

Syllabus
for
PRM-560—Teaching the Bible
3 Credit hours
Spring 2014

Modular and Distance Education Program (Blended Course)

I. COURSE DESCRIPTION

This course provides a practical exploration of the teaching and learning process as a foundation for Bible study and teaching all age levels in the church. Learning and teaching theory and process, objectives, lesson planning, and methodologies are studied and demonstrated. Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study the teaching and learning theory and process.
- B. Comprehend the principles of teaching modeled by Jesus, the Master Teacher.
- C. Study the role of the Holy Spirit in teaching.
- D. Learn the principles of teaching and learning in relation to the various age levels and learning styles.
- E. Understand lesson preparation.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Explain the teaching and learning process.
- B. Discuss the importance of analyzing present learning and teaching style, and make recommendations for improving personal teaching to reach more students.
- C. Discuss the role of the Holy Spirit in teaching.
- D. Explain the significance of appropriately applying principles of teaching and learning in lesson development for various age levels and learning styles.
- E. Prepare, in writing, an in-depth lesson plan for a specific audience.
- F. Write good lesson aims and good discussion questions.
- G. Discuss the importance of choosing creative learning activities for communicating biblical truths.

IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

A. Required Materials

1. Textbooks

Pazmino, Robert. *Basics of Teaching for Christians*. Wipf & Stock, 2002.
ISBN: 1592440029

Horne, Herman. *Jesus the Teacher*. Kregel, 1998. ISBN: 0825428599

LeFever, Marlene. *Learning Styles*. Elgin: David C. Cook, 1995.
ISBN: 0781451175

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Chicago:
Moody, 1998. ISBN: 0802416446

2. Other None

B. Optional Materials

1. Textbooks

None

2. Other None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

2. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Graduate School of Theology and Ministry Policies and Procedures—Modular and Distance Education Program
1. **Modular Intensive Week:** Each Modular Intensive Week, usually held in the CityPlex Towers on the 21st floor, has sessions Monday-Friday from 8:30 a.m. – 5:30 p.m.
 - c. This week will be comprised of two 2 ½ day blended courses designated as Blended “A” and Blended “B”.
 - d. Blended “A” courses include 7 weeks of online instruction *prior to* the 2 ½ day modular intensive component.
 - e. Blended “B” courses include 7 weeks of online instruction *following* the 2 ½ day modular intensive component.
 - f. Students are to make travel arrangements that do not interfere with their involvement in all of these sessions, and confirm course location prior to arrival.
 2. Instructions for the online portion of this course and designated assignments are to be found in the course management shell in Desire 2 Learn (D2L) and elsewhere in this syllabus.
 3. Each overdue assignment will be penalized 10% for EACH WEEK it is late. After the third week, no credit will be given for the assignment.
 4. Attendance
Students are to attend all sessions associated with the specific blended course designation during the modular intensive week.
All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the Modular Director.**
 5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. Grading

Lesson Plan Draft #1	15%
Pazmino Interaction Paper	20%
Jesus' Teaching Ministry	20%
Chart of teaching incidents (Luke)	
Interaction with Jesus, the teacher.	
LaFever Interaction Paper	20%
Lesson Plans Evaluation	
Course Participation	10%

b. Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% & below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
 - i. All students, regardless of degree program, must submit the “Teaching Presentation” for PRM 560 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

3. Other Policies and/or Procedures

- a. **Modular Intensive Week Assignments:** Be prompt, attend every session, and be prepared to participate in class discussion. During class you will:
 - (1) Evaluate draft one of lesson plans
 - (2) Course participation (discussion, writing lesson aims, writing discussion questions, lesson plan evaluations, etc.) (10%)
 - (3) Revise your lesson plan draft one as recommended in class and resubmit for a final grade. Refer again to the attached lesson plan guidelines for the structure and format of how this lesson plan should be put together.
- b. **Online Assignments:**
 1. Interaction with LeFever (20%)
Students read the LeFever text and write a four page paper including the following elements:
 - (a.) Explain each learning style (1-1½ pages)
 - (b.) Evaluate your personal learning and teaching style based on those presented in the book. (How do I as a student learn best? How do I as a teacher usually teach? Which style(s) best represent(s) how I learn and teach?) Give examples showing how conclusions were reached. (1-1 ½ pages)
 - (c.) List at least four things that you will do to improve your teaching based upon the text and personal self-evaluation. (1-1½ pages)
 2. Lesson Plan Draft One (15%)
The student prepares a lesson plan for a designated age group according to the attached lesson plan guide. This is the first draft and should take advantage of all relevant information

that can be found in the class texts. Parts of the lesson plan will be rough, especially the lesson aims. That is to be expected. The student should do the best he/she can. The lesson plans will be evaluated together in class so that revisions can be made to strengthen the lesson plan. This will be the foundation for the in course assignment Lesson Plan Draft Two. See the attached lesson plan guide.

3. Pazmino Interaction Paper (20%)
After reading the Pazmino text, write a 5 page interaction paper with the three major sections of the book. This paper should reflect how the text speaks to the student personally and what implications it has for ministry.
4. Jesus' Teaching Ministry (20%)
The student will read through the Gospel of Luke and chart the various teaching methods used by Jesus. The categories to be charted are: Scripture reference, "title" of teaching incident, teaching method, the targeted learner/s, and the learner/s' response. The student will chart at least one incident per chapter for a total of 24.
The chart will be followed by the reading of the Horne (*Jesus the Teacher*) textbook (be sure to do chart before reading the book). Relate the book to your chart by connecting, comparing, contrasting your findings about Jesus, the teacher. Write your findings on additional pages, not on your chart itself.

V. COURSE CALENDAR – INTENSIVE WEEK AGENDA

During the 2.5 days of this course, the following activities will take place and the following topics will be discussed:

- Micro teaching sessions
- Videos by key Educators
- Sample teaching session for adults—"Cities of Refuge,"
- Building/Improving the Bible teaching ministries of the student's ministry context.

Monday, February 24, 2014 – Blended A

8:30 a.m.	9:00 a.m.	Introduction and Devotional
9:30 a.m.	10:00 a.m.	Review and Questions (on-line presentation)
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	First Draft of Lesson Plan
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Model Lesson: "Cities of Refuge" Begin student presentations
3:15 p.m.	3:30 p.m.	Break

3:30 p.m. 5:30 p.m. Video: Howard Hendricks

Tuesday, February 25, 2014 – Blended A

8:30 a.m. 9:00 a.m. Devotions
9:00 a.m. 10:00 a.m. Student presentations
10:00 a.m. 10:15 a.m. Break
10:15 a.m. 12:00 noon Student presentations
12:00 noon 1:00 p.m. Lunch
1:00 p.m. 3:15 p.m. Student presentations
3:15 p.m. 3:30 p.m. Break
3:30 p.m. 5:30 p.m. Video: Storytelling

Wednesday, February 26, 2014 – Blended A

8:30 a.m. 10:30 a.m. Devotions and Video
10:30 a.m. 10:45 a.m. Break
10:45 a.m. 12:00 noon Chapel
12:00 noon 2:00 p.m. Lunch/Welcome & Program Orientation – Dr. Ekblad

Inventory for Student Learning Outcomes

Graduate School of Theology and Ministry

M. A. Practical Theology

PRM 560-48 Teaching the Bible

Dr. Kenneth Mayton, Instructor

Spring 2014

This course contributes to student learning outcomes for the M. A. Practical Theology degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Foundational Knowledge of OT/NT Scripture				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	X			
Basic Methods of Biblical Interpretation				
Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.	X			
Theology and Christian Doctrines				
Exhibit a basic knowledge of the contents and methods of Christian theology		X		
History of Christianity				
Research and synthesize key movements and figures together with their significance in the history of Christianity			X	
Communication Through Preaching/Teaching				
Effectively communicate the message of Christianity through the medium of preaching or teaching.	X			
Supervised Practice in Ministry Context				
Demonstrate understanding and skills for contemporary ministry contexts.	X			