CMN3453: Nurturing Spiritual Development in Children

Spring 2014
MW 2:30-3:45
Walker 223

Professor: Holly Allen, PhD
Office: Walker 216
Phone: (W) 524-7298; (H) 479-238-1148
E-mail: hallen@jbu.edu

Office Hours:
Monday 9:00-10:00
Tuesday 9:00-10:30; 2:00-5:00
Wednesday 9:00-10:00
Fri. 9:00-10:00

Mission of John Brown University:
"to provide Christ-centered higher education which contributes dynamically to the intellectual, spiritual, and occupational effectiveness of the men and women in God-honoring living and service.

Course Description:
This course unpacks current definitions of children’s spirituality, examines biblical and theological foundations of children’s spirituality, and explains and critiques current theories on children’s spiritual development. The course also compares and contrasts faith development theory with spiritual development and analyzes emerging research focusing on children’s spirituality. Most importantly, it explores a variety of exciting and fresh ways to nurture spiritual development in children.

Required Textbooks:

In addition, reading selections from the following sources will be posted on Blackboard in Online Readings.


**Intended Student Outcomes:**

Students who take this course will be able to:

1. **Articulate a coherent, cohesive definition of children’s spirituality from a Christian perspective.**
   
   This competency is developed through course readings and classroom discussion, and evaluated through a homework assignment and in the final research paper.

2. **Offer biblical and theological support for the idea that children are spiritual beings.**
   
   This outcome is measured through the theological integration paper as well as the final research paper.

3. **Explain and critique four current approaches/theories regarding the phenomenon of children’s spirituality.**
   
   This outcome is evaluated through in-class presentations, with quizzes over course readings, and in one brief exam.

4. **Analyze data from children’s interviews for insights into their spiritual lives.**
   
   This competency will be practiced in class with authentic data, and then evaluated as you analyze data from your interview with the child you mentor this semester. The analysis will be described in your final summary paper on your child’s spiritual development.

5. **Teach a Godly Play lesson.**
   
   This outcome will be evaluated in two settings: 1) an in-class practice presentation, and 2) a presentation in an authentic setting with children present. You may also present your Godly Play lesson with the child you mentor.

6. **Describe and implement at least seven ways to promote, nurture, or enhance spiritual development in children.**
   
   This competency will be developed throughout the semester in authentic settings with the child you are mentoring; it will be evaluated over the semester in the Five Best Ideas short papers. It will also be evaluated in your two reflection papers describing the six meetings with your child and the child’s developing spirituality. Ultimately you will examine in-depth one of these spiritual practices in your final research paper.

**Requirements: Major Written Assignments**

**Childhood reflection paper:** (30 points; see Writing Assignment #1 in coursepack for detail, p. 6)

   **Due Date:** Wednesday, January 22

**Biblical and Theological Support for Children’s Spirituality** (40 points; see Writing Assignment #2 in coursepack for detail, pp. 18-19)

   **Due Date:** Monday, March 17
Final Research Paper: Nurturing Spiritual Development in Children (150 points)
In our readings and in class we will explore a variety of ways to nurture, enhance, foster, or cultivate children’s spiritual development. Your task will be to choose one of the ideas we discuss to examine, study, and research for your culminating project in this course. Guidelines for the final research paper are in the coursepack (pp. 20-25).
Due: Monday, April 7

Final group presentation in class: (40 points) See guidelines in coursepack (pp. 26-27).

Other Assignments:
Your definition of children’s spirituality from a Christian perspective (10 points; see bottom p. 6 in coursepack for further guidelines)
Due Wednesday, January 22 (with childhood reflection paper)

Five Best Ideas: Four ten-point assignments. Skim/read the required two or three chapters; list five best ideas gleaned from the readings. Each chapter must be cited. Bulleted list with one- or two-sentence description. See coursepack for further guidelines (p. 14).

Godly Play presentation: (50 pts; average of in-class and authentic setting; guidelines on p. 17 in coursepack)
You may present your Godly Play lesson to preschoolers at First Baptist Church on Tuesdays or Thursdays at 9:30; or you may present your Godly Play lesson to elementary children at Community Christian Fellowship on Sunday morning at 9:00.

Sunday, March 16, 9:00 CCF
Sunday April 6, 9:00 CCF
Sunday April 13, 9:00 CCF

Tuesday, March 18, 9:30 FBC
Tuesday, April 1, 9:30 FBC
Tuesday, April 8, 9:30 FBC
Tuesday, April 15, 9:30 FBC

Thursday, March 20, 9:30 FBC
Thursday, April 3, 9:30 FBC
Thursday, April 10, 9:30 FBC
Thursday, April 17, 9:30 FBC

Joining a child on his or her spiritual journey:
Six times during the semester you will meet with a 7-11-year-old child for an hour. For some of those meetings you will have a specific activity to do with the child; for example, during the fourth and fifth meeting with your child, you will ask the questions from our interview protocol; also you may want to share a Godly Play story with your child, read a good children’s book, go to the park, etc. After your first three meetings with your child, you will turn in a journal that describes those meetings (15 points; see further details in coursepack, p. 2). Due Monday, March 3

After meeting with your child all semester, you will write a three-page, double-spaced paper reflecting on the spiritual life of the child with whom you met; attached to this final reflection paper will be the interview protocol and the child’s responses. (35 points; see further guidelines in coursepack, pp. 2-4) Due Wednesday, April 16

Notes for research paper: (20 points each; 40 points altogether)
Two times during the semester, you will turn in a page of single-spaced notes from two sources related to your final research paper topic. Correct APA formatting of sources required for full credit. (See sample notes on p. 20 of coursepack) Due Wednesday March 12 and Wednesday, April 2
Grade Recording Form

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Grade/Points Possible</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Godly Play (average of in-class &amp; authentic setting)</td>
<td>varies</td>
<td>/50</td>
<td></td>
</tr>
<tr>
<td>Final research presentation</td>
<td>varies</td>
<td>/40</td>
<td></td>
</tr>
<tr>
<td><strong>Tests and Quizzes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmentalism and Spirituality</td>
<td>2-5</td>
<td>/30</td>
<td>60</td>
</tr>
<tr>
<td>Quiz #1 Rizzuto and Coles</td>
<td>2-12</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Quiz #2 Hay and Nye</td>
<td>2-26</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Quiz #3 Berryman and Godly Play</td>
<td>3-5</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>#1: Childhood reflection paper</td>
<td>1-22</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>#2: Biblical and theological support</td>
<td>3-17</td>
<td>/40</td>
<td></td>
</tr>
<tr>
<td>Final research paper</td>
<td>4-7</td>
<td>/150</td>
<td></td>
</tr>
<tr>
<td><strong>Notes for Research Paper</strong></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Two sources in APA, full page of single-spaced notes</td>
<td>3-12</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Two sources in APA, full page of single-spaced notes</td>
<td>4-2</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td><strong>Smaller assignments</strong></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Definition of children’s spirituality</td>
<td>1-22</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Five best ideas #1 (literature)</td>
<td>2-17</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Five best ideas #2 (Master Story)</td>
<td>2-19</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Five best ideas #3 (prayer)</td>
<td>3-10</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Five best ideas #4 (families)</td>
<td>3-19</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments connected with the child you mentor</strong></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Journal of meetings with child</td>
<td>3-3</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>Three-page reflection paper on your child’s spirituality;</td>
<td>4-16</td>
<td>/35</td>
<td></td>
</tr>
<tr>
<td>interview protocol attached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
<td></td>
<td>510</td>
</tr>
</tbody>
</table>

To compute your semester grade, add the points for the semester; subtract 20 points for each unexcused absence (beyond the two allowed). Divide your total points (minus the absence deductions) by 510. That will give you a percentage (e.g., 451 divided by 510 = 88%). That is your final grade.

**Course Policies**

**Grading Scale:**

A  94-100  B  84-87  C  74-77  
A- 90-93    B- 80-83   C- 70-73 
B+ 88-89    C+ 78-79   D  65-70
Course documents:
The course syllabus, coursepack, and basic APA guidelines and examples are available on BlackBoard under “Course Documents.”

Communication: Important course announcements between class meeting times will be sent by email.

Absence Policy; Late Paper Policies
Unexcused absences: Two unexcused absences are allowed with no point penalty. After two unexcused absences, twenty (20) points will be taken from your total points for each subsequent unexcused absence. Assignments are due on the date stated in the syllabus. If you have an unexcused absence, send your work with a friend. Late papers are sometimes accepted, but only if arrangements have been made ahead of time with the professor; if permission is given, a 10% late penalty is applied.

Excused absences: In the case of excused absences, when the student contacts the professor ahead of time (death in the family, school trips, etc.) assignments that are due may be turned in with no penalty at the first class period the student returns.

Inclement Weather Policy
John Brown University rarely shuts down for bad weather. However, especially if you live off campus, I do not wish for you to take unnecessary risks to attend class. Therefore, if weather is an issue, please inform me via email or phone ASAP. If the school is closed due to weather, I will email you and let you know what work will be due the next class period.

Electronic Devices
Cell phones, iPhones, pagers, Blackberry’s, iPods, laptops, etc. are not to be used in class (unless you have a registered disability that requires use of a laptop). Please turn off all electronic devices before entering the classroom; this is a courtesy to me and your fellow students. If you use these devices during class, you will be asked to leave class for the day. If you need a device on for an emergency, please let me know.

Conferences with Professor
If you would like to meet with me, please come by my office during office hours. If someone else is in my office, please sign up for a time slot on my door. Conferences are welcomed and encouraged.
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic(s)</th>
<th>Readings Due</th>
<th>Written Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WK 1</strong></td>
<td>- Overview of course; show Ponette clips; discuss locating a child to mentor; discuss definitions</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Jan 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WK 2</strong></td>
<td>- Definitions of spirituality</td>
<td>Locating definitions from course sources: Stonehouse; Allen; Hay/Nye (BB); Roehlkepartain (BB); Lawson (BB); Ratcliff (BB)</td>
<td>Bring definitions of spirituality from the literature (handout) Class meets at 3:30-4:45</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Bring Stonehouse &amp; Allen texts to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 22</td>
<td><em>Spirituality and Developmentalism</em></td>
<td>Writing Assignment #1: Childhood Reflection Paper; also, your definition of children’s spirituality is due</td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Presentations: Developmental activities that <em>promote or hinder</em> children’s spirituality, ages 0-2</td>
<td>Erikson, pp. 43-51, 63-68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentations: Developmental activities that <em>promote or hinder</em> children’s spirituality, ages 2-7</td>
<td>Erikson, pp. 52-58, 63-68</td>
<td></td>
</tr>
<tr>
<td><strong>WK 4</strong></td>
<td>- Developmental approaches: Erikson, Piaget, Fowler Ages 7-11</td>
<td>Stonehouse: Piaget, pp. 80-81, 82-91 Fowler, pp. 159-164</td>
<td>Chart: Ages 7-11 Erikson, Piaget, Fowler</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Presentations: Developmental activities that <em>promote or hinder</em> children’s spirituality, ages 7-11</td>
<td>Erikson, pp. 58-62, 63-68</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>Final discussion and critique of developmental approach</td>
<td></td>
<td>TEST over developmental approaches</td>
</tr>
<tr>
<td><strong>WK 5</strong></td>
<td><em>God Image and Spirituality</em></td>
<td>Stonehouse, Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Feb 10</td>
<td>Presentations: Rizzuto and Coles</td>
<td>Quiz #1</td>
<td></td>
</tr>
<tr>
<td>Feb 12</td>
<td>Video: Listening to Children (Coles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critique of God Image approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WK 6</strong></td>
<td>Children’s literature and spirituality Guidelines: Biblical/theological paper</td>
<td>Yust, Chapter 3 (on BB) Callahan (in Allen)</td>
<td>Five Best Ideas #1; both sources must be cited</td>
</tr>
<tr>
<td>Feb 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 19</td>
<td>Nurturing children’s spirituality: The Master Story</td>
<td>Stonehouse &amp; May (in Allen); Sharon Short in Lawson (BB)</td>
<td>Five Best Ideas #2; both sources must be cited</td>
</tr>
<tr>
<td></td>
<td>Final Project preparation; discuss outline for research paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WK 7</strong></td>
<td><em>Spirituality as Universal and Biologically Based</em></td>
<td>Hay/Nye, Chapter 4 &amp; parts of 7 (BB) Quiz #2</td>
<td></td>
</tr>
<tr>
<td>Feb 24</td>
<td>Presentations: Hay and Nye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Critique of Hardy, Robinson, Hay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| WK 8 | Mar 3 | **Spirituality as God-Initiated**  
- Introduction to Godly Play and demonstration; presentation about Berryman | **Journal** due (first three meetings with child) |
|      | Mar 5 | Nurturing children’s spirituality: Wonder | Berryman (parts of chapters 1, 3, 4) (BB)  
Stonehouse, pp. 170-175; Quiz #3 |
| WK 9 | Mar 10 | Nurturing children’s spirituality: Prayer and worship  
Discuss research papers and the research notes assignments as well | **Five Best Ideas #3;** must cite from both sources |
|      | Mar 12 | - **Godly Play** presentations | Yust, Chapter 5 (on BB)  
Watkins (in Allen) |
|      | Mar 14 | - **Godly Play** presentation  
(three groups) | [only presenters must come] |
| WK 10 | Mar 17 | Biblical and theological support for children’s spirituality | **Writing Assignment #2**  
Biblical/theological Paper due |
|      | Mar 19 | Nurturing children’s spirituality: Families | Skim McQuitty; Allen & Oschwald;  
Kim; and Westerhoff chapters (in Allen)  
**Five Best Ideas #4;** must cite from all four chapters |
|      | Mar 24-28 | **SPRING BREAK** | |
| WK 11 | Mar 31 | Nurturing spirituality:  
Movement & spirituality  
Last discussion of research papers | **Research notes #2:** full page of notes from two more sources |
|      | Apr 2 | - **Experiencing a labyrinth** | [only presenters must come] |
|      | Apr 4 | - **Godly Play** presentation  
(two groups) | |
| WK 12 | Apr 7 | Discuss insights from research papers | **Final research paper due**  
All groups meet to plan group presentations |
|      | Apr 9 | - **Godly Play** presentation  
(two groups) | [only presenters must come] |
| WK 13 | Apr 14 | Group presentations | **Final reflection paper** of meetings with your child  
(attach interview protocol) |
|      | Apr 16 | **Seder Celebration** | |
|      | Apr 21 | Group presentations | |
|      | Apr 23 | Group presentations | |
| WK 15 | Apr 28 | Group presentations | Professor out of town |
|      | Apr 30 | No class: release for outside time required for Godly Play presentations | |
| WK 16 | Finals Wk | Course de-briefing; return papers; discuss time with children; group presentations possibly | Wednesday, May 7, 1:30-3:30 |
Reference works concerning spiritual and faith development in children:

Allen, H. C. (2002). *A qualitative study exploring the similarities and differences of the spirituality of children in intergenerational and non-intergenerational Christian contexts.* (Doctoral dissertation, Talbot School of Theology, Biola University, La Mirada, CA, 2002). (on reserve) BV1579 .A44


Lawson, K. (Ed.) (2012). *Understanding children’s spirituality: Theology, research, and practice*. Eugene, OR: Cascade. (Dr. Allen has a copy)


JBU POLICIES

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>3/7</td>
<td>Mid-semester grades due</td>
</tr>
<tr>
<td>3/14</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>3/24-3/28</td>
<td>Spring Break</td>
</tr>
<tr>
<td>4/18</td>
<td>Good Friday</td>
</tr>
<tr>
<td>5/5-5/8</td>
<td>Final exams</td>
</tr>
<tr>
<td>5/10</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

POLICY ON STUDENTS WITH DISABILITIES

Students with documented disabilities who need academic accommodations should make an appointment with the Director of Student Support Services (x7471) to begin the accommodation process. They also are encouraged to make an appointment with the instructor as soon as possible. Students without documented disabilities who feel they may have difficulty with this course are also encouraged to make an appointment with the instructor to discuss what steps need to be taken to be successful. Contact information for the Office of Disability Services: Tedi Hollabaugh, Administrative Assistant, 2000 W. University St., Siloam Springs, AR 72761, phone 479 524-7471, fax, 479 238-8750, email thollabaugh@jbu.edu

STATEMENT ON ACADEMIC INTEGRITY

As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. At a minimum, any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Further infractions will result in failure of the course and possible suspension. For additional information and examples, see the Academic Integrity section of your Student Handbook.

SPRING BREAK

Friday, March 21 is a regular class day. Students should not make travel plans for this date until after their regularly-scheduled classes have ended.

COPYRIGHTED MATERIALS

This course uses materials covered by the United States copyright laws. These materials are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

STATEMENT ON ACADEMIC EXPECTATIONS

John Brown University is a selective academic institution that consistently ranks among the top southern baccalaureate universities in the U.S. News and World Reports college rankings. As a student here, you are expected to devote significant time and effort to your academic courses. This junior-level course has been designed with the expectation that students will spend, on average, approximately two-three hours preparing for each bi-weekly class session. The grade “A” in this course signifies exceptional achievement, not merely completion of assignments.

FINAL EXAM POLICY

Students must sit for the final exam at the specified time. The only exceptions are death or serious illness of a member of the student's immediate family, or illness of the student as documented by a medical professional. Any exception to the final exam policy must be approved by Dr. Rebecca Lambert, Associate Dean of Academic Services and Registrar.

All classes are required to meet during finals week at the designated times for examinations and/or for other recapitulations of the semester’s work. Exam periods must be used by faculty unless exemptions are arranged with
the Dean of Undergraduate Studies. All final examinations should be held in the classrooms normally used for regular class sessions.

Students are required to take their final exams at the designated times. Reasons such as a ride leaving early, flight availability and schedules, participation in a wedding, family vacations, etc. will not be considered viable excuses to request early exams. The only reasons for modifications in the exam schedule are a death or a serious illness in the immediate family or illness of the student as certified by the University nurse or other medical professional.

It is the student’s responsibility to present a request for change in exam to the Associate Dean of Academic Services. Students who have four final exams on one day may submit a petition by email to the Associate Dean of Academic Services requesting to have one final exam moved to an alternative day upon the approval of the professor agreeing to accommodate the student.

The penalty for not taking a final examination will be limited to a grade of zero for the exam to be averaged with other grades for the final grade in accordance with the grading system printed in the course syllabus.