

Human Development and Research

CFM 515 Spring, 2011 BGC 136

Class meets: Mondays 6:30-9:45

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Course Description

An introduction to biblical, historical, and theological understandings of the nature of persons and the integration of relevant psychological and sociological understandings of human development. In addition, students will be encouraged to consider the application of these foundations to the contemporary work of Christian formation and ministry. Includes an introduction to the theory and practice of qualitative research methodologies as they relate to Christian formation and ministry.

*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.
--1 John 2:12-14*

Texts

A Quad:

Konner, Melvin. (1991/3/5). *Childhood*. Boston: Little, Brown.

McGrath, Alister. (1999/2000). *The Journey*. New York: Doubleday.

Loder, James (1998). *The Logic of the Spirit* (9, 11, 13, conclusion). San Francisco: Jossey Bass.

B Quad:

Ammerman, Nancy, et al. *Studying Congregations*. Abingdon Press, 1998.

McGrath, Alister. *The Science of God* (only the introduction). Eerdmans, 2004.

Sogaard, Viggo. (1996). *Research in Church and Mission*. Pasadena, CA: William Carey Library.

Recommended for A Quad:

Ratcliff, Donald and Brenda (2010). *ChildFaith: Experiencing God and Spiritual Growth with Your Children*. Eugene, OR: Cascade.

Recommended for B Quad:

Coursepack on research methods. www.don.ratcliffs.net/books/edresearch.pdf

Qualitative research five part seminar: www.qualitativeresearch.ratcliffs.net

Video research booklet: www.qualitativeresearch.ratcliffs.net/video

Course Objectives and Requirements

By the end of A Quad, students will—as evaluated by the instructor—accomplish skills related to these program objectives:

- 1. Possess a strong biblical/ theological basis for formation and ministry (A1).** This objective will be partially fulfilled by articulating a biblical perspective of the nature of humanity. Specifically this will be accomplished through writing a Nature of Humanity paper.

Assignment One: Nature of Humanity Paper. Write a two to three page paper outlining your personal affirmations about the nature of humanity and faith as it relates to social science. Draw from the readings and classroom discussion related to the nature of divinity, humanity, science, and faith. Logical and biblical analysis will be used, and writing should be free of typographical, grammatical, and spelling errors. Use Turabian, 7th ed. format for all aspects of the paper.

- 2. Can recognize, evaluate, and attend to the diverse cultural, social, psychological, and spiritual contexts of formation and ministry (A3).** This objective will be partially fulfilled by discussing issues related to human diversity making use of an interview with a person from an ethnic minority or impoverished background. Specifically this will be accomplished through writing a diversity paper.

Assignment Two: Diversity Paper. Interview a person who is a member of an ethnic minority or is from an impoverished background. The goal of the interview, which should be at least thirty minutes in length, is to better understand the important shaping experiences in the person's life. Write a two to three page paper describing ways their experiences influenced their development. At the beginning of the paper briefly describe the person, as well as provide the date, location, and length of the interview. Creativity, accuracy, neatness, spelling, grammar, logical thought, and appropriate style of writing and format (Turabian, 7th ed.) are important elements.

- 3. Develop a critical understanding of the educational and spiritual processes by which people grow in personal and corporate settings (A4).** This objective will be partially fulfilled by analyzing and applying developmental theories and understandings to present or future ministry. Specifically this will be accomplished through an online response and application dialogue.

Assignment Three: Online Response and Application Dialogue. Every week you are expected to enter into dialogue with other students in the class using the Blackboard system. Write substantive comments about the readings for class each week (more than offering your opinion, and more than just restating what the text, teacher, or other students have said). Three to five comments should be completed by class time each week, each at least a paragraph in length. In addition to comments on the textbooks, consider how concepts related to human and social development might be used for

current ministry or your future vocational life. Peer evaluations may be considered in grading these comments.

4. Developing an awareness of their gifts, passions, and calling in ministry (B3).

This objective will be partially fulfilled by assessing one's own spiritual development making use of a schematic supplied in class. Specifically this will be accomplished through writing a spiritual development paper.

Assignment Four: Spiritual Development Paper. Write a two to three page paper analyzing your own spiritual development, drawing from readings and classroom discussion related to the characteristics of spirituality. Logical and biblical analysis will be used, and writing should be free of typographical, grammatical, and spelling errors. Use Turabian, 7th ed. format for all aspects of the paper.

5. Propose compassionate ministry approaches that promote a thoughtful concern for the interior life and help bear burdens with the wounded (C2). This objective will be partially fulfilled by offering a distinctively compassionate approach to ministry.

Assignment Five: Ministry Strategy Paper. Using ideas from class, texts, and internet dialogue, as well as additional creative thinking, develop a strategy that reflects a compassionate approach to ministry. The product will be a three to five page paper outlining this strategy in a logical manner, argued persuasively, with Turabian 7th ed. formatting. Writing should be free of typographical, grammatical, and spelling errors. Creativity, accuracy, neatness, logic, and appropriate style of writing are important components.

By the end of B Quad, students will—as evaluated by the instructor—accomplish skills related to this program objective:

Research humbly and consistently (C5). This objective will be partially fulfilled by accomplishing these tasks:

1. Two Exams. Identify key research terms and statistical notations, as well as distinguish qualitative and quantitative research, explicating the internal logic of each approach. The goal is that the student will be able to understand and apply to ministry the content of a typical social science research journal article. This will involve taking two exams, one related to terms, notation, and other aspects of research, and the second exam requiring the reading, analyzing, and applying of a research article, to be provided.

2. Assessment Paper. Identify key aspects of assessment, and locate this component within the process of the program and implementation cycle, making use of the extended Frankena model. In addition, identify aspects of research methodology that resemble biblical principles, and suggest ways that the Christian faith can beneficially inform the process of conducting research. This will take the form of a five-page paper, written in a logical manner, argued persuasively, and making use of Turabian, 7th ed. Format. The paper should be free of typographical, grammatical, and spelling errors. Creativity, accuracy, logical, neatness, and appropriate style of writing are important components.

3. Research Plan. Develop a research plan, “field test” selected aspects of your research plan, and from the results make appropriate revisions to the design. The research plan makes use of a standard form that will be provided. Field test at least one aspect of the plan, then use the results of the field test to revise the research plan. Meetings with the instructor will include an update on the research plan process. There are three aspects of this assignment: the plan, a context

analysis, and interviewing. Using the form provided, complete the research plan, and include a short description of the results of the field test and how the plan should be adjusted as a result.

- A. Research Plan. Complete the research plan using the form provided.
- B. Context Analysis. Using one or more reliable sources, download and summarize key demographic information about the area and culture you are studying. Observe a group of people similar to those you describe in your research plan for at least 30 minutes.
- C. Interviews and Analysis. Videotape (or photograph with audio recording) a ten-minute interview with someone resembling the group in your research plan.

4. Literature Review. From scholarly readings in a specific interest area, write a brief review of the literature. This review will be ten pages in length, on a topic of your own choosing, using scholarly, recent sources. If possible, use the topic of your capstone project so that it may be revised and used for that as well. The review will consist of a series of summaries of the readings, presented in a logical progression. Use Turabian, 7th ed. Format. The writing should be free of typographical, grammatical, and spelling errors.

5. Video. In a group of two to three persons, participate in creating one or more videos on these potential topics:

- A. the literature review
- B. planning: the logistics of access and offering/taking roles
- C. planning and testing quantitative methods
- D. planning and testing qualitative methods
- E. evaluating programs and evaluating research

Students will keep the instructor informed as to progress and problems in making each video. The instructor will actively participate in the process—students will not be “on their own” in video creation. The videos will illustrate the research and evaluation process, and in the process move the student towards a gradually more extensive understanding of the research process.

Video work was chosen because use of this technology is a valuable skill for present and future ministry and the demand for such skills in the future is therefore likely to increase. Making videos is also a valuable learning task, as it converts the sometimes abstract ideas related to research, into tangible activities that can be observed.

Grading

The college catalog stipulates these quality criteria for graduate work: A = outstanding, A- = superior, B+ = very good, B = satisfactory, B- to C = acceptable but below average. Readings and online work are due by class time of the week for which readings are listed (see below).

The five requirements for A quad are each worth 20% of the grade for that half of the class, and the five requirements for B quad are also worth 20% of the grade for the second half of the class. Class participation can also affect the course grade. You are permitted to critique one another's work, but not plagiarize ideas.

Note that additional criteria for all assignments will be provided in class.

Outline and Readings

[Readings are due by class time of the week for which they are listed]

Date	Topics	Readings
Jan 10	Perspectives of Development	
24	Human Nature and Theories	Konner 1, McGrath Introduction & 1
31	Prenatal Development & Infancy	Konner 2 & 3, McGrath 2 & 3 Nature of Humanity Paper Due
Feb 7	Preschoolers	Konner 4 & 5, McGrath 4 Diversity Paper
14	School-Aged Children	Konner 6 & 7, McGrath 5 Readings Graded
21	Adolescence	Konner 8 & Epilogue, McGrath 6, Loder 9 Spiritual Development Paper Due
28	Adulthood	Loder 11, 13 & Conclusion Ministry Strategy Paper Due, Readings Graded
	-----End of Quad A-----	
Mar 14	Introduction to Research	
21	Methodologies	Ammerman Introduction & 7, Sogaard 1,
28	Theology & Ecology of Context	Ammerman 1 & 2, Sogaard 3 Exam One
April 4	Culture and Process of Ministry	Ammerman 3 & 4 Exam Two
11	Resources and Leadership	Ammerman 5 & 6 Literature Review Due
18	Designing a Survey	Sogaard 4, 5, 6, 7, 8 Assessment Paper
25	Implementing a Survey	Sogaard 9, 10, 11, 12, 14 Video Due
Finals	Final Assessment	Research Plan Due

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)

Mission Statement: 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.		
Therefore we diligently seek to develop wise and compassionate servants of Christ who are		
<p><i>Academically grounded in that they...</i></p> <p>A 1. Possess a strong biblical/ theological basis for formation and ministry.</p> <p>•</p> <p>A 2. Understand and appreciate the historical and philosophical antecedents of Christian formation and ministry.</p> <p>•</p> <p>A 3. Can recognize, evaluate, and attend to the diverse cultural, social, psychological, and spiritual contexts of formation and ministry.</p> <p>•</p> <p>A 4. Develop a critical understanding of the educational and spiritual processes by which people grow in personal and corporate settings.</p> <p>•</p> <p style="text-align: center;"><i>A Strong Philosophy of Ministry</i></p> <p><i>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.</i></p>	<p><i>Spiritually whole in that they are...</i></p> <p>B 1. Committed to an ongoing life of discipleship and spiritual growth as the foundation of effective ministry.</p> <p>•</p> <p>B 2. Committed both personally and corporately to work for God's global Kingdom purposes through the universal and local Church.</p> <p>•</p> <p>B 3. Developing an awareness of their gifts, passions, and calling in ministry.</p> <p>•</p> <p style="text-align: center;"><i>A Deep Love for God and others</i></p>	<p><i>Practically skilled in that they...</i></p> <p>C 1. Teach effectively and handle Scripture wisely with an eye to integrate theory into creative practice.</p> <p>•</p> <p>C 2. Propose compassionate ministry approaches that promote a thoughtful concern for the interior life and help bear burdens with the wounded.</p> <p>•</p> <p>C 3. Communicate well orally and in writing in culturally diverse settings.</p> <p>•</p> <p>C 4. Promote strong interpersonal relationships in ministry teams.</p> <p>•</p> <p>C 5. Research humbly and consistently.</p> <p>•</p> <p style="text-align: center;"><i>A Growing Capacity to Facilitate Spiritual Transformation</i></p>