

**PASTORAL PLANNING AND EVALUATION
[REGR 6747]**

TENTATIVE SYLLABUS

**Wednesday 7:00-8:50
Fall 2013**

Prof. Tom Beaudoin
Graduate School of Religion and Religious Education, Fordham University

*...try out this ancient page for consistency
the script is tight and the twists always work
until you come to the part about learning*

—Martin Finke, "Give Me Writer's Block" (2001)

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Required Books

Mark Lau Branson, *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change* (Alban Institute, 2004), ISBN 978-1566992886

Kathleen Cahalan, *Projects That Matter: Successful Planning and Evaluation for Religious Organizations* (Alban Institute, 2003), ISBN 978-1566992763

William Pickett, *A Concise Guide to Pastoral Planning* (Ave Maria Press, 2007), ISBN 978-1566992886

Introduction and Goals

Pastoral planning is the theological art of cultivating practices that structure a coherent pastoral experience for a community. Pastoral planning asks: What will it take to make ministry happen well, here and now? Such planning questions also entail perspectives on "evaluation," in which gauges are developed for assessing the projects or procedures – the structuring – of a coherent pastoral experience. In pastoral planning, questions about the governance of Christian life and identity continually surface, and we will see that to plan pastorally with and for others is at the same time to plot one's own pastoral life.

In this course, students will gain an introduction to basic literature and questions in pastoral planning and evaluation, sharpen their thinking about what pastoral planning and evaluation are in the lives of pastoral leaders, and hone skills in planning and evaluation.

Fordham Univ English Syllabi

Leah C. Fowler



Fordham Univ English Syllabi:

General Catalogue of Fordham University, 1920

Decolonizing the English Literary Curriculum

Quayson, Ankhi Mukherjee, 2023-11-09 George Floyd's death on May 25th 2020 marked a watershed in reactions to anti Black racism in the United States and elsewhere. Intense demonstrations around the world followed. Within literary studies the demonstrations accelerated the scrutiny of the literary curriculum, the need to diversify the curriculum and the need to incorporate more Black writers. *Decolonizing the English Literary Curriculum* is a major collection that aims to address these issues from a global perspective. An international team of leading scholars illustrate the necessity and advantages of reform from specific decolonial perspectives with evidence based arguments from classroom contexts as well as establishing new critical agendas. The significance of *Decolonizing the English Literary Curriculum* lies in the complete overhaul it proposes for the study of English literature. It reconnects English studies, the humanities and the modern international university to issues of racial and social justice. This book is also available as Open Access on Cambridge Core. *English Language Arts as an Emancipatory Subject* Andrew Goodwyn, Cal Durrant, Marshall George, Jacqueline Manuel, Wayne Sawyer, Melanie Shoffner, 2024-12-24 *English Language Arts as an Emancipatory Subject* explores the changing nature and history of the English Language as an emancipatory subject as well as how its current activities and projects address and challenge inequalities. Various forms of critical literacy have established English teaching as a radical force for social justice and subversion. However, the expert contributors to this book question whether English is a force for good in its capacity to develop literate citizens or are there larger contemporary complications surrounding it. This book will re-examine the history of English, its present quality as a classroom subject and its future potential to re-establish itself as an agent of social equality and change. Edited by internationally leading scholars from the UK, USA and Australia with contributions from New Zealand and Canada, this work will also inspire English teachers to view their subject as one through which positive differences are imagined and complex real life issues are debated and challenged in the classroom. The volume is an excellent overview of research and the latest thinking about the nature of English as an emancipatory subject, its distinguished history and its potential for the future. It will be a key resource for the research and teacher education community, English teachers, student teachers and anyone who views English teaching as a catalyst of social change. **Critical Reading Across the**

Curriculum, Volume 1 Robert DiYanni, Anton Borst, 2017-05-01 Powerful strategies, tools and techniques for educators teaching students critical reading skills in the humanities. Every educator understands the importance of teaching students how to read critically. Even the best teachers, however, find it challenging to translate their own learned critical reading practices into explicit strategies for their students. *Critical Reading Across the Curriculum: Humanities Volume 1* presents exceptional insight into what educators require to facilitate critical and creative thinking skills. Written by scholar educators from across the humanities, each of the thirteen essays in this volume describes strategies educators have successfully

executed to develop critical reading skills in students studying the humanities These include ways to help students focus actively re read and reflect to re think and re consider understand the close relationship between reading and writing become cognizant of the critical importance of context in critical reading and of making contextual connections learn to ask the right questions in critical reading and reasoning appreciate reading as dialogue debate and engaged conversation In addition teachers will find an abundance of innovative exercises and activities encouraging students to practice their critical reading skills These can easily be adapted for and applied across many disciplines and course curricula in the humanities The lifelong benefits of strong critical reading skills are undeniable Students with properly developed critical reading skills are confident learners with an enriched understanding of the world around them They advance academically and are prepared for college success This book arms educators librarians high school teachers university lecturers and beyond with the tools to teach a most paramount lesson

Directory of Corporate Counsel, 2023 Edition , Learning English Incidentally David Segel, Elise Henrietta Martens, Howard Washington Oxley, James Frederick Rogers, John Hamilton McNeely, Junius Lathrop Meriam, Mary Dabney Davis, Walter Herbert Gaumnitz, Walter James Greenleaf, Willis Branson Coale, Maris Marion Proffitt, 1937

English for Academic Purposes in Neoliberal Universities: A Critical Grounded Theory Gregory Hadley, 2014-10-28 The critical grounded theory presented in this book offers valuable insights on the social processes and strategies used by Blended English for Academic Purposes Professionals BLEAPs at higher education institutions as they struggle to negotiate the challenges arising from a new focus on recruiting international students and hunting for other resources for their universities Drawing from in depth interviews with numerous research participants at over eleven higher educational institutions in the UK Japan and the United States this work focuses on those who have been precariously placed as middle manager at many EAP and TESOL programs Lacking in both positional power or permanence these BLEAPs are faced with many challenges as they seek to understand their changing role in higher educational institutions and engage in strategies that can help them gain greater control over issues in their profession

Best 357 Colleges, 2005 Edition Princeton Review (Firm), 2004 Known as the smart buyer s guide to college this guide includes all the practical information students need to apply to the nation s top schools It includes rankings and information on academics financial aid quality of life on campus and much more

Digital-Age Teaching for English Learners Heather Rubin, Lisa Estrada, Andrea Honigsfeld, 2021-12-28 Bridge the Digital Divide with Research Informed Technology Models Since the first edition of this bestselling resource many schools are still striving to close the digital divide and bridge the opportunity gap for historically marginalized students including English learners And the need for technology infused lessons specifically aligned for English learners is even more critically needed Building from significant developments in education policy research and remote learning innovations this newly revised edition offers unique ways to bridge the digital divide that disproportionately affects culturally and linguistically diverse learners Designed to support equitable access to engaging and enriching digital age

education opportunities for English learners this book includes Research informed and evidence based technology integration models and instructional strategies Sample lesson ideas including learning targets for activating students prior knowledge while promoting engagement and collaboration Tips for fostering collaborative practices with colleagues Vignettes from educators incorporating technology in creative ways Targeted questions to facilitate discussions about English language development methodology Complete with supplementary tools and resources this guide provides all of the methodology resources needed to bridge the digital divide and promote learning success for all students [School Life](#),1937

Catalogue ... with Announcements Fordham College,1927

Peterson's Graduate Programs in Business, Education, Health, Information Studies, Law & Social Work 2012 Peterson's,2012-05-15 Peterson's Graduate Programs in Business Education Health Information Studies Law Social Work 2012 contains a wealth of info on accredited institutions offering graduate degrees in these fields Up to date info collected through Peterson's Annual Survey of Graduate and Professional Institutions provides valuable data on degree offerings professional accreditation jointly offered degrees part time evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions about a specific graduate program or department faculty members and their research and more Also find valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies

Promoting Literacy Development Patricia A. Antonacci,Catherine M. O'Callaghan,2011-05-02 Fifty research based literacy strategies designed for busy K 8 classroom teachers Organized around 10 key areas for teaching and learning literacy phonemic awareness phonics reading fluency vocabulary story comprehension comprehension of informational text questioning for understanding discussion for understanding narrative writing and writing to learn Promoting Literacy Development offers 50 clearly written step by step strategies for developing proficient readers and writers The authors also include suggestions for differentiating instruction for English language learners and for students with special needs

Preparing English Learners for College and Career María Santos,Martha Castellón Palacios,Tina Cheuk,Rebecca Greene,Diana Mercado-Garcia,Lisa Zerkel,Kenji Hakuta,Renae Skarin,2018 How do school communities create environments that fully prepare both English learners and dual language learners for colleges and careers This valuable book profiles six high performing high schools that had a singular focus on improving the educational outcomes of English learners The authors use these case studies to identify a comprehensive set of design elements and shared values that were key factors in yielding extraordinary results These include a school wide language development framework that integrates content analytical practices and language learning a broad and dynamic view of assessment practices intensive social emotional support for students and their families and mission driven staff and leadership that maximize learning opportunities across classrooms The practices employed in these schools

are not only essential for English learners success but as the performance data shows they also benefit all students This is my kind of change book clear and deep causes one to think and inspires the reader to what may be possible on a wide scale From the foreword by Michael Fullan professor emeritus University of Toronto The schools featured in this set of beautifully drawn case studies reveal how they managed to beat the odds for their students and there is much to learn by looking closely at what made them so effective Lilly Wong Fillmore professor University of California Berkeley This book is a rich resource for all educators driven to ensure that all multilingual learners are ready for college and career Ang lica Infante Green deputy commissioner New York State Education Department *Writing Program Architecture* Bryna Siegel Finer, Jamie

White-Farnham, 2017-11-01 Writing Program Architecture offers an unprecedented abundance of information concerning the significant material logistical and rhetorical features of writing programs Presenting the realities of thirty diverse and award winning programs contributors to the volume describe reporting lines funding sources jurisdictions curricula and other critical programmatic matters and provide insight into their program histories politics and philosophies Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA program conception population served funding assessment technology curriculum and more The architecture of the book itself makes comparison across programs and contexts easy not only among the programs described in each chapter but also between the program in any given chapter and the reader's own program An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program described in a Primary Document section of each chapter The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation beams posts scaffolding the institutional structures that alongside its people anchor a program to the ground and keep it standing The most extensive resource on program structure available to the field Writing Program Architecture illuminates structural choices made by leaders of exemplary programs around the United States and provides an authoritative source of standard practice that a WPA might use to articulate programmatic choices to higher administration Contributors Susan Naomi Bernstein Remica Bingham Risher Brent Chappelow Malkiel Choseed Angela Clark Oates Patrick Clauss Emily W Cosgrove Thomas Deans Bridget Draxler Leigh Ann Dunning Greg A Giberson Maggie Griffin Taylor Paula Harrington Sandra Jamieson Marshall Kitchens Michael Knievel Amy Lannin Christopher LeCluyse Sarah Liggett Deborah Marrott Mark McBeth Tim McCormack John McCormick Heather McGrew Heather McKay Heidi A McKee Julianne Newmark Lori Ostergaard Joannah Portman Daley Jacqueline Preston James P Purdy Ben Rafoth Dara Regaignon Nedra Reynolds Shirley Rose Bonnie Selting Stacey Sheriff Steve Simpson Patricia Sullivan Kathleen Tonry Sanford Tweedie Meg Van Baalen Wood Shevaun Watson Christy I Wenger Lisa Wilkinson Candace Zepeda **Critical**

Essays on Resistance in Education David M. Moss, Terry A. Osborn, 2010 It is possible to say that resistance in education has always been resisted the point of course is who is doing the resisting Why they are resisting what they are resisting and

whose interests are being served by these acts of resistance David M Moss and Terry A Osborn s provocative collection of essays on educational resistance gives new scope and meaning to the term resistance in the context of today s challenges to and on behalf of social justice education It is an important contribution to the field of critical education Peter McLaren Graduate School of Education and Information Studies University of California Los Angeles Book Jacket **Media Literacy** Marjorie Heins,Christina Cho,2003 **A Curriculum of Difficulty** Leah C. Fowler,2006 Textbook **N.C.T.E. Curriculum Series** National Council of Teachers of English,National Council of Teachers of English. Commission on the English Curriculum,1954 *Hearings* United States. Congress. House. Committee on Appropriations,1946

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