** : per schedule Reading percentages with Grade Form (10%)

Read textbooks/assigned reading per schedule and be ready to discuss the major concepts in class. On the Grade Form identify percentages for all the assigned reading (% completed and % completed on time).

**1. Research and Read Book Reviews in Christian Education, Religious Education and Religion & Education Due. Feb.14.**

1a. Given the title and the author of a journal article, create and submit a two-page set of instructions that explain how to use ATLA to determine if the article is available in hardcopy, if its available in the libraries on the following campuses (Shaw University, North Carolina State University, UNC Chapel Hill, and Duke University); if its available on line and if so, where is located.

1b. Given a topic, create and submit a two-page set of instructions that explain how to use ATLA to conduct a search of related articles.

1c. Using your knowledge of ATLA, find and copy 2 articles from 2 different journals. Find 2 current articles that deal with 2 out of 3 of the following topics: 1) Christian Education and African Philosophy, 2) Theological Education and Latin Americans and 3) Religious Education and the Public Square.

1.d Using Mortimer Adler's options in responding to books, identify how the reviewer responds to the author's argument.

*For your information: Mortimer Adler's Options in responding to the argument of a book:  
Agree Disagree*

1. Agree completely
2. Agree as far as the argument goes (argument is incomplete)
3. Mainly agree with *minor* disagreements not follow)
4. Author is uninformed (lacks info)
5. Author is misinformed (wrong)
6. Author is illogical (conclusions don't make sense)

[Note--Option #7 is not available during the course: suspending judgment]

**Due Feb. 14].**

*Rationale:* Reading and evaluating published book reviews offers examples for how to write your own.

**2. CLAIMS :**

**2a. Reading in Friere, Foster & Smith, Gangel & Wilhoit (30%)**

Identify the three (3) [truth] claims/ideas in each chapter for these readings.

Obviously there are more than 3 claims in a chapter--but select important ones that you think the author(s) is emphasizing. State each major claim as ONE sentence, either in the author's or your own words. This shouldn't take more than a half page (single-spaced) per chapter. When you have completed reading the whole book, then write one claim for the main thesis of the whole

book. Use this assignment to help you understand the rich ideas in these texts. In class, bring your claims and be prepared to discuss the reading.

Turn in the set of the claims (and main thesis) by midnight of the due date. Use the digital drop box and an emailed attachment in Microsoft Word: [**Friere, Due Feb. 7; Foster & Smith, Mar. 21; Wilhoit, April.18**].

*Rationale:* Since [truth] claims are the main tools of the academic world, paying attention to the textbook author's claims is good practice. It also requires deeper reading so class discussions can be more fruitful.

**2b. Student Paper: DUE Jan. 31**

Identify one of your best-researched and best-written academic papers (at least 7 pages) in which you were presenting an argument toward a conclusion. (*For MRE students, this paper must deal with Christian Education, Religious Education or a critical topic in general education.*) Papers reporting only the thoughts of others will not work for this assignment. Get approval for the paper before working on this assignment. Create a *Microsoft Word* document of your assignment and email the attachment to the professor with the title and a brief description of the paper (topic, length of paper, number and type of books listed in the bibliography, etc) you think will work for this assignment (please don't email the whole paper). Also submit a copy of the document by digital drop box, once the paper has been approved.

*(Step 1) List of Paragraph Main Claims **Due Feb. 21 (10%)***

Read through your paper and identify the one main claim for each paragraph (perhaps place a check by the key sentence in each paragraph). Copy all of the checked sentences (no less than 8 sentences and no more than 15 sentences) and make a list of them on a separate sheet of paper. Do not edit any of the words, just copy these sentences as you initially wrote them. Number each of these sentences sequentially in the order as they appear in your paper (1., 2., 3., etc—for ease of reference). Identify one of these sentences/claims as your “main conclusion statement” for the whole paper and place that sentence in **BOLD** font to highlight it. Also provide a descriptive title for the paper and use it as the title for this List of Claims.

*(Step 2) Full-Sentence Outline (FSO) of the Original Argument **Due: Feb. 28 (10%)***

Now identify the argument of your paper, as it appears in your paper. Using your List of Claims now develop it into a genuine outline—a single-spaced, full-sentence outline (e.g., I. A. 1. 2. II., etc , indenting subordinate claims to the major claims). Limit this to one page. Note: Under any header, at least two items/sentences must be included.)

(Note **FSO** = “Full-sentence outline”—each line of the outline, including each header, is one full sentence. *Only* the title of the paper can be a sentence fragment.)

*(Step 3) Full-Sentence Outline (FSO) of the Improved & Revised Argument **Due: March 7 (10%)***

Finally, imagine you were going to revise your paper to tighten up the argument and main thesis to earn an A if it were submitted in this class. Revise the outline you developed in the last assignment and make a stronger argument. Edit, revise, re-organize etc the major claims (and order of claims) of your paper and develop the most cogent argument possible that is still related to your existing paper (maximum ONE page, single-spaced). Include a descriptive title, and your main conclusion needs to be stated at the beginning of the outline and place in **BOLD** font.

*Submit:* Although you have already submitted the first two steps, submit all three steps, list of paragraph main claims, original argument outline and revised argument outline. On an additional

page, summarize what revisions you made. Also, bring copies of your revised one-page outline sufficient for each member of the class.

*Rationale:* Since a clear argument of claims is the skeleton of any paper or book, focusing on this skeleton is a key task in any academic writing. Revising the argument of an existing paper can be a helpful educational exercise for honing one's skills in academic writing.

**2c. Another Revised Argument Outline DUE: March 14 (20%)**

Select another term paper you've written that fits the criteria as in assignment #2b (professor will need to approve this one as well) and follow the same steps and develop another revised and improved argument FSO for submission. *(MRE students must identify a paper that reflects some aspect of Christian Education, Religious Education or some aspect of education in general.)*

**Rubric for Truth Claim Assignments**

**Purpose:** develop a method to understand, critique, and evaluate other's views

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2
3 Truth claims/ideas in each chapter	Provides clear and coherent claims for all chapters	Provides claims for all chapters but occasionally needed more clarity	Provided required claims but lacked clarity	Provided limited claims
Sentence Structure	Used complete sentences and proper grammatical structure	Used complete sentences but occasionally made broad sweeping generalizations. Sentences used too much narrative causing run sentences.	Paper has occasional grammatical and spelling errors	Paper has many grammatical and spelling errors
Citation	Each sentence is properly identified and referenced	All sentences are properly cited and most references are accurately presented.	Most sentences are properly cited and referenced	Paper requires quoting and paraphrasing
The main thesis of the entire book	The main thesis clearly and accurately reflects the authors point of view	The main thesis basically represents the author's point of view.	One component is missing from the author's main thesis.	The author's main thesis is completely missing or misunderstood

**3. Short Paper**

**Personal Proposal for Cultivating a Christian Intellectual Life DUE: Apr. 25 (30%)**

Develop a personal, realistic, proposal for yourself for how you will continue furthering your own pursuit and cultivation of a Christian intellectual life, for one who is committed to a level of

scholarship in becoming one of the following: 1) *for MRE students*- a Teacher of the Church/Community or 2) *for MDiv students*- a Leader of the Church/Community. The proposal should relate to the remaining time in your theological education and to the years following graduation when you'll become a Teacher of the Church. In your proposal,

- (1) include your definition and brief explanation of your understanding of a Christian intellect and what it means to value the life of the mind (min. one page, double-spaced)
- (2) What particular goals or themes are important to you in cultivating of a Christian intellectual life. (min. half a page to full page, double-spaced)
- (3) Describe various practical action steps you are taking or plan to take in the future to sustain this intellectual formation project both in your graduate program and beyond (dream, assume there is no limit of time or money, yet keep it within the bounds of reasonability for you). Note, the focus of the paper is on your intellectual life—not your whole spiritual life or your whole character formation. (min. half page, double spaced)
- (4) Create a set of instructions that explain how you might teach a small group of seminarians to adopt this method of cultivating a “Christian Intellectual Life.” (min. one page double spaced)
- (5) Identify and explain the major themes of social and behavioral sciences imbedded in this process. (min. one page)
- (6) Match each social/behavioral science from step (5) with at least one educational philosophy. Briefly define each of the identified philosophies. Then explain how each philosophy supports the long-term goals/themes of the self-teaching proposal. (min. three pages)  
(min. 7 pages, double-spaced) Please follow Turabian’s Manual of citations with footnotes, bibliography and cover page. Before submitting your paper, give your study group members a draft of your paper (DUE: Apr.11). Respond to their questions and suggestions and revise your paper. Be prepared to present some of your ideas at the last class.

*Rationale:* Due to the trend toward anti-intellectualism in the church today, it’s imperative that those gifted and called by God to the intellectual life continue to do so, despite the opposition from the church, from culture, and from the Devil. This planning exercise can be a great jumpstart to help you fulfill your calling to God in this arena.<sup>1</sup>

<sup>1</sup> DE 801--PHILOSOPHICAL ISSUES IN EDUCATIONAL STUDIES  
Talbot School of Theology

**Student Participation Rubric**

<b>Criteria</b>	<b>Exemplary 5</b>	<b>Outstanding 4</b>	<b>Satisfactory 3</b>	<b>Adequate 2</b>	<b>Unsatisfactory 1</b>
<b>Interaction/ participation in classroom learning activities</b>	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
<b>Engagement in the electronic/ email learning forum</b>	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
<b>Professional attitude and demeanor</b>	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
<b>Punctuality</b>	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

**Course Grade Evaluation**

<b>Assignment</b>	<b>Percentage of Final Course Grade</b>
Class Participation	10%
1. Research & Read	10%
2. Student Argument	60%
Student Argument Outline	15%
Final Paper	40%
<b>Total</b>	<b>100 %</b>

Note: The minimum passing grade for this required course is C.

**Research Paper Rubric**

**A**

- Thesis is well developed and clearly focused
- Supporting evidence is thorough and relevant
- Narrative and description kept to minimum needed for analysis
- Conflicting evidence is consistently acknowledged and accounted for
- Counter-arguments are consistently anticipated and refuted
- Conclusion emerges logically from main arguments
- Footnotes are used when needed; footnotes and bibliography use consistent and appropriate format
- Well organized and well written
- Grammatically correct and coherent

**B**

- Thesis is well developed, but may not be as clearly focused as in top category
- Supporting evidence is less thorough and/or relevant than in top category, but is still substantial
- A little too much narrative or description
- Conflicting evidence is usually acknowledged and accounted for
- Counter-arguments are usually anticipated and refuted
- Conclusion is logical extension of the rest of the essay, but may be somewhat attenuated
- Footnotes are used when needed; footnotes and bibliography use consistent and appropriate format
- Well organized and clearly, if not elegantly, written
- 

**C**

- Thesis is adequate, but may need further explication or definition
- Supporting evidence is adequate but somewhat sketchy, or its relevance is not always made clear
- Too much narrative or description, at expense of analysis
- Relatively little concern for conflicting evidence
- Relatively little concern for counter-arguments, or they are not dealt with successfully
- Conclusion “goes through the motions”
- Footnotes are not always used when needed; footnotes and bibliography may sometimes be in inappropriate format
- Adequate organization and style, but may contain enough structural flaws or mechanical errors to distract from the presentation
-

**F**

- Thesis is unclear or even missing
- Supporting evidence is irrelevant or missing; essay relies on assertion rather than demonstration
- Narrative or description far outweigh analysis
- No real concern for conflicting evidence
- Does not reveal awareness of counter-arguments
- Conclusion “goes through the motions” or is missing
- Footnotes and bibliography are sloppy or missing
- Sloppy organization, mechanics, style

**V. SYLLABUS**

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[list the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>	<b>Assessment Tool</b> <i>(instrument used to determine the achievement of the stated SLO)</i>
Week Jan. 17	1, 3, 6	Welcome, Introduction & Syllabus Review	Syllabus; Freire, ch.1- 3	Lecture; Discussion	Sign on to Blackboard		Instructor Verifies
Jan. 24	2, 5	Dehumanization and the Banking Concept	Freire, ch. 4-6	Lecture and class discussion	See Bb for Pre-test		
Jan. 31	1, 2, 3		Foster & Smith, Section I	Lecture & Small Group Discussion	2b. Identify student paper		Instructor Verifies
Feb. 7	1, 2, 4	A Way of Thinking about the Black Religious Education Experience	Foster & Smith, Section II	Class Discussion	2a. Freire		Truth Claims Rubric
Feb. 14	1, 4, 5	Sources for a Liberative Religious Education	Foster & Smith, Section III, pp. 75-86.	Class Discussion	1a. Research & Read using ATLAS!		Instructor Verifies with Librarian
Feb. 21	1, 3, 4	Sources for a Liberative Religious Education	Foster & Smith, Section III, pp. 86-123.	Lecture & Class discussion	2b.(step 1)		Truth Claims Rubric

**CED 520 PHILOSOPHY OF CHRISTIAN EDUCATION  
SYLLABUS**

**Spring 2009**

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[list the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>	<b>Assessment Tool</b> <i>(instrument used to determine the achievement of the stated SLO)</i>
Feb 28	1, 2, 5	The Quest for a Model	Foster & Smith Section IV pp. 125-140	Lecture & Class discussion	2b.(step 2)		Truth Claims Rubric
Ma. 7	1, 2, 5	The Quest for a Model	Foster & Smith, Section IV, pp.140-152.	Lecture, Discussion &	2b. (step 3)	Black Board	Truth Claims Rubric
Mar. 14	1, 2, 3, 4	The Beloved Community	Personal Edit 1 <sup>st</sup> Paper		2c. Another Revised Argument Outline		Truth Claims Rubric
Mar. 21	1, 2, 5	Self-Assessment of Philosophy of Christian Education	Gangel & Wilhoit, Introduction – Chapter 3		2a. Foster & Smith		Truth Claims Rubric
Mar 28		<i>Holy Week and Resurrection Sunday! No Class</i>	Gangel & Wilhoit, Chapters 5-10				
Apr. 4	1, 3, 6	Counterfeit Spirituality Project Presentations	Gangel & Wilhoit, Chapters 11-15	Class Discussion	See Bb for Post-Test		
Apr. 11	1, 2, 3, 4	<i>Holy Week and Resurrection Sunday! No Class</i>	Gangel & Wilhoit, Chapters 16-20	Class Discussion	3. Short Paper (Draft) for Small Group		Research Paper Rubric
Apr. 18	1, 2, 4, 5	The Spirit is Willing Project Presentations	Gangel & Wilhoit, Chapters 21-25	Lecture Class Discussion	2a. Wilhoit		Truth Claims Rubric
Apr. 25	1, 2, 3, 5	Evaluations & Review Students' Short Paper draft	“The Paradox of the Afro American Rebellion”	Class Discussion	3. Short Paper: Personal Proposal		Research Paper Rubric
May	1, 2, 5, 6	Recap and Review	“The Sweet Torture of	Class			

**CED 520 PHILOSOPHY OF CHRISTIAN EDUCATION  
SYLLABUS**

**Spring 2009**

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[list the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>	<b>Assessment Tool</b> <i>(instrument used to determine the achievement of the stated SLO)</i>
2			Sunday Morning"	Discussion			
May 9	1, 2, 5	Open Talk		Class Discussion			