

Human Development and Ministry

CE 322 Spring, 2010 MWF 9:15-10:20 PM BGC 132



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Textbooks and Readings

Rathus, Spencer. *HDEV*. Belmont, CA: Wadsworth, 2010. This provides general background in human development for the class as a whole which is particularly important if you have not had developmental psychology.

Ratcliff, Donald & Brenda Ratcliff. *ChildFaith: Experiencing God and Spiritual Growth with your Children*. Eugene, OR: Cascade, 2010. While written for parents, there is a wealth of detail on spiritual formation of children both in the text and detailed footnotes.

Ratcliff, Donald *Readings* (compilation). Wheaton College Bookstore, 2010.

Student's choice of the following age-specific books, to be read entirely.

Capps, Donald. *The Decades of Life*. Louisville, KY: Westminster John Knox, 2008.

Clark, Chap. *Hurt: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker, 2004. [teenagers]

Stonehouse, Catherine. *Joining Children on the Spiritual Journey*. Grand Rapids, MI: Baker, 1998. Or "Experiencing God and Spiritual Growth with Your Children" [children]

Required only for students who contract for an A or A- : Loder, James E. *The logic of the Spirit: Human development in theological perspective*. San Francisco, CA: Jossey-Bass, 1998.

Course Description

This course relates concepts of human development to the principles and activities of Christian Education. Special emphasis is given to spiritual and faith development across the lifetime. As a result, better understanding of those with whom one ministers is likely, as well as more effective use of resources to promote spiritual, personal, and social development.

Objectives

The competencies described below correspond with the departmental objectives listed on the last page of this syllabus. These competencies are reflected in student activities and products, as assessed by the instructor. Thus students can expect assignments that foster:

1. **Comprehending developmental themes throughout the life span, integrating these with ministry and personal life.** [Thus partially fulfilling objective A-4: "Can recognize, attend to and evaluate the diverse cultural, social, psychological, and spiritual contexts of formation and ministry."] Corresponds with assignments 1 and 2.
2. **Disciplined reflection on prominent themes and theories related to spiritual, faith, and moral development.** [Thus partially fulfilling objective B-6: "Actively reflect upon one's

spiritual development and practices noting areas of strength and weakness.”] Corresponds with assignments 1 and 2.

3. **Considering issues of diversity and socioeconomic status, and their impact on human development and ministry.** [Thus partially fulfilling objective C-5: “Acknowledge the sufferings of humanity by a compassionate and thoughtful response.”] Corresponds with assignment 3.

Course Requirements

A covenant grade approach is used in this class. The covenant will be read, signed, and turned in by the third day of class (January 15). See the grading section (below) for details.

Required of all students:

1. Reading applications. Every third week you will write a four-page paper describing key insights and both professional and personal insights from the textbooks for the class and any additional readings for that three-week period.

At the top of the first page, state what chapters you read of the *ChildFaith* text, whether you read them entirely or in part, and how carefully you read them. Then discuss at least one relevant application from your own past or present life.

At the top of the second page, state what chapters you read of the *Readings* text, whether you read them entirely or in part, and how carefully you read them. Then discuss at least one relevant application from your own past or present life.

At the top of the third page, state the number of pages you read of the age-specific ministry book you have chosen (you should read 30 pages for each report), whether you read them entirely or in part, and how carefully you read them. Then describe at least one application of that reading to present or possible future ministry. If you are reading the adolescence book, you need to read twice as many chapters for each assignment because the chapters are short.

At the top of the fourth page, state the chapter(s) you read of the HDEV text, whether you read them entirely or in part, and how carefully you read them. Then describe at least one application of that reading either to present or future ministry, or from your past or present life.

On all four pages, include citations from the textbooks using one or more specific page numbers. The journal will be turned in five times during the semester: January 29, February 19, March 17, April 7, April 26.

2. Analysis paper. Near the end of the semester you are to review your weekly journal papers. You should deeply analyze the concepts that have most affected you. Again, reference ideas carefully, and double check spelling, grammar, and format (Turabian, 7th ed.). The analysis paper should be at least five pages in length. Due April 30.

3. Diversity project. The focal concern of this assignment is to “consider issues of diversity and socioeconomic status, and their impact on human development and ministry.” Conduct a 10 minute informal interview with an individual who is a member of an ethnic minority or is from an impoverished background. The goal of the interview is to better understand the important shaping influences in that person’s life.

Then write a two- to three-page describing possible ways their experiences influenced their development and might affect how ministry would be done to similar individuals. Please share your ideas with the person interviewed, for their reactions and corrections. Be sure to state at the beginning of the paper who you interviewed, for how long, and in what context. Creativity, accuracy, neatness, spelling, grammar, logical thought, appropriate style of writing and format (Turabian, 7th ed.) are important elements. You are permitted to critique one another’s writing, although plagiarizing ideas is not allowed. Due February 17.

Only for students who contract for an A or A- grade:

Read the James Loder book. If you wish to contract for an A or A- grade, you will read all of the chapters of the Loder textbook (minus the sections omitted in the schedule) and make at least two weekly comments on Blackboard. These are to be substantive comments, contributing a distinctive response and not just reiterating what was said. One of the two comments may be a substantive response to another person. If you wish to contract for an A- grade, you are to read 150 pages of the book (omit the section on the schedule) and make at least one substantive comment each week on Blackboard. Note: there is an online study guide that is especially helpful with the first three chapters of Loder. Contracting for a grade does not assure you of obtaining that grade; all assignments must be done in an exemplary manner to receive an A or A- grade.

Assignments 1 and 3 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. Place your name and the name of the assignment in the subject heading of the email.

Grades

Grades are determined using a contract grade approach (see course web page for form). The student will decide within the first week of class the desired final course grade using the specified form. The final grade involves both quality and quantity of work—students who receive high grades must not only do high quality work, but also *additional* work for the class (the Loder book).

1. The following grading scale will be used for individual assignments, when relevant. *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 = 50%, assignment 2 = 25% and assignment 3 = 25%. The maximum course grade a student can receive for doing the first three assignments (but no Loder reading) is a B+.

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.

Topics and Related Readings

H=HDEV, R=Readings, C=ChildFaith, YB=the selected age-specific text. Loder is only required of students attempting an A or A-. X denotes a vacation day. Chapters unless otherwise noted.

<u>Week</u>	<u>Topic/Assignments</u>	<u>Texts</u>	<u>Loder</u>
Jan 11	Introduction		
13	Human Nature	R1,2	Preface
15	Transformation and Spirituality/Loder	R3, C1	1
X	X	X	X
20	Guest	H pp3-14	2
22	Social Science and Faith/Loder	H pp36-65	
25	Prenatal Development: Movie	H pp72-75	3

27	Infancy: Temperament and the Brain	H pp77,79,81	
29	Piaget and Erikson	H pp89,100-102	4
Feb 1	Attachment	C2	
3	Object Relations	H pp104-121	5
5	Spirituality and Infancy/Loder	R4	
8	Early Childhood: Play, Abuse, and Neglect	R5	pp.129-135,142-147
10	Behaviorism, Vygotsky	R6	pp149-158,162-163,169-171
12	Kohlberg and Fowler	H7	
X	X	X	X
17	Spirituality and Early Childhood/Loder	C3	
19	Childhood: Movie	H8	8
22	Guest		
24	Peer and School Culture/Rituals	R7,8	
26	Street Kids	C4,5	
Mar 1	Peers, Gender		
3	Field Trip	C6,7	
5	Spirituality and Childhood/Loder	C8,9	
SPBK	X	X	X
15	Adolescence: A Cultural Invention	R9	9
17	Early and Late Development	C10	
19	Social Development/Movie	H11	
22	Guest	C11	10
24	Spirituality Movie	H12	
26	Spirituality and Adolescence/Loder	R10	
29	Emerging Adults: Movie	R11	
31	Guest	H13	
X	X	X	X
April 5	Young Adults: Ministry		11
7	Intimacy	H14	
9	Career	C12	
12	Middle Adulthood: Family Systems Theory	R12	
14	Styles of Marriage	R13	12
16	Conflicts in Marriage	R14	
19	Older Adults: Ageism	H17	13
21	Field trip	R15	
23	Movie: Aging	H18	conclusion
26	Death and Dying	R16	
28	Life After Death	H19	
30	Course Evaluation		

Finals	Debriefing		
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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.A. in Christian Education and Ministry

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.

B.A. objectives highlighted in CE 322 Human Development and Ministry are bolded. CE 322 objectives are bolded and bulleted.

Therefore we diligently seek to develop wise and compassionate servants of Christ who are

Academically grounded 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.
- A 4. Can recognize, attend to and evaluate the diverse cultural, social, psychological, and spiritual contexts of formation and ministry.**
 - **Comprehending developmental themes throughout the life, integrating these with ministry and personal life.**
- 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.

A Strong Philosophy of Ministry

Spiritually whole in that they...

- 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 6. Actively reflect upon one's spiritual development and practices noting areas of strength and weakness.**
 - **Disciplined reflection on prominent themes and theories related to spiritual, faith, and moral development.**

*A Deep Love
for God and others*

Practically skilled in that they...

- 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.
- C 5. Acknowledge the sufferings of humanity by a compassionate and thoughtful response.**
 - **Considering issues of diversity and socioeconomic status, and their impact on human development and ministry.**
- C 6. Develop and implement strategies and methodologies for research and life-long learning within the church.

A Growing Capacity to Facilitate Spiritual Transformation

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.