



Online Course Syllabus

MIN616, L01.A

Principles of Teaching

Spring 2020

Contact Information

Instructor Name: David Edgell
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Course Description and Prerequisites

An advanced study of principles and methods of effective Christian teaching. Emphasis is placed on developing teaching plans with an opportunity to teach. Approaches include teaching for knowledge, understanding, attitude change, Christian growth, and application.

Course Objectives

1. Formulate a Biblical Basis for the role of the Teacher in Education
2. Express a theoretical paradigm of the teaching and learning process
3. Be able to list the major functions of the teacher in the classroom setting.
4. Be able to demonstrate, through a practice teaching major assignment, a thorough understanding of the teaching process.

Required Textbooks

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Broadman & Holman Publishers. 1999. ISBN 0805411992

Recommended Reading

Edge, Findley B. *Teaching for Results (Revised Edition)*. Broadman and Holman. 1995. ISBN 9780805420159

Hendricks, Howard. *Teaching to Change Lives*. Multnomah Books. 1987. ISBN 9781590521380

Richards, Lawrence. *Creative Bible Teaching*. Moody Publishers. 1998. ISBN 0802416446

Course Requirements and Assignments

1. **Section Responses:** After reading each major section in the text, *Called to Teach*, you will write your responses to the reflective questions provided by the professor. These responses are to be submitted onto the Canvas site. You must respond to each of your classmate's posts in order to receive full credit for this assignment. Responses are to be thoughtful, grammatically correct, and reflect graduate level ideas.

DUE: 2/3; 2/10; 2/24; 3/2; 3/9 POINTS: 3 to 5 points each

2. **Discussion Leader:** Each student will select a Bible lesson to “teach” for approximately 5 minutes. Then, following the Teacher as Communicator suggestions, each student will lead a 10-minute discussion using a minimum of 3 open questions that address the 4 higher levels in Bloom/Krathwohl’s taxonomy. Detailed instructions for this assignment can be found on Canvas.

DUE: 2/3/20

POINTS: 7 points

3. **Behavioral Objectives:** Each student will write 10 cognitive behavioral objectives, 10 affective objectives, and 10 psychomotor objectives. These are to be typed and submitted on Canvas.

DUE: 2/17/20

POINTS: 10 points

4. **Book Review:** Each student will select one book from the book list provided by the professor. Once you have finished reading the book, you will write a three (3) page response using the Criswell College format and the questions assigned. This assignment is to be submitted on Canvas. You must respond to each of your classmate’s book reviews in order to receive full credit for this assignment. Responses are to be thoughtful, grammatically correct, and reflect graduate level ideas.

DUE: 2/24/20

POINTS: 7 points

5. **Lesson Plan I:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a cognitive lesson will be developed following the model discussed. The lesson plan is to be typed and submitted to Canvas. You must respond to each of your classmate’s lesson plans in order to receive full credit for this assignment. Responses are to be thoughtful, grammatically correct, and reflect graduate level ideas.

DUE: 3/2/20

POINTS: 7 points

6. **Lesson Plan II:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for an affective lesson will be developed following the model discussed in class. The lesson plan is to be typed and submitted to Canvas. You must respond to each of your classmate’s lesson plans in order to receive full credit for this assignment. Responses are to be thoughtful, grammatically correct, and reflect graduate level ideas.

DUE: 3/2/20

POINTS: 7 points

7. **Lesson Plan III:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a psychomotor lesson will be developed following the model discussed in class. The lesson plan is to be typed. The lesson plan is to be typed and submitted to Canvas. You must respond to each of your classmate’s lesson plans in order to receive full credit for this assignment. Responses are to be thoughtful, grammatically correct, and reflect graduate level ideas.

DUE:3/9/20

POINTS: 7 points

8. **Bible Lesson Unit and Final:** This project will be your final exam in the course. You will plan a Bible lesson unit of study that will include six (6) lesson plans. You will have a typed, detailed lesson plan following the model taught in class. These will consist of (2) Cognitive lesson plans, (2) Affective lesson plans, and (2) Psychomotor lesson plans. Your plans are to be submitted on Canvas. Detailed instructions for presenting this teaching session can be found on Canvas.

DUE: 3/16/20 POINTS: 20 points

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students Jeff Campbell, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due	Project Due Date
1/21/20	Teacher as Minister and Synergist	Ch. 10 pp. 223-231 Ch. 1 pp. 3-17	Minister Response Due	1/27/20
1/28/20	Teacher as Mature Person and Communicator	Ch. 2 pp. 19-39 Ch. 3 pp. 43-70	Person Response Due	2/3/20
2/4/20	Teacher as Motivator and Performer	Ch. 4 pp. 71-102 Ch. 5 pp. 103-127	Instructor Response Due	2/10/20
2/11/20	Teacher as Creative Designer and Classroom Manager	Ch. 6 pp. 131-154 Ch. 7 pp. 155-170	Objectives Due Manager Response Due	2/17/20
2/18/20	Teacher as Special Agent and Evaluator	Ch. 8 pp. 171-191 Ch. 9 PP. 193-220	Book Review Due Book Talk Responses	2/24/20
2/25/20	Cognitive Domain Lesson and Affective Domain Lesson	Cognitive Domain Lesson Planning and Affective Domain Lesson Plan	Cognitive Lesson Plan I due Cognitive Lesson Plan Peer Response Affective Lesson Plan Affective Lesson Plan Peer Response	3/2/20
3/2/20	Psychomotor Domain Lesson Psychomotor Lesson Plan Peer Responses	Differentiating Peer Responses	Lesson Plan III due	3/9/20
3/10/20	Wrap-UP	Unit Planning	Bible Lesson Unit Due	3/16/20
	Final	Teaching Video	Video Due	3/16/20

Selected Bibliography

Anderson, G. *The Minister as Teacher*. <https://www.ministrymagazine.org/archive/1959/07/the-minister-as-a-teacher>

Bryan, C D. *Learning to Teach/teaching to Learn: A Holistic Approach*. Nashville, Tenn: Broadman & Holman Publishers, 1993. ISBN 9780805460476

Cionca, John R. *Solving Church Education's Ten Toughest Problems*. Wheaton, IL: Victor Books, 1990. ISBN 9780896937871

Delnay, Robert G. *Teach As He Taught*. Chicago: Moody Press, 1987. ISBN 9780802443403

Hendricks, H. *Teaching to Change Lives*. Multnomah Books. 1987. ISBN 9781590521380.

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass. 2010. ISBN 9780470550472

Mager, Robert F. *Preparing Instructional Objectives*. Belmont, Calif: Lake Pub. Co, 1984. ISBN 0822443414

Yount, William R, and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciplers*. Nashville, Tenn: B & H Academic, 2007. ISBN 0805440666