



# Online Course Syllabus

## MIN 616, L01.A

### Principles of Teaching

### Spring 2021

#### Contact Information

**Instructor Name:** Dr. David Edgell  
**Instructor Email:** dedgell@criswell.edu  
**Instructor Phone:** 757-810-4774  
**Instructor Office Hours:** N/A

#### 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: 1/24; 1/31; 2/7; 2/14; 2/21    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: 1/31/21                                  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: 2/14/21                                  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: 2/21/21                                  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: 2/28/21                                  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: 2/28/21                                  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:3/7/21                                  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: 3/12/21 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, 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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by 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 instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due	Project Due Date
1/19/21	Teacher as Minister and Synergist	Ch. 10 pp. 223-231 Ch. 1 pp. 3-17	Teacher as Minister Response	1/24/21
1/25/21	Teacher as Mature Person and Communicator	Ch. 2 pp. 19-39 Ch. 3 pp. 43-70	Teacher as Person Response Discussion Leader Project and Response	1/31/21
2/01/21	Teacher as Motivator and Performer	Ch. 4 pp. 71-102 Ch. 5 pp. 103-127	Teachers as Instructor Response	2/07/21
2/08/21	Teacher as Creative Designer and Classroom Manager	Ch. 6 pp. 131-154 Ch. 7 pp. 155-170	30 Behavior Objectives Teacher as Manager Response	2/14/21
2/15/21	Teacher as Special Agent and Evaluator	Ch. 8 pp. 171-191 Ch. 9 PP. 193-220	Book Review Due Book Talk Responses	2/21/21
2/22/21	Cognitive Domain Lesson and Affective Domain Lesson	Cognitive Domain Lesson Planning and Affective Domain Lesson Plan	Cognitive Lesson Plan I Cognitive Lesson Plan I Peer Response Affective Lesson Plan II Affective Lesson Plan II Peer Response	2/28/21
3/1/21	Psychomotor Domain Lesson Psychomotor Lesson Plan Peer Responses	Differentiating Peer Responses	Psychomotor Lesson Plan III	3/07/21
3/08/21	Wrap-Up	Unit Planning	Bible Lesson Plan Unit	3/12/21
	Final	Teaching Video	Teaching Video	3/12/21

## 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