

Syllabus for  
**PRM 560—Teaching the Bible**  
3 Credit Hours  
Spring 2012

I. COURSE DESCRIPTION

A practical exploration of the teaching and learning process as a foundation for Bible study and teaching of all age levels in the church. Includes learning and teaching theory and process, objectives, lesson planning, and methodologies.

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. Learn to 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. Study 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. Practice teaching through a simulated class session.
- G. Discuss the importance of choosing creative learning activities for communicating biblical truths.
- H. Effectively communicate the message of Christianity through the medium of preaching and teaching.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

###### 1. Textbooks

Gangel, Kenneth and Howard Hendricks. *Christian Educator's Handbook on Teaching*. Grand Rapids: Baker, 1996. ISBN: 9780801021794

Hunt and Mays. *Disciple Making Teachers*. Loveland: Vital/Group, 1998. ISBN: 9780764420313

LeFever, Marlene. *Learning Styles*. Elgin: David C. Cook, 1995. ISBN: 9780781451178

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

###### 2. Other

None

##### B. Optional Materials

###### 1. Textbooks

None

###### 2. Other

None

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. 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.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. 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. **Attendance**  
The Official Attendance Policy for the Graduate School of Theology and Ministry is as follows:
- a. If the class meets three times a week:
    - (1) Missing of 6 class sessions results in a grade reduction of one letter grade.
    - (2) Missing 8 class sessions results in a grade reduction of two letter grades.
    - (3) Missing 12 class sessions automatically results in a grade of F.
  - b. If the class meets twice a week:
    - (1) Missing of 4 class sessions results in a grade reduction of one letter grade.
    - (2) Missing 6 class sessions results in a grade reduction of two letter grades.
    - (3) Missing 8 class sessions automatically results in a grade of F.
  - c. If the class meets once a week:
    - (1) Missing of 2 class sessions results in a grade reduction of one letter grade.
    - (2) Missing 3 class sessions results in a grade reduction of two letter grades.
    - (3) Missing 4 class sessions automatically results in a grade of F.
  - d. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
  - e. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
  - f. Students are expected to be prompt for classes.
  - g. Students are expected to remain for the entire class session. Leaving early without permission constitutes an absence.
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](http://www.studentresources.oru.edu).

C. Course Policies and Procedures

- 1. Evaluation Procedures
 

Learning Activity Project	20%
Interaction with LeFever	20%
Teaching Evaluations	30%
Final Exam: Lesson Plan/Presentation	30%

  - A=90-100%
  - B=80-89%
  - C=70-79%
  - D=60-69%
  - F=59% and below
- 2. ePortfolio Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
  - b. ePortfolio requirements for this course:
    - (i) The Lesson Plan/Presentation for PRM 560 must be uploaded to the student's ePortfolio.
    - (ii) The Lesson Plan/Presentation may be used as a required artifact for the M. A. Practical Theology degree program.
3. Other Policies and/or Procedures
- a. Learning Activity Project (20%)
 

The student chooses a teaching passage from scripture and selects seven different learning activities that could be used to teach this passage (activities that target each of the seven types of learners discussed in class). **Note:** This means one activity per type of learner, not that each activity has to appeal to all seven types of learners. For each activity the student compiles an activity sheet that includes the following:

    - (1) Scripture passage
    - (2) Main theme of lesson
    - (3) Lesson aim to which the activity corresponds. (The student should write out the lesson aim and indicate whether it is cognitive, affective, or behavioral.)
    - (4) Target audience (age, gender, and context)
    - (5) Types of learners the activity would appeal to. (Some may appeal to more than one type of learner.)
    - (6) Thorough explanation of the learning activity
  - b. Interaction with LeFever
 

Students read the LeFever text and write a four page paper including the following elements:

    - (1) Explain each learning style. (1-1½ pages)
    - (2) Evaluate personal learning and teaching style based on those presented in the book. (How does the student learn best? How does the student usually teach?) Give examples showing how the conclusions were reached.
    - (3) List at least four concrete things that could be done to improve individual teaching based upon the text and personal self-evaluation. (1-1½ pages)
  - c. Teaching Evaluations (30%)
 

After reading Gangel Chapters 3-4, and 7-10 and Richards pp. 93-318, do 3 teaching evaluations (worth 10% each) of 3 different teaching settings. Use the categories and questions used in Richards, pp. 312-313, as the basis for your evaluations. Each evaluation should be at least four paragraphs long (2-3 typed pages) structured to follow the four categories listed by Richards: Learner, Teacher, Curriculum and Environment. In your evaluations, answer as many of the questions found on pp. 312-313 of your text as possible. Acceptable teaching environments to evaluate include cell groups, Sunday school classes, children's church, youth group meetings, single's meetings, church services, etc. Please evaluate each type of educational setting only once. Make sure all three evaluations are of *different* educational settings. For example, evaluating two church services or two youth group meetings is not acceptable. Expose yourself to three completely different

teaching/learning situations.

d. Final Exam: Lesson Plan and Presentation (30%)

The student prepares an in-depth lesson plan for a designated age group according to the lesson plan guide provided in class. The student presents the lesson in a simulated teaching session. Detailed instructions are provided in class.

VI. COURSE CALENDAR

<b>Week</b>	<b>Topic</b>
1	Purpose and Goals of Teaching
2	The Teaching/ Learning Process
3-4	The Lesson Plan
5	The Learner (Learning Styles, Types of Learners)
6	The Learner (Levels of Learning, Learner Retention)
7	The Teacher (Character)
8	The Teacher (Methodology)
9-12	Bible Learning Activities (Lecture, Discussion, Storytelling, etc.)
13-14	Lesson Plan Class Presentations
15	Using Curriculum and Other Resources Exam Preparations <b>Final Exam</b> (university schedule)

<b>Assignment:</b>	<b>Due:</b>
LeFever Paper	2/6/12
Evaluation 1	2/20/12
Learning Activity Project	3/5/12
Evaluations 2 & 3	4/2/12
Lesson Plan Presentations	On presentation dates agreed upon in class. Some are on final exam day

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry  
M. A. Practical Theology**

**PRM 560 Teaching the Bible**

**Dr. Randy Loescher, Instructor**

**Spring 2012**

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
<b>Foundational Knowledge of OT/NT Scripture</b>				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	X			
<b>Basic Methods of Biblical Interpretation</b>				
Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.		X		
<b>Theology and Christian Doctrines</b>				
Exhibit a basic knowledge of the contents and methods of Christian theology		X		
<b>History of Christianity</b>				
Research and synthesize key movements and figures together with their significance in the history of Christianity			X	
<b>Communication Through Preaching/Teaching</b>				
Effectively communicate the message of Christianity through the medium of preaching or teaching.	X			
<b>Supervised Practice in Ministry Context</b>				
Demonstrate understanding and skills for contemporary ministry contexts.	X			