

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	INTERGENERATIONAL FAITH FORMATION SPIR / YMIN 0551
Date, Time, and Delivery Format	SEPTEMBER 12 – DECEMBER 9, 2022 THURSDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Instructor	JENN ASPILLA, MDiv, Certified Spiritual Director Email: jaspilla@tyndale.ca
Class Information	The classes will be on Zoom and livestreamed on Thursdays from 11:15 AM – 2:05 PM. Office Hours: By appointment
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course will examine historical, sociological, developmental, and theological underpinnings of spiritual formation in the context of children, youth, and family ministry. During this course, each student will have the opportunity to integrate knowledge from readings, lectures, and ministry context research into a cumulative final paper. The contents of this course may be applicable to spiritual directors, children, youth, and family ministers/workers, as well as grandparents and parents.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- 1) Identify the importance of Children's Spiritual Formation within the context of the family and their church gathering.
- 2) Become aware of the history of Children's Spiritual Formation in the Christian Church
- 3) Examine the faith development stages and their significance to spiritual formation/direction with children and youth.
- 4) Recognize a variety of available models such as, Contemplative Reflective, Pragmatic Participatory, Instructional Analytical, Media Driven Action Engagement and Intergenerational models.
- 5) Formulate practical ways with which to implement spiritual formation practices with children and youth in their context.
- 6) Reflect upon their own journey of formation and how they may be called to minister to the next generation.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Allen, Holly Catterton., and Christine Lawton Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. Downers Grove, IL: IVP Academic, 2012. (300 pages)

Jones, Timothy P. *Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples*. Indianapolis, IN: Wesleyan Pub. House, 2011. (210 pages)

Lawson, Kevin E., and Scottie May, ed. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade Books, 2019. (25)

Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus with Young People*. London: SPCK Publishing, 2014. (250)

(If any of the above texts are not readily available, please contact professor for alternative titles).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Estep, James Riley, and Jonathan H. Kim. *Christian Formation: Integrating Theology & Human Development*. Nashville, TN: B & H Academic, 2010.

Mancini, Will. *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement*. San Francisco, CA: Jossey-Bass, a Wiley Imprint, 2008.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
 - Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Attendance, Participation and Required Readings - 15% of Final Grade

Each student is required to attend all lectures, read required texts, and participate in class discussions. Students will submit five follow-up questions related to class lectures at the end of each month.

Required: Five thoughtful questions incorporating thoughts presented in the lecture and/or readings presented prior to the due date.

Due on: Friday, Oct 7, Nov. 4, Dec. 2

Discussion Questions Grading Rubric:

	A	B	C	D
--	---	---	---	---

Completeness of post	Comprehensive response; 3-5 thoughtful questions posed; does not exceed limit	Somewhat comprehensive does not exceed limit	Shorter length; incomplete post	Far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; active reflection questions posed substantiated with class material and additional resources; obvious integration with one's ministry context	Thoughtful; occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; thoughtful responses	Posting on time; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after class discussion; less thoughtful responses	Late posting; rarely responds; responses not thoughtful

Penalty for late discussion questions:

“Late questions” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for those questions. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

2. Reflection Paper - Due Friday, Oct 14, 2022, by 11:59pm; 20% of Final Grade

Choose an essay from Lawson and May’s compilation, *Children's Spirituality: Christian Perspectives, Research, and Applications*. Write a four-page double spaced reflection paper exploring how the ideas expressed relate to your context.

3. Interview Presentations given Thurs. Nov 10, 2022 & Interview Paper - Due Fri. Nov. 11, 2022, by 11:59pm; 30% of Final Grade

i) Interviews

The purpose of these interviews is to integrate theory with experiential learning. How do the ideas presented in class and required readings directly relate to the discipleship of individuals and families? Consent is needed from each interviewee and the consent form is provided at the end of the syllabus. Further details concerning consent and confidentiality of the interview will be discussed in class. Due to COVID-19 restrictions, you may be limited to virtual engagement.

Option A) Interview 3 parents in your community context who display qualities you believe to be congruent with being a “Spiritually Formed Family”. Take note of any and all commonalities, and how these relate to your readings.

Option B) Interview 3 adults who have been spiritually instrumental in your life during a formative season. Take note of any and all commonalities and how these relate to your readings.

Some sample starter questions (feel free to create your own).

Option A:

- How do they raise their children?

- Are there any values that they particularly want to pass down to their children?
- What role does the church/church community play in the spirituality of their family?
- What role if any do extended family members have in the raising of their children?

Option B:

- Are they aware of the impact they had on your life in a formative season?
- Do they view themselves as a Paul, Barnabas or Timothy in others lives?
- Is there any specific value or skill they wish to pass along to others?
- Was there anyone particularly influential in passing along the faith to them?

ii) Present

Present the themes you discovered to the class in a 7-minute presentation. Consider:

- What themes emerged?
- What you learned: Did anything surprise you? Why or why not?
- How this relates to your context of life and ministry?

iii) Submit

Submit a 4-page paper double spaced that summarizes the themes outlined in the presentation and connects them to concepts presented in class and the required readings.

4. Final Integration Paper – Due Thurs. Dec. 8, 2022, by 11:59pm; 35% of Final Grade

This final paper, 10 pages in length (double spaced), will be a synthesis of all accumulated learning throughout this course including required readings, lectures, interviews, and assignments.

- Identify a concept learned in this course, illustrate how this concept is critical to the spiritual formation of children/youth and/or families
- Utilizing Will Mancini’s, “Vision Frame”, illustrate how this will be expressed in your personal ministry context.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Attendance, Participation, and Required Readings	15 %
Children’s Spiritual Reflection Paper	20 %
Interviews: Presentation and Paper	30 %
Final Integration Paper	35 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

- Please submit all your work in **PDF format** only.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Required Readings

By following the below recommendations, you will receive the most relevancy from the required texts.

Children's Spirituality

- Throughout this course, various essays from this compilation will be recommended as relevant according to class discussions.
- For the purposes of the Reflection Assignment, you will have to have chosen and read an essay of your choice in advance of the paper due date.

Contemplative Youth Ministry: Practicing the Presence of Jesus

Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship

Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples

Course Schedule and Content

Sept. 15: Introduction & Overview:

· **Main Topic:** Class framework (Kayak, Canoe, Ship); Read syllabus, discuss requirements for class work, participation and readings.

Sept. 22: Defining the Landscape

- **Main Topic:** Defining important terms; Children/Youth/Family Spiritual Formation in the current Canadian Context.
- **Related Readings:** Children's Spirituality; Pages 1-8; 159-171

Sept. 29: Following the Signposts Before Us

- **Main Topic:** Biblical/ Theological/Historical Foundations for Children and Spiritual Formation
- **Related Readings:** Children's Spirituality; Pages 34-45; 65-82

Oct. 6: Formation Development 1 & 2

- **Main Topic:** Infancy/ Child/Youth Faith Development Stages and Theories
- **Related Readings:** Children's Spirituality; Pages 83 -111; 231- 247
- **Due:** 5 Questions based on this month's topics to be submitted by **Oct. 7**, 11:59p.m.

Oct. 13: Practical Pathways for Formation

- **Main Topic:** Practicing Awareness: Integrating Spiritual Disciplines and Spiritual Pathways
- **Related Readings:** Contemplative Youth Ministry
- **Due:** Reflection Paper due by **Oct. 14**, 11:59 p.m.

Oct. 20: Bringing it Home

- **Main Topic:** Family Formation: Spiritual Parenting, Family Ministry, Faith in the Home
- **Related Readings:** Family Ministry Field Guide; Children's Spirituality pages 177-192

Oct. 27: Reading Week (No Class)**Nov. 3: One Generation to Another**

- **Main Topic:** Intergenerational Ministry; Church Gathering expressions Liturgy, Ministry, Community.
- **Related Readings:** Intergenerational Christian Formation; Children's Spirituality in Intergenerational Christian Settings by Holly Catterton Allen (pages 266- 284)
- **Due:** 5 Questions based on this past month's topics to be submitted by **Nov. 4**, 11:59p.m.

Nov. 10 Learning from One Another

- **Main Topic:** Class Presentations on Interview Themes
- **Due:** Interview Reflection Paper due by **Nov. 11**, 11:59 p.m.

Nov. 17: Ministry Praxis Part I

- **Main Topic:** Developing a Vision Frame for your Family/Ministries
- **Related Readings:** Family Ministry Field Guide

Nov. 24: Ministry Praxis Part II

- **Main Topic:** Spiritual Direction with Children, Youth & Families

- **Related Readings:** Contemplative Youth Ministry; Children's Spirituality Pages 196-213

Dec. 1: Soul Care for Caregivers

- **Main Topic:** How to ensure that as we are caring for the spiritual formation of others that we do not neglect our own.
- **Related Readings:** Contemplative Youth Ministry
- **Due:** 5 Questions based on this past month's topics to be submitted by Dec. 2, 11:59p.m.

Dec. 8: From Maintenance to Mission

- **Main Topic:** Where do we go from here? Exploring Missional opportunities in your context.
- **Related Readings:** Children's Spirituality Pages 388-402
- **Due:** Integrative Final Paper due **Dec. 8**, by 11:59 p.m

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Allen, Holly Catterton. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade, 2008.

Bakke, Odd Magne. *When Children Became People: The Birth of Childhood in Early Christianity*. Minneapolis, MN: Fortress, 2005.

Barna, George. *Transforming Children into Spiritual Champions*. Ventura, CA: Regal, 2003.

Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship*. Grand Rapids, MI: Baker, 2010.

Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. El Cajon, CA: Youth Specialties, 2004.

Bengtson, Vern L. *Families and Faith: How Religion Is Passed down across Generations*. Oxford University Press, 2017.

Berryman, Jerome. *Teaching Godly Play: How to Mentor the Spiritual Development of Children*. Denver: Morehouse Pub., 2009.

Boyd, Jared Patrick. *Imaginative Prayer: a Yearlong Guide for Your Child's Spiritual Formation*. IVP Books, an Imprint of InterVarsity Press, 2017.

- Bunge, Marcia J. *The Child in Christian Thought*. Grand Rapids, MI: W.B. Eerdmans, 2001.
- Carlson, Gregory C., and Michael J. Anthony. *Perspectives on Children's Spiritual Formation: Four Views*. Nashville, TN: B & H Academic, 2006.
- Estep, James Riley, and Jonathan H. Kim. *Christian Formation: Integrating Theology & Human Development*. Nashville, TN: B & H Academic, 2010.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper San Francisco, 1995.
- Keeley, Robert J. *Helping Our Children Grow in Faith: How the Church Can Nurture the Spiritual Development of Kids*. Grand Rapids, MI: Baker, 2008.
- Lawson, Kevin E., and Scottie May. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade Books, 2019.
- MacBeth, Sybil. *Praying in Color*. Brewster, MA: Paraclete, 2009.
- MacBeth, Sybil. *Praying in Color (Kids' Edition)*. Brewster, MA: Paraclete, 2009.
- May, Scottie. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI: William B. Eerdmans Pub., 2005.
- May, Scottie. "Faith Like a Child | Christianity Today | A Magazine of Evangelical Conviction." *Christianity Today*. 18 Apr. 2012. <<http://www.christianitytoday.com/ct/2006/maywebonly/118-52.0.html>>.
- Morgenthaler, Shirley K. *Right from the Start: A Parent's Guide to the Young Child's Faith Development*. St. Louis: Concordia Pub. House, 2001.
- Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters*. London: Church House, 2009.
- Powell, Kara Eckmann, and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids, MI: Zondervan, 2011.
- Ratcliff, Donald, and Brenda Ratcliff. *Childfaith: Experiencing God and Spiritual Growth with Your Children*. Eugene, OR: Cascade, 2010.
- Ratcliff, Donald, and Marcia G. McQuitty. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade, 2004.

Roehlkepartain, Eugene C., Pamela Ebstyn King, Linda Wagener, and Peter L. Benson. *The Handbook of Spiritual Development in Childhood and Adolescence*. Thousand Oaks, CA: Sage Publications, 2006.

Shelly, Judith Allen. *Spiritual Needs of Children*. London: Scripture Union, 1984.

"Spiritual Parenting: An Empowering DVD Resource for Parents." *Spiritual Parenting*. David C Cook. 15 Apr. 2012. <<http://www.davidccook.com/parenting/>>.

Smith, Traci. *Faithful Families: Creating Sacred Moments at Home*. Chalice Press, 2017.

Staal, David. *Leading Kids to Jesus: How to Have One-on-one Conversations about Faith*. Grand Rapids, MI: Zondervan, 2005.

Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Grand Rapids, MI: Baker Academic, 2010.

Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Grand Rapids, MI: Baker, 1998.

Strange, W. A. *Children in the Early Church: Children in the Ancient World, the New Testament and the Early Church*. Eugene, OR: Wipf & Stock, 2004.

Thomas, Gary. *Sacred Pathways: Discover Your Soul's Path to God*. Grand Rapids, MI: Zondervan, 2000.

Tobias, Cynthia Ulrich. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Colorado Springs, CO: Focus on the Family Pub., 1994.

Ware, Bruce A. *Big Truths for Young Hearts: Teaching and Learning the Greatness of God*. Wheaton, IL: Crossway, 2009.