**CM204 Understanding Today’s Child**

**Course Syllabus for CMI On-Campus**

**I. Course description**

Understanding Today’s Child is a study of child development and behavior from birth through adolescence as related to the unique problems faced in today’s society. Emphasis is placed on the role of the parent/teacher in helping children to develop physically, socially, emotionally, intellectually, and spiritually. Students will learn how to help children who are victims of divorce, abuse, and other dysfunctional situations. In addition, students will also learn how to teach children from various religious backgrounds.

**II. Rationale**

Today’s child is growing up in a world that is incredibly complex and ever-changing. The days of carefree childhood are history. In order to effectively minister to the child of the 21st century, the children’s worker must have insight into the child’s unique problems (home, culture, religious background) and an understanding of how to meet his needs through teaching situations as well as one-on-one.

Understanding Today’s Child should broaden the children’s workers’ perspective on the nature of childhood (0-17 years of age) and provide some practical insights for relating to children according to their level of physical, social, intellectual, and spiritual development. The worker will also a develop greater sensitivity toward today’s child and his needs, taking into consideration his family life as well as religious background.

**III. Prerequisites**

Born-again Christian

High School graduate

No prerequisite courses

**IV. Course objectives**

# A. Cognitive

The student will

1. Become familiar with the age group characteristics and personality development of children from birth through adolescence.

2. Evaluate his role as a children’s worker or parent in helping children to develop physically, socially, emotionally, intellectually, and spiritually in a teaching situation or one-on-one.

3. Be able to identify children from at risk backgrounds.

4. Become familiar with the foundational beliefs of secular humanism, Roman Catholicism, Buddhism, Islam, Hinduism, Mormonism, and Jehovah's Witnesses for teaching children from these backgrounds.

**B. Affective**

The student will

1. Appreciate the different characteristics of child development as a process designed by God.

2. Desire strongly to meet the needs of today’s child in his class and on a personal level.

3. Value the influence he can have on the lives of children, including those from troubled backgrounds.

4. Desire to be used of God in relating biblical truths to children who may be indoctrinated in other religious beliefs.

**C. Performance**

The student will

1. Conduct four interviews with children and write a summary paper based on interviews of different age groups.

2. Participate in an in-class drama portraying characteristics of an assigned age group.

3. Complete all reading assignments for the course. (*Wholly Kids* by LifeWay Press®, *Teaching the Roman Catholic Child,* *Linger by the Well: Teaching the Muslim Child,* and portions assigned for the elective subject chosen in the course.

4. Compile information on one major religion based on class notes and personal research. Give a group oral report on that religion.

5. Participate in a study group to explore further topics concerning children at risk.

6. Research websites and books on the topic of troubled children, submitting a summary of each.

**V. Instructional procedures**

Course objectives will be achieved by a variety of activities. In addition to lectures, students will learn from instructional videos, personal research, small group discussions, and group research. Students observe the demonstration of a class designed for preschoolers with children present in the classroom. Students will conduct interviews with children of different age groups, allowing them to determine if their findings were similar or dissimilar to the age group characteristics learned through reading and classroom instruction.

**VI. Course materials**

# A. Textbooks

1. *Wholly Kids.* 2016.LifeWay Press; Nashville: Kids Ministry Publishing.
2. *Linger by the Well, Teaching the Muslim Child.* Lykke Jensen, Dorthe; European Child Evangelism Fellowship, 2016.
3. *Teaching the Roman Catholic Child.* Reid, Paul; CEF Centre Kilchzimmer, 2016.

B. Class notes and supplementary materials as the instructors deem necessary.

**VII. Attendance policy**

Regular and punctual attendance is expected of all students due to the progressive nature of the course. No more than **three class periods** may be missed without jeopardizing the satisfactory completion of Understanding Today’s Child.

**VIII. Grading system**

All students are encouraged to strive for excellence in every aspect of their training to bring honor to the Lord and to develop to their fullest potential. Therefore, all assignments must be presented on time and will be graded according to the evaluation criteria of the course.

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| --- | --- | --- |
| **Assignment** | **Percentage** | **Point Value** |
| Interviews and observation summary | 25% | 25 |
| In-class drama (age group characteristics) | 10% | 10 |
| Reading and participation in study group | 20% | 20 |
| Compiling information on one major religion | 15% | 15 |
| Group Oral Report | 10% | 10 |
| Research summary on children at risk websites and books | 20% | 20 |
|  |  |  |
| **TOTAL** | 100% | 100 |

**IX. Assignments and activities**

All uploaded homework is due by 7:30 AM Central Time on its due date.

**Monday Assignments**

# Reading Assignments:

**Note:** All reading assignments are due by 8:30 AM Central Time on their due date. Check off the reading that has been completed on the clipboard in the back of the classroom. On the final day of the course, submit the Reading Requirements Completion form on cefcmi.com.

# *Teaching Adolescents:* (Only those in the Teaching Adolescents class)

# Read *Meet Generation Z: Understanding and Reaching the New Post-Christian World* by James Emery White Chapters 1-3 (Book available on reserve in the Dr. Martha Wright Library. Please read in the library.)

In the Reading Requirements section of the course, click on the link to watch the video, “Gay Girl, Good God: The Story of Who I Was and Who God Has Always Been.” Watch this video before Tuesday at 8:30 AM.

***Teaching Little Kids:***(Only those in the Teaching Little Kids class)

Read *Baby and Child Care*

1997 Version: Pages 331-334, 353-359, 367-370, 377-388

2007 Version: Pages 293-295, 309-315, 323-325, 331-340

(Book available on reserve in the Dr. Martha Wright Library. Please read in the library.)

1. **Work on other reading assignments in the course.**
2. **Teaching Children from Different Religious Backgrounds (all)**

Work on researching the major religion you have chosen. Meet with your group to determine how the work will be distributed, how the information will be compiled, when you will meet to discuss your findings, when the final work must be completed for submission.

1. **Age Group Characteristics**
2. Begin reading – *Wholly Kids*
3. Work on interviewing children for final assignment

**Tuesday**

Check off all reading assignments that have been completed on the clipboard located in the back of the classroom.

**Tuesday Assignments**

1. **Reading**

Continue reading for the different class sessions.

**Note:** All reading assignments are due by 8:30 AM Central Time on its due date. Check off the reading has been completed

1. **Teaching Children from Different Religious Backgrounds**
2. Continue to work on researching the major religion you have chosen.
3. Begin planning the oral presentation
4. Complete reading assignments *Teaching the Roman Catholic Child* and *Linger by the Well: Teaching the Muslim Child*
5. **Children at Risk**
6. Plan when your study group will meet to read and discuss the article you have chosen.
7. If there is time, begin researching websites and books for the Children at Risk Research Assignment.
8. **Age Group Characteristics**
   1. Continue reading – *Wholly Kids*
   2. Work on interviewing children for final assignment

**Wednesday**

Check off all reading assignments that have been completed on the clipboard located in the back of the classroom.

**Wednesday Assignments**

1. **Reading**

Continue reading for the different class sessions.

**Note:** All reading assignments are due by 8:30 AM Central Time on its due date. Check off the reading has been completed

# *Teaching Adolescents:* (Only those in the Teaching Adolescents class)

# Read *Meet Generation Z: Understanding and Reaching the New Post-Christian World* by James Emery White Chapter 6 (Reference book in library)

1. **Age Group Characteristics**

# Meet with your group to practice for your in-class drama.

# Continue reading – *Wholly Kids*

* 1. Work on interviewing children for final assignment

1. **Teaching Children from Different Religious Backgrounds**
2. Continue to work on researching and compiling the group information on the major religion chosen.
3. Prepare for the oral presentation.
4. **Children at Risk**
5. Read and discuss the article you have chosen.
6. Continue researching websites and books for the Children at Risk Research Assignment.

**Thursday**

1. Check off all reading assignments that have been completed on the clipboard located in the back of the classroom.
2. Participate in the in-class drama (Age Group Characteristics)

**Thursday Assignments**

1. Complete remaining reading assignments
2. Complete and upload research/document on Teaching Children from Different Religious Backgrounds with group
3. Practice for the 15-minute group oral report for Teaching Children from Different Religious Backgrounds
4. Complete and upload Children at Risk Study Group Assignment
5. Complete Understanding Today’s Child Course Evaluation

**Friday**

1. Check off all reading assignments that have been completed on the clipboard located in the back of the classroom.
2. Participate in oral report for Teaching Children from Different Religious Backgrounds.
3. After participating in the discussion, go to cefcmi.com to complete the oral report form. This is due by 11:59 PM on Friday.

**Friday Assignments** (Due Monday of Week 3 by 7:30 AM)

1. Complete interviews and two-three page summary - Age Group Characteristics Interview Assignment – upload
2. Complete Children at Risk Research Assignment – upload