

# Human Development and Ministry

CE 322 Fall, 2011 MWF 9:15-10:20 PM BGC 253



**Professor: Dr. Donald Ratcliff**

**Office Hours: On the Instructor's Office Door**

**Office: BGC 243 Phone: 630-752-5282**

**Email & Web Page: don.ratcliff@wheaton.edu**

**www.don.ratcliffs.net/classes**

*I write to you, dear children, because your sins have been forgiven on account of his name,  
I write to you, fathers, because you have known him who is from the beginning,  
I write to you, young men, because you have overcome the evil one.  
I write to you, dear children, because you have known the father.  
I write to you, fathers, because you have known him who is from the beginning.  
I write to you, young men, because you are strong,  
and the word of God lives in you, and you have overcome the evil one.  
--I John 2:12-14*

## Textbooks and Readings

Diessner, Rhett (ed.). *Classic edition sources: Human Development*. Dubuque, IA: McGraw Hill, 2008.

Rathus, Spencer. *HDEV*, 2nd ed. Belmont, CA: Wadsworth, 2012.

Also read one of these:

Clark, Chap. *Hurt: Inside the world of today's teenagers*. Grand Rapids, MI: Baker, 2004.

Ratcliff, Donald, and Brenda Ratcliff. *ChildFaith: Experiencing God and spiritual growth with your children*. Eugene, OR: Cascade, 2010.

Thompson, Curt. *Anatomy of the soul*. Carol Stream, IL: SaltRiver/Tyndale, 2010.

Recommended: Loder, James E. *The logic of the Spirit: Human development in theological perspective*. San Francisco, CA: Jossey-Bass, 1998.

## Course Description

*Explores the application of human development and other social science theory and research to Christian Education. Spiritual development through the lifespan is highlighted, as well as the importance of understanding social context and organizational dynamics for effective ministry.*

## Objectives and Assignments

The assignments described below correspond with the departmental objectives listed both here and on the last page of this syllabus. These competencies are reflected in student activities and products, as assessed by the instructor. Students, as assessed by the instructor through classroom products, will become able to:

1. Develop and implement strategies and methodologies for research and life-long learning within the church (C6). **This objective is partially fulfilled by creating a tentative plan for studying some specific aspect of a local or distant congregation.**

**RESEARCH PLAN.** Choose a specific congregation, most likely a local church or your home church, and make a tentative plan for conducting a small research study at that location. Discuss this with the pastor and/or other leaders of the church to determine what is actually needed in this respect. Consult with your instructor if this proves difficult or impossible. The written plan, which should be five pages in length, should include (1) evidence of need (one paragraph), (2) the objective/goal/purpose of the research (one paragraph), (3) background research identified (at least three sources, but they do not have to be read), (4) evidence of logistical planning (materials, people, time involved, etc.) (one page), (5) a systematic plan for how the research will be conducted, including identification of the general and specific kind of research being considered (two pages), (6) a strategy for analyzing the data collected (one page), and (7) plans for communicating the results to those who can benefit from the research (one paragraph)

**2. Actively reflect upon one's spiritual development and practices noting areas of strength and weakness (B6).** This objective will be partially fulfilled by disciplined reflection on prominent concepts and perspectives related to spiritual development from required readings but also by exploring one's own tradition in the library or from other church-related materials. Also affirm those theories in human development that best resonate with you personally, and are most related to your spiritual development. Specifically this will be accomplished through a presentation and paper.

**PRESENTATIONS AND PAPER.** One class will be given to discussing the wide variety of traditions related to spirituality and spiritual practices, including one's own spiritual/theological tradition. Everyone is expected to participate at least briefly. From the class readings and materials from one's own tradition, you will write a five-page paper that meets these criteria: (1) adequate length, (2) describe your view of spiritual development, (3) reflect upon your perspectives, including the degree of importance affirmed about specific spiritual practices, (4) include a section on your affirmation of one or more developmental theories that best correspond with your spiritual development, (5) footnote scholarly sources from class and from one's own tradition. While you may use "I" "me" "my" and the like, and also reference one's own spiritual experience, the paper should primarily be (6) a formal paper that is built on careful scholarship, (7) with logical, thoughtful, and accurate reasoning throughout, (8) be free of spelling and grammatical errors and use the Turabian format (Chicago Style). You should (9) include ideas with which you agree and disagree, as well as (10) biblical references. You are permitted to critique one another's work, but of course all writing should be your own.

**Alternative: make a five-minute video with a standard DVD player format that meets all the criteria (referencing may either be on paper or by use of credits beyond the five minutes).**

**3. Recognize, attend to and evaluate the diverse cultural, social, psychological, and spiritual contexts of formation and ministry (A4).** This will be partially fulfilled by comprehending developmental themes throughout life and integrating these with ministry and personal life. Specifically this will be accomplished through the creation of two age charts and related papers over the semester.

**READINGS AND CHARTS/NOTES.** Each student is expected to read all of the sources noted on class schedule, and create two large heavy card stock charts of key age characteristics (birth to middle childhood and adolescence to older adults). An accompanying paper for each will also list those characteristics, as well as full referencing for each idea, and implications for Christian education for each idea. Imagine that you are to give a presentation to Christian educators about human development. Your presentation would make use of the charts you make, while the accompanying paper would be your notes for the presentation. Include major aspects of the person at each age range babies and toddlers (birth to age 3), early childhood (3 to 7), middle childhood (8 to 12), teen

years (12 to 18), emerging adults (18 to 25), young adults (25 to 40), middle age (40 to 65), late adulthood (65 and older). Be sure to distinguish older adults who are independent and those who are less functional (usually in nursing homes). Key grading criteria:

1. Journal your readings, including ideas and exploration regarding Christian applications.
2. Chart is attractive and creative. Each age range should have at least five key characteristics. Each characteristic has implications for Christian education for that age.
3. The same key characteristics will be included in a paper, with the addition of full referencing for each detail (taken from the texts) and a description of how each of those characteristics makes a difference in Christian education activities.
4. Papers will be referenced using Turabian/Chicago Style, be logical, accurate, thoughtful, and creative, and be free of spelling and grammatical errors.
5. You are permitted to critique one another's work, but all writing and ideas should be your own. Thus you may see what your colleague's ideas are, but you must not use them.

**Alternative: Actually give the presentation in two videos, using standard DVD player format. All criteria must be met, although you need not turn in the chart if it is included in its totality in the movie (either using a chart or on-screen text).**

#### **4. Acknowledge the sufferings of humanity by a compassionate and thoughtful response**

**C5).** This objective is partially fulfilled by systematic study of a person and a related group that has suffered significant deprivation that is not self-determined. This will be reflected in a five-minute video, to be shown in class.

**CASE STUDY VIDEO PRESENTATION.** Create a case study related to the person and group, and journal each week regarding your progress. Over the semester, each student shall (1) locate and read three scholarly journal articles (primary literature, less than ten year old, approved by teacher), one related to children of that group, one on the group in the teen years, and a third on some adult group related to the group. Over the semester (2) locate and participate in a ministry or other form of outreach to that specific group, (3) for at least one hour every other week (total=10 hours), and (4) conduct at least one interview with a member of that group. Combine the material from the journal articles, your semester-long involvement, and the interview into a (5) video to be presented in class near the end of the semester. The video will include creative audio and visual content that helps convey what you have learned about that persona and group. (8) Consult with teacher about video and (9) summarize the journal articles—1 page for each source, thus 3 pages per student. (10) The video should be 5 minutes in length. It is recommended that students do this activity in groups of two or three. The group may make individual videos, or collectively create a 15 minute video using standard DVD player format. Include (11) your full journal. (12) Handouts and article summaries should make use of Turabian referencing in the credits at the end. Each task done by each person should be noted in the credits (but every person must do a separate case study).

Assignments 1, 2, and 4 are the designated assignments that can be part of your degree portfolio. This portfolio—a representation of work from all CE core classes—will be collected in its entirety during Senior Seminar (CE 494). As a way to keep from losing these assignments, you may email a copy as an attachment to the following address: [cfm.portfolio@gmail.com](mailto:cfm.portfolio@gmail.com). Place your name and the name of the assignment in the subject heading of the email.

Assignment	September	October	November	December
#1	Due Sept 9			
#2	Sept 16 present your tradition	Paper or video due Oct. 3		
#3	Infant/preschool chart by Sept 30	Turn in first paper or video Oct. 10	Adol. Chart by Nov. 4	Turn in second paper or video Dec. 9
#4	Group found by Sept. 2, person by Sept 9, see him/her each wk	Three articles by Oct. 3, acceptable by Oct 7, read by Oct 11, continue weekly meetings	Articles summaries due Nov. 2, consult teacher about video by Nov. 4, film video	Video completed and turned in by Dec. 2, Watch videos Dec. 2 and part of Dec. 5

## Grades

1. The following grading scale will be used for individual assignments. *Note that the term “superior” designates more than an acceptable level, not a comparison with others.*

94-100	A	[distinctive]	80-83.9	B-	[acceptable]	67-69.9	D+	[inadequate]
90-93.9	A-	[superior]	77-79.9	C+	[acceptable]	64-66.9	D	[inadequate]
87-89.9	B+	[superior]	74-76.9	C	[acceptable]	60-63.9	D-	
84-86.9	B	[superior]	70-73.9	C-	[inadequate]	< 60	F	

2. The preliminary course grade can be estimated by averaging grades in this manner: assignment 1 = 25%, assignment 2 = 25%, assignment 3 = 25%, and assignment 4 = 25%. The student's own self-evaluation for the class will be considered, though not necessarily determinative, in making the final determination of the course grade.

3. Another factor considered in determining the final grade is connecting with the class in an affirming manner. This can be reflected in contributing regularly, significantly, and respectfully in class participation, regular class attendance, turning in work on time, and regularly consulting with the instructor regarding the class. More than three unexcused absences may result in a lowered final grade, and being late three times equals an unexcused absence.

4. The Christian education department has also determined that any student who wishes to receive a grade above a B+ not only must do superior work, but also do more than the minimum required for the class. This additional work should be projected by the end of the second week of class, and accepted by the instructor by the end of the third week of class. This may include readings from the optional Loder text, or creative activity that will complement the class content.

## Schedule of Topics, Readings, Due Dates, Class Activities

August 24, 26: The Nature and Purpose of Humanity. Read SR 1. Movie: Psalms and Deep Space. **Begin weekly journaling for assignments three and four.**

August 29-September 2: Research Methods and Theories. Read RD 1, 2, 3, 8, 38. **Find group by Friday & begin weekly involvement with group. Research paper due Friday.**

September 5-9: Theories, Spiritual Development. RD 13, 19, 21, 42. Movie: Faraday. **Find person to interview by Friday, focus involvement on this person.**

September 12-16 Prenatal Development and Birth. SR 2-3, RD 17. Movie: Life's Greatest Miracle. **Spiritual development discussion - sharing one's own tradition on Friday.**

September 19-23: Infancy. SR 4, 5, 6. Movie: Babies. **Make fifth entrees into both journals.**

September 26-30: Early Childhood. Quiz 3 (over last week and this week's readings). SR 7, 8, RD 20. Movie: Ponette. **Continue weekly involvement with person and group.**

October 3-7: Early Childhood. RD 5, 6, 22, 27, Ratcliff reading on Blackboard. **Spiritual Development project due Monday. Approval of articles by Friday.**

October 10-14: School Aged Children. Quiz 4 (over last week and this week's readings). SR 9, 10, Ratcliff reading on Blackboard. Guest. **Part One of Readings and Chart/Notes Assignment due Monday with journal. Midterm Assessment.** Guest speakers.

October 19-21: School Aged Children. RD7, 26, 28, Ratcliff reading on Blackboard. Guest, Field Trip. **Make ninth entrees into both journals.**

October 24-28: Adolescence. Quiz 5 (over last week and this week's readings). SR 11, 12, RD 29 (introduction and discussion only). **Continue weekly involvement with person and group.**

October 31-November 4: Adolescence. RD 30, 31, 32 (introduction and conclusion), 33. Movie: Soul Searching. **Consult with instructor about plans for video work.**

November 7-11: Young Adults. Quiz 6 (over last week and this week's readings). SR 13, 14, RD 37. Guest. **Make twelfth entrees in both journals.**

November 14-18: Middle Adulthood. SR 15, 16, RD 39. **Wrap up weekly involvement.**

Nov 22, 29-December 2: Older Adults. Quiz 7 (over last week and this week's readings).17, 18, RD 43. **Case Study presentations Friday (part of next Monday as well)—include journal.**

December 5-9: Death and Dying. SR 19, RD 44. Field Trip. **Part two of Readings and Charts/Notes with journal due Friday. Course evaluations Friday.**

Final exam week: **Final Assessment**

**This course schedule is subject to change without prior notice.**

**Any aspect of this syllabus is subject to revision, as announced in regular class periods. Students are responsible for course content and any announcements made when absent, regardless of the reason for missing the class.**

## **Plagiarism, Cheating, and Dishonesty**

Plagiarism is the act of representing the work of others as one's own. This and other forms of academic dishonesty are subject to strict disciplinary action, according to the following policy and procedure.

1. Students must avoid unauthorized collaboration, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.
2. Students are responsible to report to their instructor any dishonest behavior of which they are aware, or any circumstances that tend to encourage dishonesty.
3. If there are mitigating circumstances, lesser sanctions than those listed below may be applied with the concurrence of the instructor's superior (i.e. chair or dean).

Suspicion of Dishonesty

1. Students suspected of dishonesty will be confronted discretely and a response solicited.
2. If the student admits to dishonesty, appropriate disciplinary action (as described below) will be applied and a report made to the Student Development Office. The student will also be informed of his or her right of appeal.
3. If the student denies dishonesty, but not to the satisfaction of the instructor, the matter will be referred to the petitions subcommittee of the Educational Policies and Curriculum Committee, who with the Dean of Students will hear both parties and submit their recommendations to the Vice President for Student Development, who shall make a determination.
4. Any further appeals will follow the College process of appeals.

#### Conformation of Dishonesty

1. A grade of zero will be assigned to any individual assignment or test on which a student has been dishonest.
2. In the case of inadvertent plagiarism, the instructor may at his discretion require that the assignment or examination be rewritten, and may assign a grade one letter grade lower than it otherwise would have been.
3. In the case of a second instance of dishonesty in a course, a student will be dropped from that course with a grade of F and placed on disciplinary probation.
4. Successive acts of dishonesty may result in expulsion from the College, subject to standard procedures of the Student Development Office.
5. A Student who knowingly assists another student in dishonest behavior is equally guilty and subject to the same degrees of sanctions.

**--Adapted by CFM faculty from the Wheaton College faculty handbook (section 3.1.16)**

<b>B.A. in Christian Education and Ministry</b> The Christian Formation and Ministry department seeks to develop academically grounded, spiritually whole, and practically skilled ministers of the Gospel who are prepared to build up the Church in a changing world.		
<i>B.A. objectives highlighted in CE 322 Human Development and Ministry are bolded. CE 322 objectives are bolded and bulleted.</i> <i>Therefore we diligently seek to develop wise and compassionate servants of Christ who are</i>		
<i>Academically grounded</i> in that they...	<i>Spiritually whole</i> in that they...	<i>Practically skilled</i> in that they...
A 1. Develop and commit with flexibility to a thoroughly Christian and carefully integrated philosophy of ministry. A 2. Articulate a solid biblical/theological foundation for education and ministry. A 3. Understand and appreciate the historical and philosophical antecedents of Christian formation and ministry. <b>A 4. Can recognize, attend to and evaluate the diverse cultural, social, psychological, and spiritual contexts of formation and ministry.</b> • <b>Comprehending developmental themes throughout the life, integrating these with ministry and personal life.</b> A 5. Develop a critical understanding of the educational and spiritual processes by which people grow in personal and corporate settings. A 6. Integrate Christian formation theory and practice with their liberal arts education.	B 1. Begin to establish sustainable practices of spiritual renewal and personal growth in Christ. B 2. Apply Scripture to themselves for developing the character of Christ and to serve in their ministry setting with integrity and humility. B 3. Exemplify an attitude reflective of the primacy of the Gospel in one's life through the appropriation of Grace. B 4. Honor all persons as created in the image of God by appreciating the diversity of cultures, ethnicities, and traditions within the church. B 5. Explore their giftedness and sense of calling in ministry. <b>B 6. Actively reflect upon one's spiritual development and practices noting areas of strength and weakness.</b> • <b>Disciplined reflection on prominent themes and theories related to spiritual, faith, and moral development.</b>	C 1. Understand and handle Scripture rightly, wisely and humbly in educational settings. C 2. Create curricula for learning opportunities that help others encounter the person of God and the truths of His Word. C 3. Contribute effectively in collaborative learning, teaching, and ministry. C 4. Communicate effectively orally (teaching and presentation skills) and in writing in multiple learning environments. <b>C 5. Acknowledge the sufferings of humanity by a compassionate and thoughtful response.</b> • <b>Considering issues of diversity and socioeconomic status, and their impact on human development and ministry.</b> <b>C 6. Develop and implement strategies and methodologies for research and life-long learning within the church.</b>
<i>A Strong Philosophy of Ministry</i>	<i>A Deep Love for God and others</i>	<i>A Growing Capacity to Facilitate Spiritual Transformation</i>
<b>Recognizing that every student has been uniquely gifted by God and brings past experience which informs his or her worldview, we as a department seek to further equip them for service in God's Kingdom.</b>		