ADULT EDUCATION IN THE CHURCH: CE 7660
Mid-America Baptist Theological Seminary, Spring 2014-2015
Tuesday – Thursday 8:00 – 8:30 AM
Dr. Tanner F. Hickman, Department of Church Ministries
tannerh@mabts.edu – 751-3015 (office)

COURSE DESCRIPTION

This course is designed to acquaint the student with the various components of adult ministry in the local church. Emphasis will be given to appropriate educational methodologies, learning theories, and discipleship models associated with young, middle, and older adults.

COURSE OBJECTIVES

At the completion of this course, the student should be able to:

• Understand the biblical and theological concepts of adult education.
• Understand the characteristics of the adult learner.
• Differentiate the learning needs of young, middle, and senior adults.
• Develop an educational philosophy related to meeting the learning needs of young, middle, and senior adults.
• Apply adult educational strategies to church ministry.

COURSE TEXTS


REQUIREMENTS

(1) **Annotated Bibliography (100 points total)** Create a two-three sentence single-spaced annotation for each of the course texts. Each annotation should contain your appraisal of the text, not just a review. Indicate whether or not you read the text in its entirety.

(2) **Journal Article Review and Presentation (200 points total).** Each student will be required to review one journal article related to adult education in the church. Each student will write a five-page, double-spaced critical analysis of the article and present their review to the class. PowerPoint and a one-page handout are required. Additional information and rubric will be provided.

(3) **Philosophy of Ministry Paper and Presentation (200 points total).** Each student will be required to write a philosophy/research paper (20-25 pages) on one of the following areas of ministry: Men’s Ministry, Women’s Ministry, College Ministry, Single Adult Ministry, Married Adult Ministry, or Senior Adult Ministry. This paper will be divided into two sections. Part one should include: (1) the necessity/importance of your topic (2) key elements associated with your subject (3) curriculum options and (4) discipleship models specific to your area under discussion. Part two will be the development/design, implementation, and rationale of your chosen ministry focus. This section should include: (1) your vision/mission/goals for the ministry (2) the selection of curriculum (3) the selection of a discipleship model (4) an itemized budget and (5) a calendar of events.

***Students must integrate their personal philosophy of adult ministry throughout this paper.***

***Each paper is to be double-spaced, 12 point Times New Roman, and include a minimum of ten outside resources, excluding the assigned reading. Additional information and rubric will be provided.***

***Students must use PowerPoint during their presentation. Additional information and rubric will be provided for peer assessment.***

(4) **Examinations (500 points total).** There will be two major tests: a mid-term exam and final exam worth 250 points each.
GRADING SCALE

Your final grade for this course will be determined by adding up the total number of points on all exams and papers and basing them on the following scale. Please refer to 2013-2014 Catalog for more information regarding the grading policy.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>970-1,000</td>
<td>A</td>
</tr>
<tr>
<td>900-920</td>
<td>B</td>
</tr>
<tr>
<td>810-830</td>
<td>C</td>
</tr>
<tr>
<td>720-740</td>
<td>D</td>
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<tr>
<td>950-960</td>
<td>A-</td>
</tr>
<tr>
<td>870-890</td>
<td>B-</td>
</tr>
<tr>
<td>770-800</td>
<td>C-</td>
</tr>
<tr>
<td>700-710</td>
<td>D-</td>
</tr>
<tr>
<td>930-940</td>
<td>B+</td>
</tr>
<tr>
<td>840-860</td>
<td>C+</td>
</tr>
<tr>
<td>750-760</td>
<td>D+</td>
</tr>
<tr>
<td>690 points and below</td>
<td>F</td>
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</tbody>
</table>

CLASSROOM EXPECTATIONS

(1) **Class Attendance.** Attendance is a necessity in the learning process. Additionally, the classroom learning experience is enhanced by your presence and participation. See the 2014-2015 Catalog for the attendance-absence policy.

(2) **Classroom Etiquette.** Due to the fast-paced nature of the sixteen-week term system, we must make the most of each class. Please turn off or silence cell phones before class. *Further, please refrain from all text messaging and Internet usage during class. Your constructive participation is necessary and vital to the success of this course.*

(3) **Teacher-Student Meetings.** The professor for this class will be available to speak to students immediately before or after class. Students should make an appointment for a conference at any other time. Please call 751-3015 during normal school hours to set up an appointment.

*The professor reserves the right to make modifications to the class syllabus or class schedule as needed.*
CLASS SCHEDULE

Week 1
Tuesday, January 20  Introduction to Class
Wednesday, January 21  Biblical Foundations of Adult Education
Thursday, January 22  Theological Foundations of Adult Education

Week 2
Tuesday, January 27  Life Span Development
Wednesday, January 28  Life Span Development - Teaching/Learning Process
Thursday, January 29  Teaching/Learning Process - Learning Theorist – Setran (pgs.1-53)

Week 3
Tuesday, February 3  Learning Theorist - Nature and Needs of Adults
Wednesday, February 4  Malcolm Knowles
Thursday, February 5  Malcolm Knowles – Setran (pgs.55-79)

Week 4
Tuesday, February 10  Campus Revival
Wednesday, February 11  Campus Revival
Thursday, February 12  Campus Revival

Week 5
Tuesday, February 17  Nature and Needs of Young Adults
Wednesday, February 18  Nature and Needs of Young Adults
Thursday, February 19  Teaching Young Adults – Setran (pgs.81-137)

Week 6
Tuesday, February 24  Teaching Young Adults
Wednesday, February 25  Spiritual Formation of Young Adults
Thursday, February 26  Spiritual Formation of Young Adults – Setran (pgs.139-183)

Week 7
Tuesday, March 3  Mid-Term Review
Wednesday, March 4  Library Day
Thursday, March 5  Mid-Term Exam

Spring Break  March 6 - 23
**Week 8**
Tuesday, March 24  
Wednesday, March 25  
Thursday, March 26  
Journal Presentations  
Journal Presentations  
Journal Presentations – Setran (pgs.185-239)

**Week 9**
Tuesday, March 31  
Wednesday, April 1  
Thursday, April 2  
Nature and Needs of Middle Adults – Trip (pgs.1-74)  
Teaching Middle Adults – Trip (pgs.75-177)  
Spiritual Formation of Middle Adults – Trip (pgs.179-348)

**Week 10**
Tuesday, April 7  
Wednesday, April 8  
Thursday, April 9  
Nature and Needs of Senior Adults – Gallagher (pgs.1-34)  
Teaching Senior Adults – Gallagher (pgs.35-78)  
Spiritual Formation of Senior Adults – Gallagher (pgs.79-145)

**Week 11**
Tuesday, April 14  
Wednesday, April 15  
Thursday, April 16  
Nature and Needs of Single Adults  
Teaching Single Adults  
Spiritual Formation of Single Adults

**Week 12**
Tuesday, April 21  
Wednesday, April 22  
Thursday, April 23  
Christian Education Leadership  
Christian Education Leadership  
Christian Education Leadership

**Week 13**
Tuesday, April 28  
Wednesday, April 29  
Thursday, April 30  
The Adult as Role Model  
The Adult as Mentor  
The Next Generation

**Week 14**
Tuesday, May 5  
Wednesday, May 6  
Thursday, May 7  
Paper Presentations  
Paper Presentations  
Paper Presentations

**Week 15**
Tuesday, May 12  
Wednesday, May 13  
Thursday, May 14  
Paper Presentations  
Final Exam Review  
Library Day

**Final Exams**
May 19-20
JOURNALS

Adult Education Quarterly
Christian Education Journal
Christian Educators Journal
Christian Higher Education
Christian Home and School
Christian Research Journal
Journal for Cultural Research
Journal of Christian Education
Journal of Evangelism and Missions
Journal of Law and Religion
Leadership
Religion and Education
Religious Education
Southern Baptist Educator
Teaching Theology and Religion
The Sunday School Leader
REFERENCE LIST


2005.


Journal Article Rubric – Adult Education in the Local Church (CE 7660)

Name: ________________________________ Grade: ____________

<table>
<thead>
<tr>
<th>Grade/Points</th>
<th>A (25-21 points)</th>
<th>B (20-16 points)</th>
<th>C (15-11 points)</th>
<th>D (10-6 points)</th>
<th>E (5-0 points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Writer’s evaluation of the study</td>
<td>Excellent in every way with outstanding analysis and well-supported conclusions</td>
<td>Good in all areas with clear thought, good analysis, and supported conclusions</td>
<td>Barely meeting the minimum standards required.</td>
<td>Poor work that is substandard</td>
<td>Unacceptable work</td>
</tr>
<tr>
<td></td>
<td>Organization, clarity, and mechanics</td>
<td>Overall purpose, methods, results, and conclusions stated, sophisticated use of language maximizes interest, seemingly effortless and seamless logical flow.</td>
<td>Overall purpose, methods, results, and conclusions stated, explanations clear and factual, logical flow always easy to follow.</td>
<td>Purpose, methods, results, and conclusions clearly stated, most explanations clear and easy to understand, mostly factually correct.</td>
<td>Purpose, methods, results, and conclusions stated, overall meaning is understandable, possibly some awkwardness in logical flow.</td>
<td>Major sections missing or lack of logical flow, serious difficulty explaining ideas, major factual error; lack of comprehensibility.</td>
</tr>
<tr>
<td></td>
<td>Writing style</td>
<td>Sophisticated, elegant style, complex yet lucid sentence structure, flawless grammar. Excellent use of Turabian.</td>
<td>Error-free, easy to read writing style, well practiced and polished use of language. Good use of Turabian.</td>
<td>Good basic writing style, easy to read, few errors, almost entirely in author’s own words, proper use of quotations. Satisfactory use of Turabian.</td>
<td>Mostly basic writing style, moderate logical flow, several errors, moderate use of writer’s own words. Fair use of Turabian.</td>
<td>Serious errors and awkwardness, excessive use of quotation in place of author’s own words. Excessive paraphrasing. Poor use of Turabian.</td>
</tr>
<tr>
<td></td>
<td>Evidence of reflection and practical application</td>
<td>The paper gives evidence of personal thought, and practical application.</td>
<td>The paper gives satisfactory evidence of personal thought and practical application.</td>
<td>The paper gives moderate evidence of personal and practical application.</td>
<td>The paper gives poor evidence of personal thought and practical application.</td>
<td>The paper gives no personal thought or student did not complete assignment.</td>
</tr>
<tr>
<td></td>
<td>Overall product</td>
<td>Student clearly communicated findings and critical evaluation.</td>
<td>Student satisfactorily communicated findings and critical thought.</td>
<td>Student fairly communicated findings and critical thought.</td>
<td>Student poorly communicated findings and critical thought.</td>
<td>Student ineffectively communicated findings or did not complete the assignment.</td>
</tr>
</tbody>
</table>
## Philosophy of Ministry Paper Rubric – Adult Education in the Local Church (CE 7660)

Name: ____________________________  Grade: __________

<table>
<thead>
<tr>
<th>Grade/Points</th>
<th>A (25-21 points)</th>
<th>B (20-16 points)</th>
<th>C (15-11 points)</th>
<th>D (10-6 points)</th>
<th>F (5-0 points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent in every way with outstanding analysis and well-supported conclusions.</td>
<td>Good in all areas with clear thought, good analysis, and supported conclusions.</td>
<td>Barely meeting the minimum standards required.</td>
<td>Poor work that is sub-standard.</td>
<td>Unacceptable work.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Advanced (5)</td>
<td>Satisfactory (4)</td>
<td>Fair (3)</td>
<td>Warning (2)</td>
<td>Fail (1)</td>
<td></td>
</tr>
<tr>
<td>Clear articulation of a philosophy addressing one aspect of adult education in the church</td>
<td>Student clearly communicates a ministry philosophy with practical application.</td>
<td>Student satisfactorily communicates a ministry philosophy with practical application.</td>
<td>Student moderately communicates a ministry philosophy with practical application.</td>
<td>Student poorly communicates a ministry philosophy with practical application.</td>
<td>Student did not communicate a ministry strategy or student did not complete assignment.</td>
<td></td>
</tr>
<tr>
<td>Organization, clarity, and mechanics</td>
<td>Clear paper organization, no grammatical, spelling or punctuation errors.</td>
<td>Good paper organization, almost no grammatical, spelling or punctuation errors.</td>
<td>Fair paper organization, a few grammatical spelling, or punctuation errors.</td>
<td>Poor paper organization, many grammatical, spelling, or punctuation errors.</td>
<td>Paper was not organized or student did not complete assignment.</td>
<td></td>
</tr>
<tr>
<td>Examples from readings supported ideas. Ten resources were included</td>
<td>10 resources were used to support ideas and concepts.</td>
<td>9-7 resources were used to support ideas and concepts.</td>
<td>6-4 resources were used to support ideas and concepts.</td>
<td>3-0 resources were used to support ideas and concepts.</td>
<td>0 resources were used or student did not complete assignment.</td>
<td></td>
</tr>
<tr>
<td>Evidence of reflection and practical application</td>
<td>The paper gives evidence of personal thought, and practical application.</td>
<td>The paper gives satisfactory evidence of personal thought and practical application.</td>
<td>The paper gives moderate evidence of personal and practical application.</td>
<td>The paper gives poor evidence of personal thought and practical application.</td>
<td>The paper gives no personal thought or student did not complete assignment.</td>
<td></td>
</tr>
<tr>
<td>Overall product</td>
<td>Student clearly communicated findings and critical evaluation.</td>
<td>Student satisfactorily communicated findings and critical thought.</td>
<td>Student fairly communicated findings and critical thought.</td>
<td>Student poorly communicated findings and critical thought.</td>
<td>Student ineffectively communicated findings or did not complete the assignment.</td>
<td></td>
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