

# ANCCI UNIVERSITY

Amarillo, Texas

College of Education

Course Syllabus In

## : R Ed. 50I: Foundation of Christian Education

**Course Description** : A study of education base on biblical basis of Christian education and its basic principle, strategies of teaching and learning. Students will learn the foundation of education and will apply its principle and strategies in their own.

**Prerequisite** : None  
**Unit Credit** : 3  
**Credit Hours** : 3 hours per week

### Objectives:

1. Express in writing a clear biblical basis for Christian Education.
2. Compare, contrast and describe the process of physical and mental development as it relates to Christian Education.
3. Articulate in their own views and ideas on how an individual should impact on Christian Education.
4. Express some insights regarding how teaching and learning process should take into consideration the various forms of knowledge regarding the foundation of Christian Education.

### Course Content

Course Schedule	Course Objectives or Learning Outcomes	Content	Teaching Strategies	Evaluation
13 hrs.	<ol style="list-style-type: none"><li>1. Acquaint themselves with the course objectives and requirements</li><li>2. Review the background of christian faith and its effects to Christianity today</li><li>3. Trace the history of Christian Education</li></ol>	<ul style="list-style-type: none"><li>• Leveling off of expectations: The Course Syllabus</li><li>• Introduction to Christian Education</li></ul>	<ul style="list-style-type: none"><li>• Class Discussion</li><li>• Small Group</li><li>• Discovery Approach</li><li>• Individual Reporting</li><li>• Book Report</li></ul>	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Periodic Exams</li><li>• Reaction Paper</li><li>• Reporting</li></ul>

13 hrs.	<ol style="list-style-type: none"> <li>1. Develop Critical Thinking</li> <li>2. Build up appreciation on Christian Education</li> <li>3. Explain the values and attitudes outcomes</li> <li>4. Develop Appreciation and gain insights from historical Foundation of educations.</li> <li>5. Explain the values and traditions being pass on by the philosophers and educators</li> </ol>	<ul style="list-style-type: none"> <li>• Attitudes and Values Outcomes</li> <li>• Evaluation of Learning</li> <li>• Good Character</li> <li>• Ancient to Roman Education</li> <li>• Primitive Education</li> <li>• Oriental Education</li> <li>• Egyptian Education</li> <li>• Greek Education</li> <li>• Spartan</li> <li>• Education</li> <li>• Athenian</li> <li>• Education</li> <li>• Roman Education</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Integrative and Cooperative</li> <li>• Learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Periodic Exams</li> <li>• Oral Recitation</li> <li>• Sequencing of events</li> <li>• Reaction paper</li> </ul>
14 hrs	<ol style="list-style-type: none"> <li>1. Trace the historical development of Education from the Medieval period to Saracenic Approach to Education</li> <li>2. Cite the contributions of different periods</li> </ol>	<ul style="list-style-type: none"> <li>• Medieval Education</li> <li>• Education Attitudes and Practices of Jesus</li> <li>• Early Christian Church</li> <li>• Monasticism</li> <li>• Scholasticism</li> <li>• Chivalric Education</li> <li>• The Guild Approach to Education</li> <li>• Saracenic Approach to Education</li> </ul>	<ul style="list-style-type: none"> <li>• Internet research about the history and origin of education</li> <li>• Cooperative learning</li> <li>• Reading and reaction paper and insights from each era of education</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Recitation</li> <li>• Reporting</li> <li>• Insights</li> <li>• Assignments</li> <li>• Periodic Exams</li> </ul>
14 hrs	<ol style="list-style-type: none"> <li>1. Distinguish the Renaissance to Naturalism</li> <li>2. Discuss Naturalism to the 21<sup>st</sup> century education</li> <li>3. Identify the contributions of the different philosophy in Education</li> </ol>	<ul style="list-style-type: none"> <li>• The Renaissance to the Age of Naturalism in Education</li> <li>• Italian or Individualistic Humanism</li> <li>• Northern or Social Humanism</li> <li>• Reformation</li> <li>• The Catholic Counter-Reformation</li> <li>• The Realistic</li> </ul>	<ul style="list-style-type: none"> <li>• Research regarding the updated philosophy</li> <li>• Term paper</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic Exams</li> <li>• Quizzes</li> <li>• Term paper</li> <li>• Reporting</li> </ul>

		<p>Movement</p> <ul style="list-style-type: none"><li>• Literary Realism</li><li>• Social Realism</li><li>• Sense and Formal Discipline</li><li>• Naturalism to the 21<sup>st</sup> Century</li></ul>		
--	--	---	--	--

### Grading System

The grading System of the University will be adopted

#### References:

Ozmon, Howard et al., Philosophical Foundation of Education  
Englewood Cliff, New Jersey: Charles Meril Publishing Co. 1995  
Ford, LeRoy Design for Teaching and Training Broadman Press 1978

[www.bigchalk.com](http://www.bigchalk.com)  
<http://11school.ef.com>  
[www.fordham.edu](http://www.fordham.edu)

Submitted by: Sonia M. Villaester D.C.Ed