



# **Spiritual Formation in Childhood CECH 8302**

## **New Orleans Baptist Theological Seminary**

### **Christian Education Division**

February 3-5, 2015

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.*

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### **Purpose of the Course**

The purpose of this course is to develop within students an understanding of the process of spiritual formation in children and the responsibilities of parents and the community of faith in spiritual formation.

### **Core Value Focus**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2014-2015 academic year the Core Value is *Spiritual Vitality*.

## Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition:* Students will examine the Scripture related to the spiritual formation of children.
2. *Theological and historical perspective:* Historical and contemporary perspectives regarding the spiritual formation of children will be examined.
3. *Interpersonal relationships:* Students will work collegially with others in the seminar.
4. *Disciple making:* Students will recognize parents as the primary disciplers of their children and understand the church's role in the spiritual formation of children.
5. *Spiritual and character formation:* Students will reflect on their spiritual formation in childhood and one's responsibility as a member of the community of faith for the spiritual formation of children.

## Course Description

In this course students will examine the process of the spiritual formation of children from birth through age 12 in light of their physical, social, emotional, and mental development. The roles of parents (home), the church, and culture in process of spiritual formation will be examined.

## Student Learning Outcomes

At the conclusion of this seminar, you should be able to:

1. Compare and contrast various theories of spiritual and faith development of children from birth through age 12.
2. Affirm that spiritual formation occurs in childhood.
3. Promote parents (home) as the primary influencers in a child's spiritual formation.
4. Design a process for spiritual formation in the home and at church.

## Required Readings

The following texts are required reading for class discussions. They are to be read in their entirety prior to the seminar.

### **Required Texts**

Anthony, Michael, ed. *Perspectives on Children's Spiritual Formation*. Broadman and Holman Academic, 2007.

Haywood, Janice. *Children and Conversion: How to Present Salvation to Children*. Baptist State Convention of North Carolina, 2006. This digital resource is posted in Course Documents.

Ingle, Cliff, ed. *Children and Conversion*. Broadman, 1970. (This book is currently out of print. You may purchase a pdf on cd at LifeWay. You may also find a used copy online.)

- Lawson, Kevin. *Understanding Children's Spirituality: Theology, Research, and Practice*. Eugene, OR: Wipf and Stock, 2012.
- May, Scottie, Beth Posterski, and Catherine Stonehouse. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Wm. B. Eerdmans Publishing, 2005.
- Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters*. London: Church House Publishing, 2009.
- Zuck, Roy. *Childhood and Children in the Bible*. Grand Rapids, MI: Baker Books, 1996.

## Course Teaching Methodology

### **Methodology**

This seminar will include individual research, presentations, discussion, and guest speakers.

### **Format**

This seminar is taught in New Orleans and at extension sites via CIV.

## Assignments and Evaluation Criteria

### Pre-Seminar Assignments

#### **Readings**

**Due: Feb. 3**

You are to read all texts in their entirety prior to attending the seminar.

#### **Compare and Contrast Essay: (15%)**

**Due: February 3**

You will write 5-page essay with three sections regarding two theorists. The essay must be clearly organized, either point-by-point or block-by-block format and include a minimum of four points of comparison/contrast. See *Comparison and Contrast Essays* posted in Course Documents.

- Section I - Select two theorists from the list below and compare (how they are alike) and contrast (how they are different) their theories regarding spiritual formation.
- Section II – Critique of theories – points of agreement and/or disagreement; congruency with Scripture
- Section III - Determine how an understanding of the selected theories has or may impact your ministry to children and their parents

Theorists: Jerome Berryman, Sophia Cavaletti, David Elkind, James Fowler, Lawrence Kohlberg, Jean Piaget, Ana-Maria Rizzuto. A grading rubric for this assignment is in Assignment Upload. *This assignment is related to SLO #1.*

#### **Book Talk: (10%)**

**Due: Feb. 3**

You will prepare to present a 5 to 7-minute Book Talk on a book of your choosing from the following list. A book talk should make listeners care enough about the content of the book to want to read it. Be creative. (Search the web for ideas if you are unfamiliar with book talks). You should submit your selection by email to the professor for approval no later than January 02. The books will be assigned on a first-come first- served basis. You will submit to Blackboard, and

provide to all classmates, an annotated bibliography of the book. A grading rubric for this assignment is in Assignment Upload. *This assignment is related to SLO #3.*

Select one of the following books:

Barna, George. *Revolutionary Parenting: Raising Your Kids to Become Spiritual Champions*. Tyndale House Publishers, 2010.

Haynes, Brian. *Shift*. Group Publishing, 2009.

Haynes, Brian. *The Legacy Path: Discover Intentional Spiritual Parenting*. Randall House, 2011.

Hess, Valerie. *Habits of a Child's Heart: Raising Your Kids with the Spiritual Disciplines*. Colorado Springs: NavPress, 2004.

Keely, Robert J. *Helping Our Children Grow in Faith*. Grand Rapids: Baker Books, 2008. NavPress, 2004.

Sparkman, Temp. *The Salvation and Nurture of the Child of God*. Judson Press, 1983.

Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Baker Academic, 2010.

Murphy, Art. *The Faith of a Child: A Step-by-Step Guide to Salvation for Your Child*. Moody, 2000.

Zuck, R. B. *Precious in His Sight: Childhood and Children in the Bible*. Grand Rapids: Baker Books, 1986.

Yust, Karen. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. Jossey-Bass, 2004.

**Topic Research Paper (25%) and Presentation: (25%)**

**Due: Feb. 3**

You will write a 12 to 15-page argumentative or analytical research paper (excluding front and back matter) regarding one of the following topic areas:

Media and Spiritual Formation of children

Developing a Biblical Worldview in Children

The Age of Accountability

Children and Baptism

Evangelism of Children (Should children be evangelized? How should the gospel be presented?)

Practice of Spiritual Disciplines with Children

Role of Parents in Spiritual Formation of Children

Mentors (other than parents) on Spiritual Formation of Children

Children and Worship

Children and Salvation (Do they need to be saved?)

Godly Play (Jerome Berryman)

Family Missions/Ministry – impact on spiritual formation of children

Submit your topic request in an email to the professor no later than January 2. If you desire to present a topic not on the list you must contact the professor for approval. The topics will be assigned on a first-come first-served basis. Your topic will be approved by the professor on or before January 5. A list of assigned topics will be provided by the professor.

### Argumentative:

You will introduce the topic and inform the reader of exactly which position you intend to take (thesis statement). Since this is a paper written to persuade the reader, the topic should be debatable and controversial. You should support your thesis throughout the paper with primary sources, with the intent to persuade the reader that your particular interpretation of the topic is proper. The goal of the argumentative paper is to convince the reader that your claim is true based on the evidence provided.

Example of an argumentative thesis statement:

Children should attend corporate worship with their parents because it is the responsibility of parents to teach their children to worship, and children should be embraced by the entire worshipping faith community.

The paper that follows the thesis statement should:

Present the argument and give evidence to support the claim that children should attend corporate worship with their parents and the entire worshipping faith community.

### Analytical:

You will ask a research question (thesis statement) upon which you have taken no stance, although the topic may be debatable and controversial. Your intent is not to persuade the reader that your ideas are right while those of others are wrong, but is to offer a critical interpretation of primary and secondary sources throughout the paper--sources that should, ultimately, support your particular analysis of the topic. An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the reader.

Example of an analytical thesis statement:

An analysis of worship practices with children in the local church reveals a challenge facing children's ministers: to provide children's worship/church or have children attend corporate worship with parents and the faith community.

The paper that follows should:

- Explain the analysis of worship practices with children in the local church
- Explain the challenge(s) facing children's ministers

You will support your research with a minimum of 10 resources, excluding the course texts. The paper should be written in Turabian form using Times New Roman 12 pt. font. A grading rubric is in Assignment Upload. *This assignment is related to Student Learning Outcomes #1 and #2.*

### Topic Presentation:

You are to develop a significant presentation (45 minutes) and then guide a group discussion (10-15 minutes) regarding your research paper topic. Your presentation should be creative and accompanied by a handout(s) and visual aid (such as PowerPoint® or Prezi, video clips, etc.).

The following questions should be considered in the development of the presentation:

- How is this topic manifested in or relevant to the lives of 21<sup>st</sup> century children, families, or the church?

- What are current models for the church's response to your selected topic?
- What are suggested strategies for the church to respond to your topic?

A presentation schedule will be made by the professor and communicated to seminar participants via email. A grading rubric for this assignment is in Assignment Upload. *All presentation materials must be submitted to Blackboard by end of day of presentation. This assignment is related to SLO #1 and #2.*

### **Seminar Assignments**

#### **Book Talk**

Refer to Pre-Seminar Assignments for specific instructions regarding this assignment. The presentation schedule will be made by the professor and communicated to seminar participants via email.

#### **Topic Presentation**

Refer to Pre-Seminar Assignments for specific instructions regarding this assignment. A presentation schedule will be made by the professor and communicated to seminar participants via email.

### **Post-Seminar Assignments**

The following assignments build upon one another. You should complete them in the order listed.

#### **Spiritual Formation Calendar: (10%)**

**Due: March 6**

You will develop a one-year calendar of training/events to (a) shepherd the spiritual formation of children birth - twelve and (b) equip parents to lead their children in spiritual formation. Each calendared component should contain:

- A rationale for the component
- The person (e.g., Sally Smith or Experienced/Mature Christian Mentor Parent) who will lead this training (listing credentials)
- Format of the training (number of sessions, length of sessions)
- Evaluation method

*This assignment is related to SLO #4.*

#### **Training Session: (20%)**

**Due: March 6**

You will develop a 1.5 hour training session for use in the spiritual formation calendar. Submit the following:

- Session outline (lesson plan)
- Handouts
- Visuals (PowerPoint, Prezi, video)

A lesson planning guide is posted in *Course Documents* that will be helpful in the development of the training session. A grading rubric for this assignment is in Assignment Upload. *This assignment is related to SLO #4.*

## Course Policies

**Classroom Decorum:** Your participation is required for every seminar session. You are expected to:

- Come to the seminar with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Absences:** Absences from a doctoral seminar are not permitted. You must see the Director of your program (Ed.D., Ph.D.) for any exception to this policy.

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-percent penalty and 1 percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Withdrawal from the Seminar:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

**Technical Support:** If you experience any problems with your Blackboard account you may email [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need.

**NOBTS Emergency Text Messaging Service:** Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

### **Course Schedule**

To be determined when number of students is known.

### **Selected Bibliography**

Allen, Holly Catterton, ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade Books, 2008

\_\_\_\_\_, and Christine Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. IVP Academic, 2012.

Barna, George. *Revolutionary Parenting: Raising Your Kids to Become Spiritual Champions*. Tyndale House Publishers, 2010.

Bunge, Marcia, ed. *The Child in Christian Thought*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2001.

Bushnell, Horace. *Christian Nurture*. Memphis, TN: C. Scribner's Sons, 1916.

Anthony, Michael, ed. Carlson, Greg, Tim Ellis, Trisha Graves, and Scottie May. *Perspectives on Children's Spiritual Formation: 4 Views*. Nashville: Broadman and Holman, 2006.

Caldwell, Elizabeth. *Making a Home for Faith: Nurturing the Spiritual Life of Your Children*. Cleveland: Pilgrim, 2000.

Coffey, Kathy. *Experiencing God with Your Children*. New York: Crossroad, 1997.

Coles, Robert. *The Spiritual Life of Children*. Boston, MA: Houghton-Mifflin, 1991.

- Davis, Cos H. *Children and the Christian Faith*. Nashville: Broadman Press, 1990.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.
- Fuller, Cheri. *Opening Your Child's Spiritual Windows: Ideas to Nurture Your Child's Relationship with God*. Grand Rapids: Zondervan, 2001.
- Haynes, Brian. *Shift*. Group Publishing, 2009.
- \_\_\_\_\_. *The Legacy Path: Discover Intentional Spiritual Parenting*. Randall House, 2011.
- Healy, Jane M. *Endangered Minds*. New York: Simon and Schuster, 1990.
- Hyde, Kenneth. *Religion in Childhood and Adolescence*. Birmingham, AL: Religious Education Press, 1990.
- Hymowitz, Kay S. *Ready or Not: Why Treating Children as Small Adults Endangers Their Future and Ours*. New York: Simon and Schuster, Inc., 1999.
- Ingle, Cliff, ed. *Children and Conversion*. Broadman, 1970.
- Juengst, Sara Covin. *Sharing Faith with Children*. Louisville, KY: Westminster/John Knox Press, 1994.
- Keeley, Robert J. *Helping Our Children Grow in Faith: How the Church Can Nurture the Spiritual Development of Kids*. Grand Rapids, MI: Baker Books, 2008.
- Lester, Andrew D. *When Children Suffer*. Philadelphia: The Westminster Press, 1987.
- May, Scottie, Beth Posterski, and Catherine Stonehouse, and Linda Cannell. *Children Matter*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2005.
- McAllister, Dawson. *Saving the Millennial Generation*. Nashville: Thomas Nelson Publishers, 1999.
- McClure, Holly. *Death by Entertainment*. Little Rock: Lion's Head Publishing, 2001.
- McDowell, Josh. *The Disconnected Generation*. Nashville: Word Publishing, 2000.
- Medved, Michael and Diane Medved, *Saving Childhood*. New York: Harper Collins, 1998.
- Mercer, Joyce Ann, and Bonnie J. Miller-McLemore. *Welcoming Children: A Practical Theology of Childhood*. St. Louis, MO: Chalice Press, 2005.

Miller-McLemore, Bonnie J. *Let the Children Come: Reimagining Childhood from a Christian Perspective*. Hoboken, NJ: John Wiley and Sons, 2003.

Perkinds, Mitali. *Ambassador Families: Equipping Your Kids to Engage Popular Culture*. Grand Rapids, MI: Brazos Press, 2005.

Rainer, Thom S. *The Bridger Generation*. Nashville: Broadman and Holman, 1997.

Ratcliff, Donald, ed. *Children's Spirituality: Christian Perspectives, Research and Application*. Eugene, OR: Cascade Books, 2004.

Sparkman, Temp. *The Salvation and Nurture of the Child of God*. Judson Press, 1983.

Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Grand Rapids, MI: Baker, 1998.

Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Baker Academic, 2010.

Tapscott, Don. *Growing Up Digital: The Rise of the Next Generation*. New York: McGraw-Hill, 1998.

Water, Mark. *What the Bible Has to Say About Children*. Nashville: Dimensions for Living, 2003.

Westerhoff, John. *Bringing Up Children in the Christian Faith*. Minneapolis: Winston, 1980.

Yust, Karen. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. Jossey-Bass, 2004.

Zuck, R. B. *Precious in his sight: Childhood and Children in the Bible*. Grand Rapids: Baker Books, 1986.