



Online Course Syllabus MIN 616OL, L01.SP Principles of Teaching Spring 2024

Contact Information

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Instructor Office Hours: By Appointment (Phone or Zoom)

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.

Richards, Lawrence O. & Bredfeldt, Gary J. *Creative Bible Teaching*. Moody Publishers. 2020.

Recommended Reading

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

Wax, Trevin. *Gospel-centered Teaching: Showing Christ in All the Scripture*. B & H Publishing Group. 2014

Course Requirements and Assignments

1. **Section Responses:** After reading each major section in the texts, *Called to Teach & Creative Bible Teaching*, 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: 1/21; 1/28; 2/11; 2/18; 3/03; 3/10; 3/31; 4/28; 5/05 POINTS: 30 points each

2. **Zoom Class Instruction:** Each student is required to participate in two Zoom Class Instruction meetings. These sessions will include instruction and an opportunity to discuss class material. Topics of discussion will relate to the week in which the Zoom meeting is scheduled.

**HELD: Jan. 25 & Feb. 29 at 7:00 PM (Central Standard Time) These interactions are required
POINTS: 30 points each**

3. **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 3 higher levels in Bloom/Krathwohl's taxonomy. Detailed instructions for this assignment can be found on Canvas.

DUE: 2/04/24 POINTS: 60 points

4. **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: 2/25/24 POINTS: 100 points

5. **Book Review:** Each student will select one book from the book list provided by the professor (Selected Bibliography). Once you have finished reading the book, you will write a three (3) page response using the Criswell College format. 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: 3/24/24 POINTS: 100 points

6. **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: 4/07/24 POINTS: 70 points

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: 4/14/24

POINTS: 70 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: 4/21/24

POINTS: 70 points

9. **Bible Lesson Unit and Video 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. Also, submit a video of you teaching one of your lesson plans. Detailed instructions for presenting this teaching session can be found on Canvas.

DUE: 5/10/24 POINTS: 200 points

Online Course Information

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.

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a 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 of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignments	Assignments Due	Project Due Date
1/16/24	Teacher as Dynamic Synergist	Yount, Ch. 1 Richards/Bredfeldt Ch. 1-3	Teacher as Synergist Response	1/21/24
1/22/24	Teacher as Mature Person	Yount, Ch. 2 Richards/Bredfeldt Ch. 4-5	Teacher as Person Response Zoom Session (1/26)	1/28/24
1/29/24	Teacher as Clear Communicator	Yount, Ch. 3 Richards/Bredfeldt Ch. 6	Discussion Leader Project and Response	2/04/24
2/05/24	Teacher as Motivator	Yount, Ch. 4 Richards/Bredfeldt Ch. 8	Teachers as Motivator Response	2/11/24
2/12/24	Teacher as Dramatic Performer	Yount, Ch. 5 Richards/Bredfeldt Ch. 7, 13	Teachers as Dramatic Performer Response	2/18/24

2/19/24	Teacher as Creative Designer	Yount, Ch. 6 Richards/Bredfeldt Ch. 9	30 Behavior Objectives	2/25/24
2/26/24	Teacher as Classroom Manager	Yount, Ch. 7 Richards/Bredfeldt Ch. 14	Teacher as Classroom Manager Response Zoom Session (2/29)	3/03/24
3/04/24	Teacher as Special Agent	Yount, Ch. 8 Richards/Bredfeldt Ch. 10-11	Teacher as Special Agent Response	3/10/24
	Spring Break March 12-16			
3/18/24	Teacher as Evaluator	Yount, Ch. 9 Richards/Bredfeldt Ch. 19	Book Review Due	3/24/24
3/25/24	Teacher as Minister	Yount, Ch. 10 Richards/Bredfeldt Ch. 20	Teacher as Minister Response	3/31/24
4/01/24	Cognitive Domain Lesson	Cognitive Domain Lesson Planning	Cognitive Lesson Plan I Peer Response	4/07/24
4/08/24	Affective Domain Lesson	Affective Domain Lesson Planning	Affective Lesson Plan II Peer Response	4/14/24
4/15/24	Psychomotor Domain Lesson	Psychomotor Domain Lesson Planning	Psychomotor Lesson Plan III Peer Response	4/21/24
4/22/24	Teaching Adults & Youth	Richards/Bredfeldt Ch. 15-16	Teaching Adult/Youth Response	4/28/24
4/29/24	Teaching Children & Preschool	Richards/Bredfeldt Ch. 17-18	Teaching Children Response	5/05/24
5/06/24	Wrap-Up	Unit Planning	Bible Lesson Plan & Video Unit	5/10/24

Selected Bibliography

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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.