Syllabus for
PRM 549—Foundations of Teaching Ministries - <mark>ONLINE</mark>
3 Credit Hours
Fall 2015

I.   COURSE DESCRIPTION

A study of the historical, philosophical, and psychological foundations of teaching ministries. Integrates the theory and practice of the teaching ministry and guides the student in developing a philosophy of teaching appropriate for the Christian setting.
Prerequisites: None.

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Gain an understanding of biblical/theological/philosophical foundations of teaching ministries.

B.   Study historical and psychosocial influences on contemporary teaching ministries.

C.   Learn major periods of human development.

D.   Learn principles of organization and administration in relation to the teaching ministry of the Church.

E.   Study professional and lay responsibilities in accomplishing the teaching mandate of the Church.

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.   Discuss a personal, biblical theology and philosophy of teaching ministries that could be applied in a local church setting.

B.   Observe, analyze, and identify the theology and philosophy of teaching ministries present in a local church setting, evaluating its inherent strengths and weaknesses.

C.   Offer suggestions regarding changes that the evaluated local church could make to improve its teaching ministries.

D.   Articulate some of the historical and psychosocial influences that have impacted contemporary teaching ministries.

E.   Utilize the major periods of human development and the implications of each period in lesson preparation and curriculum evaluation.

F.   Discuss the importance of analyzing and appropriately implementing principles of organization and administration in the teaching ministry of the Church.

G.   Write and present a thorough lesson plan that includes clear lesson aims and completes the entire learning cycle. Incorporate learning activities that help to teach the lesson's big idea in a way that is appropriately contextualized to the target group's age, gender, social class, and ethnicity.

H.   Compare and contrast, in writing, the strengths and weaknesses of various curricula by using tools received in class.

I.   Present practical ministry skills and strategies.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials
1.   Textbooks
Pazmiño, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, Evaluation.* Eugene, OR: Wipf and Stock, 2002. ISBN: 978-1592440023

Richards, Lawrence. *Creative Bible Teaching*. Chicago: Moody, 1998. ISBN: 9780802416445

Yount, William R. ed. *The Teaching Ministry of the Church*. 2nd ed. Nashville, TN: B&H Publishing, 2008. ISBN: 9780805447378

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

   1. **Completion of Assignments**
   Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

   2. **Incompletes**
   a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.

   b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

   3. **Examinations**
   a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).

   b. A Petition for Late Examination must be submitted to the academic dean's office. A **$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

   c. Students taking late exams should expect alternate versions of the original exams.

   d. **Not being present for the final examination automatically results in failure of the course.**

4. 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

Pazmiño Interaction Paper	25%
Lesson Plan	35%
Philosophy/Theology Synthesis Paper	40%

b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and 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:
(1) All students, regardless of degree program, must submit the Lesson Plan for PRM 549 to the course professor on ePortfolio, on the same date the assignment is also due in class.
(2) 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. **Pazmiño Interaction Paper** (25%): After reading the Pazmiño text, write a 6-page interaction paper on the three major sections (two pages for each section). The paper should demonstrate how the text speaks to the student and what implications are found for the student's ministry.
b. **Lesson Plan** (35%): Students will develop a lesson plan based on the Richards-Bredfeldt text (hook, book, look, took) on a selected biblical passage and for a designated age group. Along with the lesson plan, the student will include any handouts, power points, etc. that would be used. A format for the plan will be provided by the instructor. The lesson plan should be clear enough for someone else to teach. Think of trying to submit the plan to a publisher.

c. **Philosophy/Theology synthesis paper** (40%):
Students prepare an 8-to-10-page paper that does the following:
   (1)   Shares the student's theology and philosophy of teaching ministries, basing it upon a synthesis of class texts and lectures (3 pages).
   (2)   Explores and presents the theology, philosophy, and teaching ministries program at a local church (2 pages).
   (3)   Evaluates that church's theology, philosophy, and teaching ministries, noting its strengths and weaknesses (2 pages).
   (4)   States how the student would change or improve the current program in light of personal philosophy and theology of teaching ministries (2-3 pages). The student should take three Sundays or Wednesdays at the same church to evaluate the teaching ministries program and interview teachers and department coordinators. The student should speak with the teaching ministries director, asking some key questions that help determine personal theology and philosophy of ministry.
   (5)   The student should include a bibliography listing the books referred to and the people interviewed to write this paper (at least three interviews – C. E. Director, Teacher, Student). The name of the church and its teaching ministries director must be included in the paper.

d. **Exams** (15%) (25%):
A midterm and a final exam are given. Each exam includes information from lectures, textbooks, guest lecturers, and films or videos.

VI.   COURSE CALENDAR
        Week   Topic

        1   Introduction

        2   Biblical/Theological Foundation

        3   Philosophical/Historical Foundation

        4   Psychological Foundation

        5   Transformed Learning

        6   Lesson Aims

        7   Laws of Teaching/Curriculum

        8   Lesson Planning

        9   Age Levels

        10   Philosophy Paper Guidelines/Learning Styles

        11   Methods

        12   Organization/Administration

        13   Improving Bible Teaching in the Church

        14   Review and Wrap Up

Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry

Master of Divinity

PRM 549 Foundations of Teaching Ministries   **Dr. Kenneth Mayton, Instructor**

Fall 2015

This course contributes to student learning outcomes for the Master of Divinity 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
Scripture in Cultural/Historical Context				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	X			
Exegetical Tools to Translate/Analyze Biblical Text				
Interpret the biblical writings in the Greek and/or Hebrew languages using critical exegetical tools, and write a hermeneutical and exegetical paper.		X		
Knowledge of Christianity				
Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.		X		
Knowledge of Christian Theology/Doctrine				
Exhibit a basic knowledge of contents and methods of Christian theology.		X		
Biblical/Theological Basis for Ministry Strategies				
Present practical ministry skills and strategies.	X			
Christian Ethics for Social Issues				
Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles.				X
Theology and Theory of Ministry				
Develop and articulate a theology and theory of ministry that is relevant to the student's background and calling.	X			
Skills for Contemporary Ministry				
Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts.	X			