

EML412 // WM412 MINISTRY TO CHILDREN AT RISK SYLLABUS

Note: A portion of this course will be in the online format. The course will run Aug 31-Dec 14, with the resident portion taking place November 15 – 17 on the D.C. campus.

I. COURSE DESCRIPTION

This course will explore the biblical and theological rationale for meeting the physical, emotional, social, and spiritual needs of children at risk both in the U.S. and around the world. The course will explore issues such as divorce, abortion, adoption, foster care, poverty, orphans, refugees, children of war, child labor, and human trafficking as they relate to children at risk. Opportunities will be provided to learn from guest speakers and organizations that are addressing and effectively ministering to children.

II. COURSE OBJECTIVES

The following objectives will be achieved during the semester:

A. Cognitive

1. Students will read from required books and be exposed to a biblical and theological framework for ministering to underserved and marginalized children.
2. The student will become aware of the needs of children around the world.

B. Behavioral

1. The student will interact with people and organizations involved in ministry to children at risk.

C. Affective

1. The student will record and report attitudinal adjustments made throughout the cohort.
2. The student will gain an appreciation for the importance of ministering to at-risk children both locally and globally.

III. COURSE TEXTBOOKS (TEXTBOOKS ARE SUBJECT TO CHANGE ~ PLEASE CHECK BACK.)

A. Required

Brazelton, T. Berry, and Stanley I. Greenspan. *The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn, and Flourish*. Cambridge, MA: Da Capo Press, 2009.

Reeves, Rhonda R. *The Hurt That They Feel: Helping Preschoolers Deal With Tough Times*. Birmingham, AL: New Hope Publishers, 2004. (Book is out of print. Available on Amazon.)

B. Suggested

Mandryk, Jason. *Operation World: The Definitive Prayer Guide to Every Nation*. (with DVD) Downers Grove, IL: InterVarsity Press, 2010.

Payne, Ruby. *A Framework for Understanding Poverty*. Highlands, TX: Aha! Process, Inc.; 5th Edition, 2013.

Twinem, Dena, Ed. *Comforting Children in Crisis: Know What to Say, What Not to Say, and What You Can Do*. Loveland, CO: Group, 2009.

Zuck, Roy B. *Precious in His Sight: Childhood and Children in the Bible*. Grand Rapids, MI: Baker Books, 1996.

C. Supplementary Bibliography

Bibliography will be included as part of course documents.

IV. COURSE REQUIREMENTS **(SEE DUE DATES IN CANVAS)**

A. Reading Assignments

1. All students are to read the two required textbooks in their entirety.

The Irreducible Needs of Children

The Hurt That They Feel

2. A minimum of **400 pages** of additional reading is required from a variety of sources including books, magazines, periodicals, video and audiocassettes, films, DVDs, etc. Select the material on the basis of your background, interests, and needs. Resources will be recommended throughout the course. One hour of viewing or listening counts for 50 pages of reading. A Reading Report listing the various items and number of pages read is due by the end of the semester.

CAUTION: Due to the sensitive and tragic nature of various subjects involved in this course, some of the reading may be graphic or violent in nature. If necessary, the reader may choose to move on to the next section.

B. Written Assignments

1. **Online Bio Introduction & Meet Fellow Classmates** – Write a brief autobiography introducing yourself to the class. Also tell us about your particular interest in this course. Read other autobiographies and have a casual interaction with them on the online discussion thread. Respond to at least two other people regarding their stories.
2. **Biblical Passages** – Reflect on **one** particular biblical passage regarding children. You may choose from the passages provided or select a passage of your own. What does the Bible have to say about children who are poor, orphaned, overlooked or mistreated? How should we treat them? What are the consequences for our actions? Post your response (2-3 paragraphs) in the online discussion thread and interact with at least two other classmates.

Biblical Passages: Deut 10:18-19; Job 29:12; Ps 10:14-18; Ps 68:5-6; Ps 103:6; Ps 139:13-16; Ps 140:12; Ps 146:7-9; Ps 147:1-6; Isa 1:17, 23; Isa 65:23; Jer 5:28, 7:5-7, 22:3; Jer 49:11; Ezek 22:7; Hosea 14:3; Micah 6:8; Zech 7:10; Matt 9:37; Matt 18:5-7; Matt 18:10-14; Matt 19:13-14; Matt 19:21; Matt 25:35-40; Mark 10:13-16; Luke 4:18-19; Luke 18:15-17; Rom 8:15-17; 2 Cor 8:9; James 1:26-27; James 2:14-17; Heb 13:3

3. **Class Discussion Talking Points** – The textbook, *The Irreducible Needs of Children*, will be discussed during the resident portion of our class. While reading the book, the student will compile five ‘talking points’ that will be used as the basis for our conversation. ‘Talking points’ can be in the form of questions, comments or quotes you found to be meaningful or thought-provoking in your reading. Talking points are to be posted online according to the dates in Canvas.
4. **Lessons Learned** – The student will keep a journal over the course of the semester recording and reflecting thoughts and impressions from the reading, videos, class lectures, guest speakers, discussions with classmates, etc. Based on your journal entries, come up with action points for 10 things that impacted you this the semester. How does this truth or information change your prayer life, spiritual life, the way you do ministry, etc.? This assignment is to be posted online; interact with 2-3 classmates.

C. Projects – choose **TWO** from the following:

1. **Interview an International Student** – for this assignment you will interview an international student regarding the state of children in their home country. A “Country Interview Sheet” will be used as a guideline for asking questions. You will write a 2-3 page paper describing the interview and draw conclusions about what you learned regarding children at risk in that particular country. Include the Country Interview Sheet at the end of your paper.

2. **Shadow a Ministry Leader** – The student will choose a ministry they would like to explore further that works with marginalized or underserved children. They will contact the ministry leader and arrange to spend 3-4 hours observing that ministry in process and asking questions of the ministry leader along the way. The student will write a 3-4 page summary of their time including a description of the ministry, their observations and what they learned during their time with that ministry.
3. **The Hunger (or) Thirst Project** – The student will investigate the various plans for fasting from food or beverage(s) for a determined period of time. Some plans to consider are: The H2O Project, World Vision’s 30-hour Famine, or Live58. Once you have chosen a plan, engage in the ‘fast’ and keep track of your reactions—spiritually, physically and emotionally. Write a 3-4 page report detailing which plan you chose and why, the reactions you recorded, the lessons you learned and anything you would do differently.
4. **Magazine Article** – Based on your additional reading in a particular area of interest, write an article suitable for publishing. Introduce your audience to the topic giving some facts, biblical support and reasons and tips for getting involved in this area. The article should be well-written, proofread and ready for publication (approximately 800-1000 words).
5. **Personal Ministry Plan for 2019** – Devise a personal plan of action for becoming involved in a new area of ministry. Take time to pray and investigate one or more of the areas discussed in class and then come up with a plan of action for getting involved in that ministry. In a 4-6 page paper, document the process you went through in making the decision, what you decided to do and why, and what steps you plan to take to make this a reality.
6. **Awareness Event / Church Ministry Proposal** – Develop a proposal for your current or future church ministry. Come up with a plan or an event that will empower your group to become active supporters of children at risk. Your proposal should include an introduction to the needs of children at risk, biblical support, objectives for the event, a description of the actual event, ideas to get people involved and motivated, and a timeline/schedule of action steps to make the event happen. Your proposal can be written or in the form of a Powerpoint or Prezi presentation.

Project #1 (your choice): Due according to the dates in Canvas.

Project #2 (your choice): Due according to the dates in Canvas.

D. Class Projects and Participation

1. **Map the World** – as a class project for the week, we will map out what is happening in each part of the world to see where children are at risk. This will be an ongoing project that we will add to as we learn of various happenings around the world. We will post our findings on the wall map provided.
2. **Country Summaries** – Students in groups of 2-3 will research a selected country they would like to explore further and outline the basic facts, statistics, etc. regarding that country using the “Country Summary Sheet” (one page). Special attention will be given to the condition of children in that country, as well as any ministries that are helping at-risk children. We will compile these summaries into a shared document.

V. COURSE POLICIES

A. Letter/Numerical Grade Scale

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

B. Weight Given to Course Requirements for Grading

Class Introduction (bio & interaction)	5%
Biblical Passage & Interaction	10%
Reading	20%
<i>Irreducible Needs</i> Talking Points	5%
Project #1	15%
Project #2	15%
Lessons Learned (based on journal)	15%
Class Projects & Participation	15%

C. Class Participation

It is expected that students will come prepared to interact and dialogue with the professor and fellow students. The Educational Ministries and Leadership Department takes the view that students can and should learn from one another as well as from the instructors. The ultimate purpose of this course is to enable you to minister to children immediately. Thus, it is highly practical, with your active participation expected.

D. Late Assignments

Assignments are due as scheduled in Canvas. We prefer NO LATE assignments. However, in keeping with grace, a student can turn in a late assignment with a 1% penalty reduction of the value of the assignment for each calendar day (including weekends) it is late. Late assignments will not be accepted unless previously agreed to by the professor.

E. Absences

Students are allowed four 75-minute class absences for a 3-hour course without penalty. Note that three tardy arrivals are equal to one absence. Additional absences will result in a 4% course grade reduction for each class session beyond the allowed four absences.

F. Other Classroom Policies

Laptops, phones and electronic devices may be used in class for *note-taking purposes only*. They are not to be used to play games, check email, texts, communicate with others, or work on other assignments, etc. Using these devices for reasons other than taking notes is disrespectful and distracting to other students, the professor or guest presenters. **Please do not send or read text messages during class. Mute or turn your phones off. Be fully present.** New this year: your fellow classmates have permission to anonymously report any occurrences. Violation of this policy will also require a meeting with a professor.

VI. COURSE SUPPLEMENTAL INFORMATION

NOTE: When doing research on the Internet, you must use the guidelines explained at the following web sites:

www.virtualsalt.com/evalu8it.htm,

milton.mse.jhu:8001/research/education/net.html, no “www” in front, and

www.library.ucla.edu/libraries/college/help/critical/index.htm, no “l” at the end

If a research paper is required, include a signed affirmation that you’ve read the articles about Internet research guidelines.

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student has the responsibility of informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

To provide for meaningful interaction, resources, demonstrations and guests, the following schedule is planned:

Date	Discussion Topic	Assignments Due*
Pre-Resident Work (August 31–November 14)		
Aug 30	Course begins online Meet and Greet your Fellow Classmates	Post personal bio by Aug 30 Interact with 2-3 classmates by Sept 5
Aug 30	Any Questions re: Syllabus?	Post questions on Discussion Thread in Canvas (optional)
Sept 15	Post Biblical passage study	Post passage by Sept 15 Interact with 2-3 classmates by Sept 20
Oct 15		The Hurt They Feel Reading Due (to be reported later on the 'Reading Report')
Residency – in Washington, D.C. (November 15–17)		
*Some of these topics will be covered through video format to be viewed prior to Residency or in the Post-residency portion of the class. Please check back for updates on details and due dates.		
Nov 15 Thursday	A Biblical Theology of Ministry to Children/Poor/ Orphans Class Discussion – The Irreducible Needs of Children: What Every Child Needs to Thrive (Greenspan book) Children’s Environments: Home, School, Community Internet Safety Children in Marginalized Communities Issues in Adoption International Adoptions Foster Care Adoptions Map the World Project	poverty, orphans Post Talking Points November 14 divorce, violence, abuse, bullying internet safety, technology, cyberstalking poverty, at-risk kids adoption international adoption adoption, foster care
Nov 16 Friday	Unwanted Children Child Advocacy Center The Effects of Trauma on Children Helping Children Heal: Working Through Issues with Children Play Therapy with Children Country Summary Project	unwanted pregnancy, abortion, adoption, neglect abuse trauma trauma, adoption

Nov 17 Saturday	Children at Risk Internationally Poverty Isn't a Game J146 Orphan Initiative Introduction to Human Trafficking Tips for Identifying Traffickers Alert Ministries Where Do We Go From Here?	children of war, displacement camps, refugees, child labor, human trafficking poverty orphans worldwide human trafficking human trafficking juvenile detention
Post-Residence Work (November 18–December 14)		
TBD		Project #1 Due
TBD		Project #2 Due
Dec 7	Post "Ten Lessons Learned" online	Post 10 Lessons Dec 7 Interact w/2-3 classmates by Dec 12
Dec 14		400 Additional Pages Reading Due Reading Report Due

****The above schedule is subject to change depending upon availability of guest speakers, etc.**

CE412 Ministry to Children at Risk Reading & Attendance Report

Name _____

Textbook Reading

	Due date	% read by due date
Brazelton & Greenspan. <i>The Irreducible Needs of Children</i>	Nov 14	
Reeves, Rhonda R. <i>The Hurt That They Feel</i>	Oct 15	

Additional Reading (400 pages) (list articles, books, etc. below)

	Due by Dec 14	# of 'pages' read
<u>TOTAL NUMBER OF PAGES READ</u>		

Attendance

Number of excused absences: (see student handbook) _____

Number of unexcused absences: _____

Total absences: _____