

REL 3000–SPRING 2010-CLAPP

**Department of Religion and Philosophy
Catawba College
Dr. Kenneth W. Clapp
Spring, 2010**

REL 3000 – Faith Development Syllabus

COURSE DESCRIPTION AND OVERVIEW

An exploration into the ways that people experience faith and the development of their faith. A consideration of the curricula and program approaches appropriate for the facilitation of various stages of development.

Students will be introduced to ways that individuals develop a faith system. A Brief consideration of developmental theories of Piaget, Erikson and Kohlberg will serve as a foundation for an examination of James Fowler's six stages of faith development. Application of these stages to personal experiences will be considered with the use of McLennon's Finding Your Religion and accounts from members of the class.

One goal of this class is to prepare persons to design activities and program materials for youth groups and church schools and other contexts which will facilitate and enhance the faith development of those with whom they work. Curriculum material will be assessed and guidelines for curriculum and activity selection will be considered.

REQUIRED READING

Stages of Faith, by James W. Fowler, Harper's Row, 1981.

Finding Your Religion, by Scotty McLennan, Harper, 1999.

COURSE COMPONENTS

The following components are required for each class member:

- 1) Attendance and participation in all classes and class activities;
- 2) Report to class on assigned reading;
- 3) A mid-term examination;
- 4) A final examination;
- 5) An exercise summary of one page in which the student takes an individual or group and identifies the faith stage of the individual or group and provides reasons for the determination;
- 6) A presentation of 15-20 minutes describing curriculum materials suitable for a specific setting (church school class, camp, youth group) and age group;
- 7) Presentation of a developmental stage.

CLASS ATTENDANCE

The class attendance policy outlined in the CATALOG will apply to this course. Regular attendance is expected of all participants. This should be understood to mean presence, proper advance preparation for the class, and participation in the class.

EVALUATION

Grading will be on the following 100 point scale:

A.....93-100	B-...80-82	D+...67-69
A-...90-92	C+...77-79	D...63-66
B+...87-89	C...73-76	D-...60-62
B.....83-86	C-...70-72	F.....below 60 points

The following points are possible for the various course components:

Class participation.....10	Curriculum presentation.....25
Mid-term exam.....20	Developmental stage presentation.....15
Final Exam.....25	
Exercise Summary.....5	

CONFERENCES WITH PROFESSOR

Students are encouraged to consult the professor on an individual basis anytime they wish to discuss their progress in the course or to pursue questions or clarification of material presented, or to discuss other concerns of interest to them. You may locate the professor in the Pastor's Study on the lower level of Omwake-Dearborn Chapel, or by calling 4446 (study) or 704-213-3128. Office hours are irregular, but appointments may be made by calling Mrs. Lucretia Hughes at 4488.

DEVELOPMENTAL STAGE PRESENTATION

Each student will be assigned a stage in the developmental process that the student will research to find the basic characteristics of that stage. The student then will identify a small group of persons that based upon age or other characteristics are likely to fit into that stage of development. The student will observe and interact with these persons to determine what evidence there is of the stage of development being experienced by those persons. An effort shall be made to match what is observed with Fowler's descriptions and characteristics of the stages. This study will become the basis for the student's presentation to the class on the assigned stage of development. (In the event that it becomes impossible to identify individuals to observe and with whom to have interaction, the student may read about persons and their stories while experiencing that stage and use that reading as the basis for their report.)

COURSE OUTLINE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Jan 14	Introduction	
Jan 19	Faith Stories	McLennan pp. 1-32
Jan 21	Experiences and Expression	McLennan pp. 33-66
Jan 26	More Experiences	McLennan pp. 67-113
Jan 28	On the Same Page	Fowler pp. 1-34
Feb 2	Understanding Faith	Tillich pp. 1-40 Fowler pp. 41-51

Feb 4	The Erikson Approach	Fowler pp. 53-68
Feb 9	The Piaget Approach	Fowler pp. 69-86
Feb 11	The Kohlberg Approach	Fowler pp. 89-105
Feb 16	Faith & Human Development	Fowler pp. 106-114
Feb 18	Stage 1	Fowler pp. 117-134
Feb 23	Stage 2	Fowler pp. 135-150
Feb 25	Stage 3	Fowler pp. 151-173
March 2	Stage 4	Fowler pp. 174-183
March 4	Stage 5	Fowler pp. 184-198
March 16	No class. Required to attend Lilly Colloquium at 11:00 a.m.	
March 18	Stage 6	Fowler pp. 199-211
March 23	Mid-term exam	
March 25	Application	McLennan pp. 114-157
March 30	Application	McLennan pp. 158-214
April 1	The importance and sources of curricula	
April 6	Characteristics of Curricula	
April 8	Creating your own resources	
April 13	Curriculum presentations	
April 15	Curriculum presentations	
April 20	Curriculum presentations	
April 22	Curriculum presentations	
April 27	Putting it all together	
April 29	Summary	