



LEAVELL COLLEGE

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

CECM 2350-01: Teaching Methods

Fall 2015 (term 161)

Monday 6:00 p. m. – 7:59 p.m.

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

Core Value

Each academic year, a core value is emphasized. This year's core value is *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.

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. *BSCM1300: Hermeneutics is a prerequisite for this course.*

Student Learning Outcomes

- At the conclusion of the semester, the student will be able to
1. comprehend lesson preparation and the various methods of teaching;
 2. produce a lesson plan using a variety of teaching methods; and
 3. communicate through the lesson plan the importance of proper lesson structure and varied methodology.

Course Texts

The following textbooks are required:
Richard, Lawrence O., and Gary Bredfeldt. *Creative Bible Teaching*. Rev. ed. Chicago: Moody Press, 1998. ISBN 13: 9780802416445

Any modern English translation of the Holy Bible (NIV, ESV, NASB, HSCB, etc.)

Course Requirements and Grading

1. Each student will lead one devotional session prior to the beginning of instructional time. The devotional time should be between five to seven minutes in length and should be based on a passage of scripture. The student will be assigned a specific date on which to lead the class devotion. The devotion will be worth 10% of the total grade. *This assignment relates to Student Learning Outcomes #1 and #3.*

2. Each student will write a 2-3 page review of a movie about a teacher who has made a difference in the lives of his or her students. The movie review should be completed according to specific guidelines to be given in class. The review should demonstrate the student's ability to analyze the characteristics of the teacher given the specific context of the movie *and using the information learned in class*. The movie review, to be submitted in Blackboard via Assignments, is worth 15% of the total grade. *This assignment relates to Student Learning Outcomes #1 and #3.*

3. Each student will design, plan, and teach a detailed "Sunday School" lesson. The lesson plan will have three parts:

A. The lesson plan will be based on one passage of scripture that the student has already studied. The student will be required to submit an exegesis of the passage being taught. The purpose of the exegesis is for the student to demonstrate that he or she has studied the passage thoroughly. The exegesis can be one that was completed for another class. The exegesis, to be submitted via Assignments in Blackboard, is worth 10% of the total grade.

B. The written plan, to be typed on the computer, will be turned in prior to the actual teaching of the lesson. Format for the plan will be discussed in detail in class. The written lesson plan, to be submitted via Assignments in Blackboard, is worth 20% of the total grade. This assignment is the main assignment for the course. For a video explanation of the lesson plan, see

C. Students will teach a 20-30 minute portion of the lesson to the class near the end of the semester. Specific instructions for this oral presentation will be given in class. The oral portion is worth 10% of the total grade.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. Please complete the assignment according to the assessment rubric. *This assignment relates to Student Learning Outcomes #1, #2, and #3.*

4. Each student will evaluate a published curriculum according to the guidelines given in class. The results of the evaluation should be submitted as a 15-20 slide PowerPoint presentation which will be presented to the class. Further information will be provided in class. The PowerPoint presentation is worth 10% of the total grade. *This assignment relates to Student Learning Outcome #1.*

5. Each student will complete a take-home exam. Final exam questions will be in essay form. Students will have access to all notes and books for the final examination. The final exam,

to be submitted in Blackboard via Assignments, is worth 15% of the total grade. **No late final exams will be accepted.** *This assignment relates to Student Learning Outcomes #1, #2, and #3.*

6. Class participation is essential; therefore, a class participation grade will be given. Each student is responsible for being in class on time, dressed appropriately for class, reading the assigned chapters, and participating in class discussion. Absences and excessive tardies will affect the participation grade. The participation grade is worth 10% of the total grade. *This assignment relates to Student Learning Outcomes #1, #2, and #3.*

7. 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 = 69 and below

8. The final breakdown for the course will be tabulated according to the following percentage breakdown:

Devotional	10%
Movie Review	15%
Exegesis	10%
Teaching Lesson--written	20%
Teaching Lesson –oral	10%
Curriculum PP	10%
Final Exam	15%
Participation	10%

Course Outline

All topics and dates (except the final exam) are subject to change. Note: Readings should be completed prior to coming to class. Pop quizzes may be given to assess whether or not students are reading the required material.

Week	Date	Topic	Readings
1	8/24	Introduction to the Course Laws of the Teacher	---
2	8/31	Laws of the Teacher Laws of the Learner	---
3	9/7	LABOR DAY – no classes	
4	9/14	Laws of the Learner Multiple Intelligences/Learning Styles	--- Rosh Hashana
5	9/21	Methodology Movie Review Due	Richards ch. 11
6	9/28	Transfer of Learning	Richards ch. 7
7	10/5	Lesson Planning Cycle	Richards ch. 8 (pp. 135-147)
8	10/12	Exegetical Idea Pedagogical Idea	Richards ch. 8 (pp. 131-135) Richards ch. 8 (pp. 131-135)

		Exegesis Due	
9	10/19	FALL BREAK	
10	10/26	Lesson Aims Lesson Elements Lesson Application	Richards ch. 8 (pp. 135-147) Richards ch. 10 Richards ch. 9
11	11/2	Choosing/Evaluating Curriculum	Richards ch. 12
12	11/9	Jesus, the Master Teacher Evaluation/Making an Impact Lesson Plans Due	Richards ch. 19/20
13	11/16	Curriculum PowerPoint Presentations	
14	11/23	THANKSGIVING BREAK	---
15	11/30	Oral Lesson Presentations	---
16	12/7	Oral Lesson Presentations	
17	12/14	Final Exam Due by 10:00 p.m.	---

Additional Course Information

1. Attendance Policy: As per the Leavell College Catalog, school policies regarding absences and tardies will be strictly enforced. Any student missing more than nine hours will automatically receive a grade of “F” for the course. Every three occasions of arriving late for class or leaving early from class will be counted as one hour of absence. Roll will be taken at the beginning of each class period and after each break. The student is responsible for contacting the teacher if he/she is tardy and the roll has already been taken. The student is responsible for all material, including that which was covered during an absence. Any missed assignments must be made up within one week of the original due date or the student will receive a grade of zero for the assignment. **All late assignments will be penalized five points for the first day and one point per day thereafter.**

2. Blackboard sites: All communications outside of class will come as emails via Blackboard, and any written assignments will be submitted via Assignments in Blackboard. Students are responsible to ensure that the contact information in Blackboard is current.

3. Computer/Phone usage policy: A no-technology policy is in effect for this course. At no time during class should students be using a computer or a tablet. Phones/smart phones should be turned off or placed in silent mode (not vibrate mode) during class. Students needing to make or receive texts or calls should arrange to do so outside of class time. The professor reserves the right to ask students to leave phones/smart phones at home.

4. Document format: All written assignments must be submitted as Word documents (.doc or .docx). Documents submitted in any other format will not be graded. Please use Times New Roman 12-point font, use one-inch margins on all sides, and double space all work. Unless otherwise noted, a cover page is not needed for assignments, but the student’s name should be visible on the first page of each assignment.

5. Office hours: Office hours will be as follows: Tuesdays/Thursdays from 11:00 a.m. – 2:00 p.m.; Wednesdays from 11:00 a.m. – 12:00 noon; and by appointment.

6. Special instructions: In the event the seminary campus is closed, class will still meet

in an online format. Should campus close for any reason, please take your textbooks with you and be prepared to move the discussion to an online format via Blackboard. I will post any necessary schedule revisions to the Announcements page of Blackboard.

7. Plagiarism Policy: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action

8. Technology Policy: If you have any questions about Blackboard, SelfServe, or ITC services, please access the ITC page on our website: www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

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

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey Bass, 2015.

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

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

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

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: 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.

**Competency Assessment Rubric for:
CECM 2350: Teaching Methods**

Student Name _____

Semester _____

Student Learning Outcomes:

1. Comprehend lesson preparation and the various methods of teaching.
2. Produce a lesson plan using a variety of teaching methods.
3. Communicate through the lesson plan the importance of proper lesson structure and varied methodology.

Assignment Description:

The student will design, plan, and teach a detailed lesson based on a self-selected passage of scripture. The assignment includes three parts: an exegesis of the passage, a written lesson plan based on a format discussed in class, and an oral delivery of the lesson plan.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2)	Good (3)	Excellent (4)
Understanding	Comprehend lesson preparation and the various methods of teaching.					
Application	Produce a lesson plan using a variety of teaching methods.					
Communication	Communicate through the lesson plan the importance of proper lesson structure and varied methodology.					