Purpose of the Course
The purpose of this course is to challenge the student to explore various teaching and learning principles, develop teaching plans, and conduct teaching presentations and evaluation. The course is designed to provide the student with opportunities to develop and enhance skills in accurately interpreting and clearly communicating the Bible in conformity with foundational principles of teaching and learning through educational ministry in the local church.

Core Value Focus

_Doctrinal Integrity_ – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

_Spiritual Vitality_ – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

_Mission Focus_ – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

_Characteristic Excellence_ – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

_Servant Leadership_ – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is _Doctrinal Integrity_.

Curriculum Competencies Addressed
New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership. This course will emphasize the following curriculum competencies:
1. **Biblical Exposition:** To interpret and communicate the Bible accurately.
2. **Interpersonal Relationships:** To perform pastoral care effectively, with skills in communication and conflict management.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

**Course Description**

This course involves the development and presentation of teaching plans by the members of the class as well as the video-recording and evaluation of presentations for the purpose of critical analysis of lesson content and objectives, teacher and student learning styles, audience-appropriate methods, and the teaching-learning outcomes. Prerequisite: CEEF6310 Teaching the Bible.

**Learning Objectives**

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of various teaching and learning principles with the Biblical model of instruction as exemplified by Jesus Himself to provide a foundation for the practice of Christian education in the church.
2. Value the use of various methodologies to teach the Bible in the local church ministry and value the role of the Holy Spirit in planning, development, and delivery of teaching plans.
3. Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

**Required Readings**

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

**Required Texts**


**Recommended Readings**


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**Course Teaching Methodology**

**Units of Study**

The topics of study that will be covered in the course are as follows: the teaching-learning process, teaching plan development, domains of learning, writing learning objectives and selecting teaching methods, teaching plan delivery and teaching plan evaluation.

**Teaching Method**

This course will emphasize active learning, project-based learning, and interactive lecture with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student. Students will be responsible for class presentations and constructive feedback of teaching methods.

**Delivery Format**

The course will be delivered in the bi-weekly semester-long format with 8 class sessions.

**Assignments and Evaluation Criteria**

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

**Cognitive Domain of Learning**

1. *Teaching Method Articles/Website*: (9%)     Due: **Unit 3 (insert due date)**

   The student should locate and read an article or an educational website for three of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) teacher
lecture, and (e) method of student’s choice. The student will produce a **one-page handout for each of the three methods**. The handout should include:

- When using this teaching method – what is the role of the teacher, the role of the student, and what subject matter is “most appropriate”?
- What are the benefits of the teaching method?
- What are the limitations, dangers, and/or problems of the teaching method?
- Explain how teaching method is used in respect to each age level (preschool, children, youth and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

**Students will upload teaching method handouts to Blackboard for the entire class to view and critic.**

2. **Exegetical Paper: (15%)**  
   Due: **Unit 2 (insert due date)**

   Students will write a 3 to 5-page historical-context or exegetical paper on a passage of Scripture that they will develop into a lesson plan later in the semester. The paper should include information on the book of the Bible – its author, dating, purpose, major themes, etc. (no more than a page of the paper content) and specific explanation and implications of the selected passage. Students should consult at least 4 scholarly sources outside of the required textbooks to support the content of the paper. Students should use **section headings** in their papers and a set of sample headings appear below:

   ✓ **Bible Book Information:** Author, Dating, Purpose, Major Themes, etc.
   ✓ **Text Observations:** What does the text say?, Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?
   ✓ **Text Interpretation:** What was the intended meaning of the text to the original audience?
   ✓ **Biblical Principle:** What is the timeless truth from the text?
   ✓ **Life Application:** How does the text apply to a believer in Christ?, How does the text apply for a non-believer in Christ?
   ✓ **Life Transformation:** Based on the biblical principle, what must a believer do or change? How should/could a non-believer respond to the biblical principle?

3. **Textbook Reading: (11%)**  
   Due: **Unit 4 & Unit 8 (insert due dates)**

   Students will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation. The professors reserve the right to monitor reading through a variety of means, such as class assignments, discussion questions, reading percentage, etc. Students will be asked to indicate their reading percentage of the required text the class session before Spring Break and the last class session. **Textbook Reading Assessment will be conducted via Blackboard (online).**

**Affective Domain of Learning**

4. **Bible Teaching Assessment: (10%)**  
   Due: **Unit 4 (insert due date)**

   Students will create a Bible Teaching Assessment Tool for participants of a Bible study to assess a Bible teaching session. The questions on the teaching assessment tool should include at least four areas: (1) the lesson content & methods, (2) the teacher, (2) the students, and (4) the environment. Based upon the student’s knowledge of the teaching-
learning process, the Bible Teaching Assessment Tool should communicate his/her attitude and values regarding effective teaching and learning.

5. **Teaching Assessment Rationale:** (5%)  
   Due: **Unit 4 (insert due date)**
   After the Bible Teaching Assessment is completed, the students will write a **2 to 3-page rationale** providing support for the content areas and questions of the assessment tool.

**Psychomotor Domain of Learning**

6. **Teaching Idea and Lesson Aims:** (10%)  
   Due: **Unit 3 (insert due date)**
   Students will submit a **one-page paper** with **one teaching idea** and **three lesson aims** (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture researched in the exegetical paper. Students should use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) or the CREATE Model format.

7. **Teaching Plan and Rationale Paper:** (25%)  
   Due: **Unit 5 (insert due date)**
   With the selected Scriptural text of the exegetical paper, students will write a **detailed lesson plan** to teach in a particular ministry setting. Lesson plans should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the HBLT teaching model presented in *Creative Bible Teaching* or the CREATE model. In addition to the detailed lesson plan, the student will be required to write a **rationale** for each area of the lesson plan. These following are the minimum requirements for the lesson plan and rationale:
   - The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults) or the CREATE Model format.
   - The rationale should be a minimum of 4 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
   - The usage of at least 4 sources other than the required textbooks to support rationale paper content.

8. **Teaching Presentation:** 10%  
   Due: **Assigned Date**
   Each student will conduct a Bible teaching session either during a class session or outside the class session based on the number of students enrolled in the course. If the Bible teaching session occurs outside of class, the teaching session must be recorded from start to finish, including room set-up. Also, the student must provide a copy of the Bible Teaching Assessment Tool (*created by the student*) to each of the participants to complete after the teaching session has been conducted. The student will review the responses of the participants and write a **2 to 3-page reflection** of the teaching session including areas of teaching session strengths/weaknesses and potential improvements.

9. **Class Participation:** (5%)  
   Due: **Each Class Session**
   Each student is expected to participate fully in class sessions through discussions and activities. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, activity completion, and evidence of discussion.
engagement. All students begin with 100 and the class participation grade will be reduced 5 points for each absence and/or when students fail to adhere to the NOBTS Student Handbook policies pertaining to appropriate dress, usage of cell phones, computers and all other electronic devices during class sessions and group activities.

Course Policies
The following policies will serve to govern both the student and professor for the duration of this course.

Assignment Submission
All assignments are to be submitted at the beginning of class on the due date. Assignments not submitted at the beginning of class are considered late and late assignments will incur an initial 10-point penalty and accumulate a one-point penalty for each additional day. Late assignments are due no later than the final day of class, no exceptions. If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments. Late assignments may be submitted to the NOBTS office suite (C-115) located on the opposite side of Johnson Ferry Road from Johnson Ferry Baptist Church. Assignments should not be e-mailed to the professor.

Assignment Format
All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf.

Absences
Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 2-hour course is six classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

Classroom and On-line Decorum
Classroom participation is required for every class session due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a positive attitude and participation are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

• To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
• To dress appropriately and in accordance with the NOBTS Student Handbook (i.e., no ball caps or flip-flops).
• To turn off cell phones and not to accept any phone calls during class.
• To use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

Netiquette
Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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 is expected at all times in the online environment.

Academic Honesty Policy
All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

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

Course Evaluation
The professor will prescribe a grade based upon the student’s satisfactorily completion of the following:

- Teaching Methods Article/Website  9%
- Exegetical Paper  15%
- Textbook Reading  11%
- Bible Teaching Assessment  10%
- Teaching Assessment Rationale  5%
- Teaching Idea & 3 Lesson Aims  10%
- Teaching Plan & Rationale Paper  25%
- Teaching Presentation  10%
- Class Participation  5%

Course Schedule
*Tentative Class Session Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Syllabus Day, Teaching-Learning Process</td>
<td>By class time, read Chapters 1-5 from Creative Bible Teaching; Chapters 1-3 from Creative Teaching Methods; and Chapters 1-2 from Teaching for Results Exegetical Paper Due</td>
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<tr>
<td>Unit 2</td>
<td>Overview of • Scripture Exegesis • Theories of Education • Teaching and Learning</td>
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<tr>
<td>Unit 3</td>
<td>Learning Objectives</td>
<td>By class time, read Chapters 6-8 from Creative</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Assignments Due</td>
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|         | Teaching Methods  
|         | Lesson Plan Development  
|         | Hook-Book-Look-Took Method  
|         | CREATE Method | Bible Teaching; Chapters 4-14 from Creative Teaching Methods; and Chapters 3-5, 7 from Teaching for Results  
|         |                   | Teaching Methods Articles/Website Due  
|         |                   | Teaching Idea/3 Lesson Aims Due |
| Unit 4  | Teaching Evaluation and Improvement | Teaching Assessment Tool Due  
|         |                   | Teaching Assessment Rationale Due  
|         |                   | By class time, read Chapters 6, 8-10 from Teaching for Results Reading Verification Due |
| Unit 5  | Teaching Presentations  
|         | Peer Evaluations | By class time, read Chapters 11-14 from Teaching for Results Teaching Plan & Rationale Due  
|         |                   | Teaching Sessions |
| Unit 6  | Teaching Presentations  
|         | Peer Evaluations | Teaching Sessions |
| Unit 7  | Teaching Presentations  
|         | Peer Evaluations | Teaching Sessions |
| Unit 8  | Teaching Presentations  
|         | Peer Evaluations | By class time, read Chapters 15-18 from Teaching for Results Reading Verification Due  
|         |                   | Teaching Sessions |

*The professor reserve the right to make changes to the schedule as needed.  
**Students are responsible for all assigned readings. All readings may not be covered in class.

**Selected Bibliography**


Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.


Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.


