

CECM2350 TEACHING METHODS
New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

Course Description

The purpose of this course is to investigate instructional theory and practice as a basis for developing a personal concept of teaching in a local church. The emphasis of this course is the practical application of learning theory.

Student Objectives

In order to interpret and communicate the Bible accurately and in order to stimulate church health, the students, by the end of the semester, should:

1. comprehend lesson preparation and the various methods of teaching;
2. value lesson preparation and teaching; and
3. prepare and teach lessons.

Textbooks

Richards, Lawrence O., and Gary Bredfeldt. *Creative Bible Teaching*, rev. ed. Chicago: Moody Press, 1998.

Schultz, Thom, and Joani Schultz. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1993.

Course Methodology

This course will consist of written lectures, online discussions, brainstorming, question and answer sessions, case study analysis, and audio-visual/power point presentations. Other methods may be utilized by students during their videotaped presentations.

Course Requirements

1. Because of the online format, participation is essential; therefore, a class participation grade will be given. Each student is responsible for reading the assigned material and posting responses to the appropriate Blackboard forums. Students must post to each Blackboard forum. Students will be required to complete online assignments according to the time limits posted on Blackboard. While students are not required to be online at a certain time, they will be responsible for participation in online discussions.

Information regarding time limits and expectations will be posted on Blackboard, but in general, students are expected to post discussion responses or respond to other students' posts at least twice per week. Posts should be substantial and should convey an awareness of the content being discussed. The online discussion/participation grade will be worth 15% of the total grade.

Note about framing discussion board posts and responses: Blackboard discussion board posts are very important if the student is to receive the best educational outcome for this course. Online posts and responses should be carefully considered, well

planned, conscientiously edited, and adequately supported with facts prior to submitting them. My suggestion is that you type and save your posts and responses as Word documents so that you can reread, revise, and edit them. Then, you can cut-and-paste them into the appropriate discussion board forum. In this way, you will have taken the time to consider your words carefully so that your post can contribute well to our online discussion.

Additionally, by saving them on your desktop or flash drive, you will have a record of all of your posts for future reference. When I began taking online courses five years ago, I found this approach to be valuable as it helped me to maintain records of all of my work. Note about online “netiquette”: Each person will read course material and interpret it based on his or her experiences. Therefore, someone else may have a different view of the material than you may have. These differing views are what make online conversation so valuable and stimulating. Please respect each person’s opinion. You very well may disagree with another person’s interpretation of course material or of the discussion question posed online. You are encouraged to respond to each other’s posts (and will be required to respond to others’ posts). Your responses, however, should never ridicule another student or in any way disrespect his or her post. I reserve the right to remove posts which I feel are disrespectful. (This, of course, will result in that post not being counted.) You can disagree with one another, but no post or response should in any way harm another student.

Note about professor responses to posts: In general, you can expect an online response from me at least once a week. Often in my responses, I will ask you a question of clarification or redirection. If I ask you a question, I do expect your response to that question. My questions back to you mimic the kind of discussion that might happen in a face-to-face course, so it is important that you answer these follow-up questions.

Additionally, please note that I reserve weekends for my family. I rarely respond to posts or emails during weekends. However, you can expect frequent online interaction from me.

2. Each student will post one short devotion. The devotion should have a scripture reference as its base. No specific dates will be given for this devotion, but the devotion should be posted online for the entire class to view. **All devotions should be posted on Blackboard no later than ---.** More information will be given on Blackboard in the Assignment section. This devotional will be worth 10% of the total grade.

3. Each student will write a 4-5 page book review of the book *Why Nobody Learns Much of Anything at Church: And How to Fix It* by Thom Schultz and Joani Schultz. The book review is to be typed on the computer and should follow the book review guide posted on Blackboard. Students will type the reviews using Word. **Book reviews should be submitted no later than midnight (CST) on ---.** No late book reviews will be accepted. A Blackboard discussion forum will be posted in which you will share your thoughts about the book. The book review with online discussion is worth 10% of the total grade.

4. Each student will be required to submit an exegesis of a passage which he or she will develop into a “Sunday School” lesson. The exegesis should be one that was completed for Hermeneutics or Introduction to Preaching. Other passages are allowed with permission of the instructor. The purpose is to show that you have thoroughly studied the passage that you will teach. The exegesis will not count towards your grade; however, failure to submit an exegesis will count against your lesson plan grade. More information about the format for this exegesis will be posted on Blackboard. **The exegesis should be submitted electronically no later than midnight (CST) on ---.**

5. Each student will design, plan, and teach a detailed “Sunday School” lesson. The lesson plan will be based on one of the scripture passages used in either Hermeneutics or Introduction to Preaching (see #4 above.) The written plan, to be typed using Word, will be submitted prior to the actual teaching of the lesson. Format for the plan will be outlined during the course. **Written plans should be submitted electronically no later than midnight (CST) on ---.**

The written portion of your lesson is worth 20% of the total grade.

6. Each student will evaluate a lesson from a published curriculum source. The student will then create a PowerPoint presentation of the evaluation as if he or she were making a presentation to a church team regarding possible adoption of the published curriculum. More information about the PowerPoint presentation of the curriculum evaluation will be posted on Blackboard. **The PowerPoint presentation of the curriculum evaluation should be posted to the appropriate discussion board forum no later than midnight (CST) on ---.** No PowerPoint presentations will be accepted later than one week past the due date. The PowerPoint presentation is worth 15% of the total grade.

7. Each student will videotape himself or herself teaching the lesson which he or she has developed. PLEASE MAKE PLANS NOW FOR WHEN AND HOW YOU WILL TEACH AND RECORD THIS LESSON. You can teach it during an actual Sunday School class or small group lesson, or you can ask a few friends to act as your “class” while you videotape yourself teaching. I expect you to submit this video as a VHS tape or a digital video ON DVD—I will not accept digital videos via email. **Videotaped lessons should be postmarked NO LATER THAN ---.**

The videotaped lesson is worth 15% of the total grade.

8. Each student will post an edited copy of his or her lesson plan on Blackboard for review by his or her peers. The student will have received feedback from the instructor prior to posting this edited copy. **Edited copies of the lesson plan should be posted on Blackboard no later than ---.**

9. Each student will complete a final exam. The final will be reflective in nature. Students will have one week to complete the exam after it is posted. **The exam will be posted on ---, and should be submitted electronically by midnight (CST) on ---.**

The final exam is worth 15% of the total grade.

10. The grading scale as outlined in the Leavell College catalog will be utilized: A = 93 - 100, B = 85 - 92, C = 77 - 84, D = 70 - 76, F = below 70. The final grade for the course will be tabulated according to the following percentage breakdown:

Online Participation 15%
Devotional 10%
Book Review 10%
Lesson Plan—written 20%
Lesson Plan—videotape 15%
PowerPoint presentation 15%
Final Exam 15%

11. NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED AS WORD 1997-2003 DOCUMENTS. Word documents are easier to edit electronically than WordPerfect documents or PDF documents. Documents submitted in any other format will not be graded.

12. Except for those assignments which are not permitted to be submitted late, any late assignment will be assessed a point penalty as follows: five points for the first day late, and one point per day thereafter up to one week past the due date. No assignment will be accepted more than one week past the due date. Please refer to the syllabus for those assignments which will not be accepted past the due date.

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

Selected Bibliography

Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman and Holman, 1999.

Gangel, Kenneth O., and Howard G. Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids, MI: Baker Books, 1988.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Press, 1987.

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*, rev. ed. Colorado Springs: NexGen, 2004.

Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.

Tolbert, LaVerne. *Teaching Like Jesus*. Grand Rapids, MI: Zondervan Publishing House, 2000.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone!* Sisters, OR: Multnomah Press, 1992.