

## 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 30-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 **(UPDATED TEXTBOOK INFO ~ as of 8/16/18)**

#### A. Required

McConnell, Douglas, Jennifer Orona, and Paul Stockley. *Understanding God's Heart for Children: Toward a Biblical Framework*. Colorado Springs, CO: Authentic Publishing/World Vision, 2007. (Available on Amazon.)

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.

*Understanding God's Heart for Children*

*The Hurt That They Feel*

2. A minimum of **600 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. **Online Discussion Talking Points** – We will discuss *Understanding God's Heart for Children* online. While reading the entire book, please choose one chapter that you would like to discuss further online (preferably a different chapter than your classmates if possible). For that chapter, you will compile three 'talking points' – these can be in the form of questions, comments or quotes that you found to be meaningful, helpful or thought-provoking. In the discussion thread in Canvas, post those three 'talking points' along with **why** each point is either puzzling or memorable. You will also interact with 2-3 of your classmates.
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.
7. **AGAPE PROJECT** – THIS WILL COUNT AS TWO PROJECTS – **Requires professor approval.** Early in the course, choose a ministry specializing in outreach to children at risk and involve yourself in their weekly summer program. You will spend a total of 15 hours over the summer (1-2 hours per week) in order to build a consistent relationship with the children. A reflection paper of 4-6 pages will be written 1) describing what you have learned about yourself and children at risk through this project, 2) detailing ways you need to change your actions, attitudes and expectations to engage in compassionate ministry to children at risk and 3) addressing how this project helped you integrate what you have learned from Scripture and the material in this course. Check online for suggested ministries:  
<https://www.dts.edu/departments/agape-project/>

**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 Spotlights** – Students in groups of 3-4 will research a selected country they would like to explore further and outline the basic facts, statistics, etc. regarding that country using the "Country Spotlight 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 & Online Discussion	25%
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](http://www.virtualsalt.com/evalu8it.htm), [milton.mse.jhu.edu/8001/research/education/net.html](http://milton.mse.jhu.edu/8001/research/education/net.html), no “www” in front, and [www.library.ucla.edu/libraries/college/help/critical/index.htm](http://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:

<b>Date</b>	<b>Discussion Topic</b>	<b>Assignments Due*</b>
<b>Pre-Resident Work (August 31–November 14)</b>		
<b>Aug 27</b>	<b>Course begins online</b> Meet and Greet your Fellow Classmates	<b>Post personal bio by Aug 30</b> <b>Interact with 2-3 classmates by Sept 5</b>
Aug 27	Any Questions re: Syllabus?	<b>Post questions on Discussion Thread in Canvas (optional)</b>
Sept 6	Post Biblical passage study	<b>Post passage by Sept 6</b> <b>Interact with 2-3 classmates by Sept 11</b>
Sept 20	Report Reeves Reading on Canvas	<b>The Hurt They Feel Reading Due</b>
Oct 15	Online Discussion ~ <i>Understanding God's Heart for Children</i> Report McConnell Reading on Canvas	<b>Post online talking points by Oct 15</b> <b>Interact with 2-3 classmates by Oct 20</b> <b>Understanding God's Heart Reading Due</b>
Nov 1		<b>Project #1 Due</b>
	<b>Prior to the resident portion of the class, please watch the following videos posted in Canvas:</b>  A Biblical Theology of Ministry to Children, Poor & Orphans – OT & NT  Unplanned Pregnancy & Abortion, Parts 1 & 2  Dallas Children's Advocacy Center  Children's Environments: Church Safety & Security  Children's Environments: Home, School and Community	<b>Watch videos by November 15</b>  poverty, orphans  unplanned pregnancy, abortion  child abuse, violence  child abuse prevention policies  divorce, anxiety, stress, depression, bullying
<b>Residency – in Washington, D.C. (November 15–17)</b>		
<b>*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.</b>		
Nov 15 Thursday	Children in Marginalized Communities  Internet Safety  Issues in Adoption International Adoptions Foster Care Adoptions  Map the World Project	poverty, at-risk kids  internet safety, technology, cyberstalking  adoption international adoption adoption, foster care

Nov 16 Friday	Unwanted Children  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  trauma  trauma, adoption
Nov 17 Saturday	Children at Risk Internationally  J146 Orphan Initiative  Introduction to Human Trafficking  Tips for Identifying Traffickers  Where Do We Go From Here?	children of war, displacement camps, refugees, child labor, human trafficking  orphans worldwide  human trafficking  human trafficking
Nov 17	Confirm Class Participation in Canvas	<b>Confirm Class Participation</b>
<b>Post-Residence Work (November 18–December 14)</b>		
	<b>Post Residency, please watch the following videos:</b>  Introduction to Human Trafficking  Ministry in the Juvenile System: Alert Ministry  Domestic Human Trafficking Ministry: Free the Captives  International Trafficking & Safe Houses: My Refuge House  Trafficking Aftercare and Recovery: Poima Foundation, Parts 1 & 2	
Nov 29		<b>Project #2 Due</b>
Dec 10	Post “Ten Lessons Learned” online	<b>Post 10 Lessons Dec 10</b> <b>Interact w/2-3 classmates by Dec 14</b>
Dec 14		<b>600 Additional Pages Reading Due</b> <b>Reading Report Due</b>

**\*\*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
Reeves, Rhonda R. <i>The Hurt That They Feel</i>	Sept 20	
McConnell. <i>Understanding God's Heart for Children</i>	Oct 15	

### Additional Reading (600 pages) (list articles, books, etc. below)

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

### Attendance

Number of excused absences: (see student handbook) \_\_\_\_\_

Number of unexcused absences: \_\_\_\_\_

Total absences: \_\_\_\_\_