

Stephen Mathieson, D. Min.

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I. Course Description:

A survey course on trends and issues impacting Christian education in the United States and abroad.

II. Course Objectives

1. To gain an understanding of contemporary issues in Christian education.
2. To be able to articulate those issues.
3. To be able to articulate a solution to those issues.

III. Course Textbooks

Required Texts:

Roy B. Zuck, *Teaching as Jesus Taught*, Baker Books, 1995, 0-8010-9940-4

IV. Evaluation of Student Performance

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. **Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability – Course Reading** – Students will be required to read Roy B. Zuck’s, *Teaching as Jesus Taught*. There will be reading assignments along with questions to answer from those readings. Please answer each of the questions located in the reading assignments in s ¼ to ½ page.
3. **Research Assignments** –

Assignment #1: All students will write a 5-7 page paper applying the information in *Teaching as Jesus Taught* to their own lives. In other words, how can you teach as Jesus taught in your present life situation?

Assignment #2: Students will write a 6-8 page paper comparing and contrasting the positives and negatives of Home-schooling, Public education, and Private / Christian education. The paper must include a minimum of 6 sources.

Online students may subtract 2 pages from the length of their papers.
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module’s lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction; Luke 2:52

Class 2 – The Christian Philosophy of Education

John Dewey

Christian Education: Preserving our Christian Heritage

Reading Component – Read Chapter 1 pages 9-15 & Chapter 2 pages 17-22. Answer the following questions:

Chapter 1 – Think of a favorite teacher from your school days. What qualities made that person effective?

Chapter 2 – Do you think of Jesus as a great Teacher? If so, why? What aspects of Jesus' ministry have earned him the accolade "Master Teacher"?

Class 3 – Christian Education and the Brain

Attitudes that Foster Success in Christian Education

Reading Component – Read Chapter 3 pages 23-44 & Chapter 4 pages 45-59. Answer the following questions:

Chapter 3 – How can you minister to individuals whom others might reject or neglect? Think of someone who is shunned by others. How can you help that individual in tangible ways?

Chapter 4 – What made Jesus an authoritative teacher?

Class 4 – Two Views on the Role of the Christian Educator

Teachers and Parents & Teachers and Students

Reading Component – Read Chapter 5 & Chapter 6. Answer the following questions:

Chapter 5 – What can you do that you are not doing now to help yourself grow mentally, socially, and spiritually?

Chapter 6 – How can you emphasize with others?

Class 5 – Christian Textbooks vs. Secular Textbooks & The Textbook Industry and Christian Education

Absolute Truth

Reading Component – Read Chapter 7 pages 91-102 & Chapter 8 pages 103-113. Answer the following questions:

Chapter 7 – What steps can you take to know that those around you are saved?

Chapter 8 – How can you show your love for others?

Class 6 – Examining Each Subject from a Biblical Worldview

Preparing Christian School Students for Life Through a Proper Biblical Worldview

Teaching Ethical Thinking

Reading Component – Read Chapter 9 pages 115-127 & Chapter 10 pages 129-155. Answer the following questions:

Chapter 9 – How well are you following Jesus' example in how He taught His disciples?

Chapter 10 – What impact do you have on your opponents?

Class 7 – Dealing with Objectionable Material

Discipleship vs. Evangelism

Reading Component – Read Chapter 11 pages 157-181 & Chapter 12 pages 183-202.

Chapter 11 – How do you get others to be interested in what you want to tell or teach them?

Chapter 12 – Can you recall a picturesque statement that a teacher has made? Why or why not?

Class 8 – Safety Issues & Money Issues

Technology, Extra-Curricular Activities, Student Retention, & Discipline

Reading Component – Read Chapter 13 pages 203-234 & Chapter 14 pages 235-276. Answer the following questions:

Chapter 13 – Sometimes teachers make humorous remarks in class. Do you think this helps or hinders the teaching? Why?

Chapter 14 – Give an example of each type of questioning in Jesus' teaching: memory, translation, interpretation, application, analysis, synthesis, and evaluation.

Class 9 – Key Elements in Christian Education

Reading Component – Read Chapter 15 pages 277-304; Chapter 16 pages 305-327; Epilogue page 329; & Appendix pages 331-342. Answer the following questions:

Chapter 15 – Are there such things as dumb questions? Why or why not?

Chapter 16 – What are the characteristics that made Jesus' stories effective?

Appendix-Choose two of Jesus' commands, and list describe how you can apply them to your life.

Research Component-All papers due.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer

6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).