



Online Course Syllabus

MIN 616, L01

Principles of Teaching

Spring 2023

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

Richards, Lawrence O. & Bredfeldt, Gary J. *Creative Bible Teaching*. Moody Publishers. 1998. ISBN 0802416446

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

7. **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: 4/16/22

POINTS: 7 points

8. **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:4/23/22

POINTS: 7 points

9. **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: 5/12/22 POINTS: 20 points

Online Course Information

(Faculty Instruction: All courses (including online courses) must contain for each credit hour "not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time" (Credit Hour Policy. Delete this paragraph before finalizing syllabus.)

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,

- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of 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. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student’s:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

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

			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.

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

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due	Project Due Date
		<i>Called to Teach:</i>		
1/17/22	Teacher as Synergist	Ch. 1 pp. 3-17	Teacher as Synergist Response	1/22/22
1/23/22	Teacher as Mature Person	Ch. 2 pp. 19-39	Teacher as Person Response Zoom Session (1/26)	1/29/22
1/30/22	Teacher as Communicator	Ch. 3 pp. 43-70	Discussion Leader Project and Response	2/05/22
2/06/22	Teacher as Motivator	Ch. 4 pp. 71-102	Teachers as Motivator Response	2/12/22
2/13/22	Teacher as Performer	Ch. 5 pp. 103-127	Teachers as Performer Response	2/19/22
2/20/22	Teacher as Creative Designer	Ch. 6 pp. 131-154	30 Behavior Objectives Zoom Session (2/23)	2/26/22
2/27/22	Teacher as Classroom Manager	Ch. 7 pp. 155-170	Teacher as Classroom Manager Response	3/05/22
3/06/22	Teacher as Special Agent	Ch. 8 pp. 171-191	Teacher as Special Agent Response	3/12/22
	Spring Break March 13-17			
3/20/22	Teacher as Evaluator	Ch. 9 PP. 193-220	Book Review Due Book Talk Response	3/26/22
3/27/22	Teacher as Minister	Ch. 10 pp. 223-231	Teacher as Minister Response	4/02/22
4/03/22	Cognitive Domain Lesson	Cognitive Domain Lesson Planning	Cognitive Lesson Plan I Peer Response	4/09/22
4/10/22	Affective Domain Lesson	Affective Domain Lesson Planning	Affective Lesson Plan II Peer Response	4/16/22
4/17/22	Psychomotor Domain Lesson	Psychomotor Domain Lesson Planning	Psychomotor Lesson Plan III Peer Response	4/23/22
4/24/22	Common Practices of Truly Great Teachers	Richards/Bredfeldt Part One/Two	Focusing the Message Response	4/30/22
5/01/22	Choosing and Using Curriculum	Richards/Bredfeldt Part Three-Five	Curriculum Evaluation Response	5/07/22
5/08/22	Wrap-Up	Unit Planning	Bible Lesson Plan Unit	5/12/22

Selected Bibliography

Brown, P. C. (2018). *Make it stick: The science of successful learning*. Belknap Press.

Bryan, C. D. (1993). *Learning to teach: Teaching to learn: A holistic approach*. Broadman Press.

Edge, F. B. (2014). *Teaching for results*. B & H Publishing Group.

Eldridge, D. (Ed.). (2008). *The Teaching Ministry of the Church*. B & H Academic.

Hendricks, H. G. (1984). *Teaching to change lives: Seven proven ways to make your teaching come alive*. Multnomah Press.

LeFever, M. D. (2004). *Creative teaching methods*. Cook Communications.

LeFever, M. D. (2011). *Learning styles: Reaching everyone god gave you to teach*. Cook Communications.

Mager, R. F. (2004). *Preparing instructional objectives*. Jaico Pub. House.

Wax, T. (2014). *Gospel-centered teaching showing christ in all the scripture*. B & H Publishing Group.

Yount, W. R. (2010). *Created to learn*. B & H Academic.

Yount, W., & Barnett, M. (2014). *Called to reach equipping cross-cultural disciplers*. B & H Publishing Group.