



Teaching the Bible  
CEEF 6310  
New Orleans Baptist Theological Seminary  
Christian Education Division

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**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

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.*

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### **Purpose of the Course and Core Value Focus**

The purpose of this course is to explore the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Biblical Exposition:* To interpret and communicate the Bible accurately in an educational setting.
2. *Disciple Making:* To stimulate church health through evangelism and discipleship in an educational setting.
3. *Interpersonal Skills:* To perform pastoral care effectively to a small group, with skills in communication and conflict management.
4. *Spiritual and Character Formation:* To provide moral leadership to students by modeling and mentoring Christian character and devotion.

### **Course Description**

The course explores the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

### **Learning Objectives**

Students will be able to:

- Understand the process of exegeting a passage of Scripture
- Understand the learners in a specific ministry context, as well as the overall curriculum plan for all learners

- Value the Scriptures and the opportunities to teach its truth appropriately to people
- Prepare a lesson on a specific Scriptural passage to teach in a particular ministry setting utilizing appropriate teaching methodology

### **Course Teaching Methodology**

This course will utilize lectures, weekly readings, and an interactive discovery-learning format.

### **Required Readings**

The following text and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

#### **Required Texts**

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All its Worth*. 3<sup>rd</sup> ed. Zondervan, 2003.

Yount, William. *The Teaching Ministry of the Church*. B&H Publishing Group, 2008.

Richards, O. Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Moody, 1998.

#### **Assignments and Evaluation Criteria**

The following learning activities and assessments are to be completed as described below by the scheduled dates. All assignments are to be submitted to this course's Digital Dropbox by 11:59 p.m. on the assigned due date.

#### **Assignment Formatting**

- Unless otherwise noted, type all assignments according to Turabian format
- All papers must be written in third person and double-spaced
- Use 12 point Times New Roman font
- Use the same number of references as assigned pages
- Use correct spelling and grammar
- Use proper pagination
- Include your name on the *cover page*
- Staple assignments together as necessary or as required (*no report covers please*)
- Write the *full* assignment

#### **Required Assignments Summary – 100 points**

- Reading of Texts and Lectures – 10 *total* points
- Blackboard Discussion/Weekly Quizzes – 25 points
- Exegesis of a Passage of Scripture – 20 points
- Student Needs Assessment – 10 points
- Teaching Idea and Lesson Aims – 10 points
- Teaching Plan – 25 points

## Course Requirements

### 1. Reading of Texts and Lectures

The textbooks will provide a foundation for the class lectures, interaction via blackboard discussion, weekly quizzes, journal entries, wiki creation, and any other class method utilized in the online class. Follow the reading plan on the class schedule and the learning units. Also, we reserve the right to quiz over reading content or require reading worksheets. Lectures will also be provided for each unit. You are required to read the lectures and click that you have reviewed the lecture.

### 2. Blackboard Discussion Involvement/Weekly Quizzes

You are expected to reflect on the reading and lectures in each unit through blackboard discussions or weekly quizzes. In order to get credit for your involvement in Blackboard Discussion, you must post at least one substantive response for each thread, whether to the main question or someone's response. Remember this is a discussion board not an answer board. A substantive response should be concise and may include:

- A reflection on an idea presented in one of the textbooks or lecture
- A personal example or story that relates to the topic
- A different perspective to the topic
- A quote or link from another source that relates to the topic
- An experience you have had in a church that relates to the topic

### 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.

### 3. Exegesis of a Passage of Scripture

Select a passage of Scripture that you will develop into a teaching plan later in the semester. For the passage, write a minimum 4 page double-spaced exegetical paper on the passage of Scripture. Make sure to include information on the book (author, date, purpose) and the Scripture passage. Also include implications for teaching. Use at least 4 scholarly sources outside of the required textbooks.

Below is a sample outline to use for the paper:

#### *Observations*

- What does the text say?
- What is the setting, context, and structure of the text?

#### *Interpretation*

- What did the text mean originally?

#### *Generalization*

- What is the timeless truth from the text?

#### *Application*

- How does the text apply to you as a teacher?
- How does the text apply for your students?

*Implementation*

- What must you change?
- What must your students change?

**4. Student Needs Assessment**

Conduct a Student Needs Assessment for a specific age group that either you teach or is in your church. Use the “Student Needs Assessment Instrument” in Table 9 of *Creative Bible Teaching* to complete the assignment.

**5. Teaching Idea and Lesson Aims**

On one page, write a Teaching Idea and 3 Lesson Aims (Cognitive, Affective, and Behavioral) for your selected Scriptural text. Use the format for Lesson Aims given in *Creative Bible Teaching* (pg. 143) and class notes.

**6. Teaching Plan and Rationale on a Passage of Scripture**

With your selected Scriptural text, write a detailed lesson plan to teach in a particular ministry setting. Lesson plans should be written such that a teacher would be able to prepare and teach a lesson using only your plan. Your lesson should be constructed according to the HBLT teaching model presented in *Creative Bible Teaching* and class notes. You will also be required to write a rationale for each area of the lesson plan. Here are some minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching*
- The rationale should be 10 pages double spaced
- 10 sources other than the required textbooks
- Teaching Options for three age groups (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults)

**Online Decorum**

**Online participation is determined by postings and responses in the Threaded Discussions held each week or online quizzes. These discussions and/or quizzes will be related to the material covered in each week’s content. In order for the threaded discussion to be of maximum benefit to everyone involved it is recommended that you stay as close to the course schedule as possible—so that everyone will participate in the discussion in the same week. Late postings will be penalized one point for each day late. Please limit discussions in this venue to the assigned topic. Students may e-mail or use the miscellaneous forum to discuss other topics with your classmates.**

## Course Policies

The following policies will to be observed in the duration of this course.

### **Late Assignments**

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are due *in the course's Digital Dropbox by 11:59 p.m. on the due date as indicated in the Course Schedule*. Assignments not submitted *at this time* are considered late and will be automatically penalized 10% for each date late including weekends. Late assignments will not be accepted one week beyond the original due date, *no exceptions*. **No grades of Incomplete will be issued for this course. If a late assignment is not received, a grade of "F" is automatically earned for the course.**

### **Grading Scale**

Your final grade will be based on your total accumulation of points as indicated under the *Learning Activities and Assessments* section of this syllabus according to the grading scale in the NOBTS 2011-2012 catalog.

A: 93-100      B: 85-92      C: 77-84      D: 70-76      F: 69 and below

A grade of "F" may require the student to retake the course to complete the degree.  
**No grades of INCOMPLETE will be issued in this course.**

### **Professor's Covenant**

The intent of this syllabus is to provide accurately the course description, learning objectives, readings, assignments and evaluation standards, course policies, reference list, and other information necessary for students to appraise the course. During the course of the term the professor will relate to each student as an individual. Moreover, he reserves the right to amend any part of this syllabus as he may deem necessary due to events and circumstances that transpire during the semester, with the exception of increasing the assignments or expectations of the course.

### **Student's Covenant**

I have received a copy of the syllabus for Teaching the Bible CEEF 6310 for the Spring 2012 semester. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand, agree and realize I am entirely responsible for completing the requirements in this syllabus. I will be faithful to the tasks before me.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Selected Reference List

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- Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass, 1990.
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- Capehart, Jody, Gordon West, and Backi West. *The Discipline Guide for Children's Ministry*. Loveland, Colo.: Group, 1997.
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- \_\_\_\_\_. *The Joy of Inspired Teaching*. Chicago: GIA Publications, 1993.
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