HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION
PROVISIONAL SYLLABUS

I. Catalog Description

A survey of the history of religious education from Old Testament times to the present and a study of theories of Christian Education. Emphasis is placed on developing a biblical philosophy of Christian Education. (3 hours)

NOTE: This section is designed for students in their final semester. It is assumed most, if not all, BE and ST courses have been completed. Some adjustments to this syllabus may be made before the semester begins. Please contact the professor before ordering textbooks.

II. Course Objectives: Students will

A. Review the basic eras of thought in the history of education, including key names, dates, and ideas.

B. Examine the basic schools of thought, their underlying assumptions and consequent conclusions, and their correlation (positive or negative) with biblical principles.

C. Demonstrate the ability to harmonize biblical truth and the discipline of education.

D. Begin to synthesize and articulate a distinctly evangelical philosophy of Christian education.

E. Evaluate their basic attitudes about Christian Education through biblical, theological, and historical lenses.

Course Rationale

You already have a philosophy of education. You have built it with every teaching and learning experience (home, school, and church). However, few students have formally reflected on it, critiqued it, or intentionally built a philosophy of education. Biblical and theological tools, historical perspectives, and philosophical insights must be brought to bear in the production of a true philosophy of Christian Education. In this course, you will begin formally constructing your own philosophy of distinctly Christian Education, which you will continue to modify throughout your lifetime of ministry.

III. Course Textbooks

A. Required


Reading Packet of primary source reading found in the files section of Canvas.

Revised 11/27/19
B. Suggested


Pate, C. Marvin. *From Plato to Jesus: What Does Philosophy Have to Do with Theology?* Grand Rapids: Kregel, 2011.


IV. Course Requirements

A. Reading

Students will read the required texts and reading packet according to the schedule below, documenting this by means of a reading report via Canvas. Reading selections must be completed by the beginning of the class for which they have been scheduled in order to count toward this part of the final grade. Please note entries B and C under heading VI, Course Supplemental Information, as it applies to reading assignments and text selection. When you report 100% reading complete, it is with the understanding that you critcally interacted with each page. You should use required reading and outside reading as you craft your philosophy of education.
B. Lecture Video Sessions

Watch the lecture video sessions in each module. Viewing these sessions are the online equivalent to class attendance.

Learning will take place when you critically interact with the information presented in the videos. Information learned through the videos and reading of texts should be evident in your philosophy of education paper, so take notes, pose questions, and interact with the information. Use the above criteria when reporting on videos watched.

C. Interactions

1. Classmates

   Learning in community is an essential part of being a member in the body of Christ. As educators, you will have opportunities this semester to learn from one another as you wrestle with material presented in lectures and reading. As a result of these interactions, you should produce a better philosophy of education.

   You will be asked to answer questions or express opinions in a post. You must also read or view the posts written by each of your colleagues and discuss their work. Students are expected to submit each post according to the schedule stated on the CANVAS module home page. Work ahead because your initial post and your replies to classmates must all be posted in advance of the due date in order to complete the required interactions by the due date listed in CANVAS.

   Posts will be graded according to timeliness (on time submission and responses to classmates); clarity of expression in both your original post and replies to classmates; quality of interaction with the course materials (lectures and reading) in the original post and replies to classmates; accuracy of information in both your original posts and replies to classmates; citations of sources used; and interaction with all of your classmates. Think of these posts as thoughtful interactions with colleagues on an area of mutual interests with the intent of learning more as a result of the conversation. What you learn should from one another should be reflected in your philosophy of education.

   a. Interaction #1 for Module 3

      From the lectures and your reading, what contribution does the Old Testament make to your philosophy of Christian Education?

   b. Interaction #2 for Module 6

      From the lectures and your reading, what contribution does the New Testament make to your philosophy of Christian Education?

   c. Interaction #3 for Module 8
Watch the video titled “The Disabled-One of the Least Evangelized People Groups in the World” and answer the accompanying questions

d. Interaction #4 for Module 9
From the Pazmiño, Knight and additional personal reading, answer this question posed by the Pazmiño: “Which of the educational philosophies identified most resonates with your perspective and why?” (p. 128).

e. Interaction #5 for Module 11
From the lectures and Pazmiño reading, answer this question posed by the Pazmiño: “To whom among the developmental theorists discussed (Piaget, Erikson, Kohlberg, Fowler, Beechick, Gilligan, Belenky, and Loder) are you most attracted in terms of their view of persons? Explain why” (p. 229).

f. Interaction #6 for Module 12
Select one question to answer from the following list and place the question at the beginning of your post to start your threaded discussion. Post your answer after the question in your thread. Your answer should include thoughts from your reading and the lectures as well as your own thinking.

What are the goals of a truly Christian education?

What should a truly educated Christian know? value? do?

How are curriculum choices affected by various educational agencies? School? Camp? Home? Small group? Personal study? Other?

In what ways does the Holy Spirit make Christian education unique? For the teacher? For the student?

What are the roles and responsibilities of a Christian teacher as found in the Bible?

What biblical justification might be offered for including creative methods in teaching and learning?

How would a philosophy of Christian teaching differ from a philosophy of Christian education?

If you had to define Christian education in less than five sentences, what would you say?
If the Bible has a central role in Christian education, how would it affect Christian school courses such as math, art, and physical education?

Be sure your answer includes thoughts from your reading and the lectures as well as your own thinking. In the process, interact with a minimum of all of your classmates’ questions.

2. Autobiography

Post a brief video autobiography addressing the questions provided. View the other classmates’ autobiographies and have casual discussions with them. Respond to all of your classmates’ stories.

D. Written Assignments – A title page is necessary for each assignment. The Turabian style manual and Seminary addendum should be followed for citations and bibliography. When any text—assigned or otherwise—is quoted or paraphrased it must be cited. Wikipedia and similar “reference” websites or blogs are not acceptable research sources.

1. Critique Assignment: (Due: Proposal TBD, Project TBD)
   a. Critique a curriculum (DTS, Sunday School, Midweek [Awana, Pioneer Clubs, etc.], Secondary [public or private], elementary [public or private], etc. The critique must be from an Essentialist perspective. Use the Philosophical Values for Educational Theory Matrix for your criteria.
   b. Critique a curriculum (DTS, Sunday School, Midweek [Awana, Pioneer Clubs, etc.], Secondary [public or private], elementary [public or private], etc. The critique must be from a Progressivist perspective. Use the Philosophical Values for Educational Theory Matrix for your criteria.
   c. Critique at least one popular movie, docudrama or television series from an Idealist, Realist, and Postmodern perspective (must include all three).
   d. Design your own course or curriculum from a Perennialist, Idealist, or Realist perspective.
   e. Interview a faculty member at DTS, an educator at a private or public school, or an educator at a church for his/her philosophy of Christian education. Capture the essence of his/her philosophy through a creative art form. With the final product, include an explanation of the piece as well as your notes from the interview.
   f. Choose two essays from Smith & Smith’s Teaching and Christian Practices and evaluate the essay by identifying the educational perspective represented and through a critique of their argument.
Creativity is encouraged! If you can compellingly accomplish any/all of the above assignments through charts, matrixes, diagrams, short movies, power point presentations, tables, drawings, interviews, artistic renderings, dramas, songs, skits, etc., please do so! That said, creative execution requires consultation with the professor to ensure the concept satisfies the effort required for the assignment.

2. Paper - Personal Philosophy of Christian Education

Course videos, reading, discussions will contribute to the evaluation and formal development of your philosophy of education. It is expected that you will read additional resources throughout the semester to help you create your philosophy.

Failure to submit this assignment will result in a failing grade for the course. There will be NO extensions for this paper.

Everyone has a philosophy of education; beliefs about central issues in education. As a result of this course, you will be able to construct a theologically informed philosophy of education. Ultimately, this philosophy should guide decisions you make as an administrator or teacher.

You are writing this 1-page (single-spaced) philosophy of education for your next job interview. The page will be accompanied by endnotes. The page must be:

- Biblically and theologically sound (pull out your doctrinal statements from ST101-ST106),
- professionally written (no errors),
- addresses key philosophical issues,
- addresses key theological issues,
- addresses key educational issues,
- free of plagiarism,
- concise (this is a highly synthetic assignment that requires many edits),
- technical but accessible (for an elder board or dean),
- well thought out (edited multiple times),
- consistent (if you believe in community, but don’t allow for students to learn from one another this lacks consistency),
- no longer than 1 single spaced page with standard font, margins, etc. and appropriate end notes.

In your endnotes:

- Sources for your thoughts such as classmates, course videos, Scripture, textbooks and additional reading.
- Include brief, but concrete, examples or illustrations from your ministry context.

Revised 11/27/19
Unfold your statements briefly explaining your philosophical, psychological, sociological, and theological perspectives and commitments.

- Follow the latest edition of Turabian when formatting end notes.
- Use these to make sure you are avoiding plagiarism. **Failure to supply citations will result in a failing grade.**

See the sample paper and the grading rubric in CANVAS for more guidance.

In order to help you formulate your philosophy, do some analytical and reflective thinking before you begin to write. The list below contains some questions to guide your thinking. You will not write about these specific questions, they are just here to help you think about the areas your philosophy of education will address or impact.

What would Christian education look like to you if you were the design artist? Use the information from your personal experience, what you’ve seen practiced in church/and or in other formal education settings, what you’ve learned from class notes, lectures, and reading, what you’ve discovered from research from other outside sources (scriptural, theological, and general education), and what you learned from your classmates (colleagues) to consider how your philosophy would address these areas:

- What is the goal of Christian education?
- Develop a metaphor for Christian education that highlights the roles of the student and teacher.
- What role(s) might the Holy Spirit play in education?
- What methodologies are appropriate?
- How have the philosophies (those listed for Paper 2) affected your view of Christian education?
- Would evaluations and assessments be included in your philosophy? Why and what kind? If not, why not?
- What role might discipline and grace play in your philosophy of education?
- What would the curriculum look like? What topics would you include?
- How do the theological truths about God impact the aspects of Christian education: teacher, student, methods, materials, etc.?
- What is your view of Christian education in an online context?

V. Course Policies

A. **Late assignments** are not accepted except in the case of an unforeseeable emergency. Please note that all work must in all cases be completed by the last day of the semester (Spring/Summer grads’ work is due earlier). Extensions beyond that can only be granted for unforeseen extenuating circumstances by the Credits Committee and should be applied for before the end of the session. See the Student Handbook for further details.
B. **Absences** beyond the limit set in the Student Handbook could result in a 9% reduction of the final grade per “class day” missed.

C. **Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>B+</td>
<td>91-93</td>
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<tr>
<td>C+</td>
<td>83-85</td>
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<tr>
<td>D+</td>
<td>75-77</td>
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<td>F</td>
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<td>D</td>
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<td>A-</td>
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<tr>
<td>B-</td>
<td>86-87</td>
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<tr>
<td>C-</td>
<td>78-79</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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VI. **Supplemental Information**

A. Students with Disabilities

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. Students desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury are to contact the Director of Services for Students with Disabilities (https://students.dts.edu/studentlife/disability-services/).

If you are aware of a condition that may impact your studies, please contact the Director of Services for Students with Disabilities at the beginning of the semester or at the onset of a crisis in order to have all relevant documentation on file for the semester. In order to receive accommodations, you must contact the director to document your needs appropriately and explore appropriate accommodations. In order to be best served, contact the Director of Services for Students with Disabilities as soon as issues arise. While accommodations cannot fundamentally change the major aspects of core requirements of courses or your program, they can aid you in successfully completing your work. Accommodations are not retroactive.

**Disclaimers**

B. The selection of textbooks should not be interpreted as implying the professor’s endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives. As graduate students you are expected to be able to read and interact with texts critically and learn from both those with whom you agree and those with whom you do not.

This syllabus may be modified or corrected at the discretion of the professor. Such changes will be posted on online.dts.edu and will be announced via email. Students are responsible for announced changes.

C. Purpose of the Department

The purpose of this department is to encourage students to think theologically, to help them develop systematic theology from the dispensational, premillennial interpretation of biblical revelation, and to help them comprehend the implications of theology for Christian living, for ministry in the body of Christ, and for addressing contemporary issues (Catalog).
D. Previous Work

Work that has been done (or is being done) for other classes may not be used to earn credit in this class. However, students are encouraged to wisely use ministry- or work-related preparation in concert with coursework, and if minor adjustments to course requirements can be made to accommodate this arrangement, the professor will be open to reasonable proposals.

E. Late Assignments

All assignments, unless otherwise noted, are to be turned in by the due date in your module task list. Special circumstances may be considered but only if you contact and obtain approval from your professor before the assignment is due. Without a valid reason, late assignments will lose 3 point per day. After 5 days, late assignments will only be accepted with professor approval. Work diligently, plan your schedule, and anticipate emergencies.

F. Plagiarism

The DTS Student Handbook describes how plagiarism and cheating are handled at DTS. Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest, academic practices will be graded as zero without any resubmission permitted. Take note that plagiarism (copying from Internet, articles, or books) or any form of deception or cheating is strictly prohibited and can be grounds for expulsion from the Seminary. All sources should be fully documented and quotation marks used when appropriate. See www.plagiarism.org for current issues in plagiarism. Ignorance of guidelines is not a defense against charges of plagiarism. When in doubt, cite your source for any material you quote or paraphrase.

G. Checklist and value of various assignments for final grade:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Autobiography</td>
<td>.............3</td>
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<td>Readings</td>
<td>.................................................................35</td>
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<td>Lockerbie</td>
<td>.............15</td>
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<tr>
<td>Knight</td>
<td>.............10</td>
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<td>Pazmiño</td>
<td>.............10</td>
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<tr>
<td>Classmate Interactions</td>
<td>....................30</td>
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<tr>
<td>Module 3</td>
<td>.............5</td>
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<td>Module 5</td>
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<td>Module 11</td>
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<td>Module 12</td>
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Revised 11/27/19
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EML5110OL Syllabus
Fall 2020

Dallas Theological Seminary

Papers ..................................................................................................................25

Personal Philosophy 25

**Failure to submit a Personal Philosophy will result in a failing grade for the course!**

Video & Audio Sessions.....................½ pt. each = 7

Total .................................................................................................................100

**NOTE:** All assignments must be satisfactorily completed for full credit. They must be free of spelling or grammatical errors; show clarity of thought; economy of words; properly documented; demonstrate critical thinking; and turned in on time. Partial credit may be awarded for less than satisfactory work on all but the final assignment.

**Helpful Resources:**


Dallas Theological Seminary Thesis Style Committee. “Supplement to Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations.” 8th ed. Dallas, TX: Dallas Theological Seminary. Available for download at http://library.dts.edu/Pages/RM/Write/turabian_sup.pdf. (“DTS Turabian Supplement).”

MS Word Turabian templates for research papers and theses and associated files available at http://library.dts.edu/Pages/RM/Write/

Helpful resources at:
http://library.dts.edu/Pages/RM/SS/assignments.shtml

**VI. COURSE SCHEDULE** This area Under Revision based on course pacing

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (Subject to Change)</th>
<th>Assignment(s) Due</th>
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<tr>
<td></td>
<td>History</td>
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<td></td>
<td>Jesus Master Teacher</td>
<td><strong>Augustine Book I, Lockerbie 43–48, 64–66, Pazmiño §4</strong></td>
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<td></td>
<td>Colossians I</td>
<td><strong>Aquinas Summa (sel) Theologica Lockerbie 74,75,83–107</strong></td>
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<tr>
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<td>Colossians II</td>
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<td>Early Church</td>
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<td></td>
<td>Augustine</td>
<td><strong>Descartes Meditations (sel)</strong></td>
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<td>Medievalism</td>
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<td>Renaissance to Rationalism</td>
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<td>Rationalism to Enlightenment(s)</td>
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<td></td>
<td>Reformation</td>
<td><strong>Kant Lectures on Pedagogy (sel)</strong></td>
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<td>Overview of Modern Christian Education</td>
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<td></td>
<td>Overview of Contemporary Christian Education</td>
<td><strong>Knight I.1, 2 Pazmiño §3</strong></td>
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Revised 11/27/19
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Dallas Theological Seminary  

EML5110OL Syllabus  
Fall 2020  

| Read Augustine Book IV  
Kierkegaard Philosophical Fragments |  
| Read Knight III.8–9 Pazmiño §5–6  
DUE – Critique Proposal  
Augustine Book III |  

**PHILOSOPHY**  

| Introduction to Philosophy | DUE – Suggestion, give rough draft of personal position paper to two readers for feedback. |  
| Plato Perennialism | Knight II.3–7  
Plato Meno, Protagoras (sel) |  
| Aristotle Essentialism | Aristotle Nicomachean Ethics (sel) Politics (sel) |  
| Dewey/Pierce/James Progressivism | Read Augustine Book II  
Dewey Experience & Education DUE – Timeline |  
| Sartre/Kierkegaard Reconstructionism/Critical Theory | Paulo Freire Pedagogy of the Oppressed (sel) |  

**TRINITARIAN FOUNDATIONS**  

| The Nature of God II (Divine Simplicity)  
The Nature of God I (Triunity) | Augustine De Trinitate (sel)  
Aquinas Summa Theologica (sel) DUE – Critique |  
| Imago Dei  
Trinitarian Philosophy of Ministry | Pazmiño §2  
Thomas H. Groome *Shared Praxis in Praxis* Sharon Parks *Imagination: The Power of Adult Faith* |  

*Course Cushion to be used as needed*  

| Pazmiño §7, Knight III.8, 10,  
LeBar The Teaching-Learning Process DUE – Personal Position Paper All reading complete and reported |  

Revised 11/27/19