



CEEF6310-65, 37, 30 Teaching the Bible

New Orleans Baptist Theological Seminary

Division of Discipleship and Ministry Leadership

Spring 2020, Term 203

Monday 8x Hybrid, 5:00 – 6:50 pm

CIV from Orlando to Tallahassee & Miami

Class Dates: 1/27, 2/10, 2/24, 3/9, 3/23, 4/6, 4/20, 5/4

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

Each academic year, a core value is emphasized. This academic year, the core value is **Spiritual Vitality**: We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.

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. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.

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

The course explores the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

Student Learning Outcomes

By the end of the course be able to demonstrate:

1. an understanding of the Biblical model of instruction as exemplified by Jesus.
2. an understanding of theories regarding the ways people develop and learn.
3. an understanding of the component parts of the teaching plan template.
4. skill in preparing Bible study teaching plans for a selected age-group that reflect best practice and adhere to the teaching plan template
5. skill in evaluating published curriculum.

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

Ford, LeRoy, *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene OR: Wipf and Stock Publishers 2000.

Yount, William. *The Discippler's Handbook*. Revised 2014. Pdf posted on Blackboard.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279). Kindle Edition available.

Optional (Recommended) Texts

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 3rd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310492573)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014. (ISBN: 978-0310517825). Kindle Edition available.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 2003. (ISBN: 978-1590521380) . Kindle Edition available.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 978-0802416445) Kindle Edition available.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 2005. (ISBN: 978-1590524527). Kindle Edition available.

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1999. (ISBN: 978-0805411997). Kindle Edition available.

Yount, William. Ed. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008. (ISBN: 978-0805447378) Kindle Edition available.

Course Teaching Methodology

Units of Study

The Nature of Teaching

The Disciplers' Model

Biblical Models of Instruction

Writing a Teaching Philosophy

Educational Psychology: Learners and Learning

Instructional Taxonomies

Writing Instructional Objectives

Knowledge and Understanding Outcomes

Teaching for Knowledge and Developing Understanding

Teaching for Change in Attitude/Motor Skill Outcomes

Evaluation of Learning/The Lesson Plan

Evaluation of Lesson Plans

Evaluating Curriculum

Teaching Method

Students in this course will experience group discussions, individual learning assignments, reading/research, and media presentations to engage them in the learning process.

Assignments and Evaluation Criteria

A rubric for each assignment may be found on Blackboard in Assignment Upload.

1. Preparation for Class

Due: See Course Schedule

Review all course documents for each unit on Blackboard prior to class each week. Readings in textbooks and workbook assignments in *Design for Teaching and Training* should be completed prior to the class meeting so you can actively relate to all discussions. Reading the assigned chapters is extremely important as class discussions will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours will be needed to be prepared for each unit.

2. Unit Assessment Quizzes: (10%)

Due: See Course Schedule

Quizzes will be given for units in *Design for Teaching and Training*. *Unit quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Sunday.* Missed quizzes may

not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcome #3.*

3. Theorist Presentation (5%)

Due: Feb. 10

You will be assigned a theorist's theory to research (*Created to Learn*, Chapters 3-10). Develop a five-minute presentation on the assigned theory and present to the class on the assigned date. Deliver the presentation using PowerPoint or Prezi; on the last slide, include 3 multiple choice questions covering the main points of your presentation. Post the presentation on the assigned discussion board at the end of class on the due date. Depending on the size of the class, this may be a group project. The following will be considered in the grading of the presentation:

- Did the presenter cover the main points of the theory?
- Was a visual presentation used?
- Were 3 questions posed at the end of the presentation?
- Was the presentation delivered effectively?
- Was the presenter able to respond to questions about the theory?

This assignment is related to SLO #2.

4. Philosophy of Bible Teaching: (15%)

Due: Feb. 28

Write a 2-page paper presenting your basic philosophy of Bible teaching. Include at least one paragraph about each of the following in the teaching/learning process.

- What constitutes excellence in teaching?
- Role of the teacher
- Role of the Holy Spirit
- Role of the learner
- Equipping of the teacher (ongoing) *This assignment is related to SLOs #1.*

5. Learning Styles/Multiple Intelligence Paper (5%)

Due: Mar. 8

Take the learning styles and multiple intelligences inventories posted on Blackboard. Write a one-page profile of your learning styles/multiple intelligences.

- Describe your learning styles (1 paragraph)
- Describe your multiple intelligences (1 paragraph)
- Describe learning experiences that have been the most effective and meaningful to you. Suggest methods or activities that a teacher of the Bible should use to engage you most fully. (1/2 page) *This assignment is related to SLO #2.*

6. Teaching Plans

a. Biblical Background Paper (15%)

Due: Mar. 14

Write a 5-page biblical background paper of either the assigned Old Testament or New Testament passages of Scripture. Follow the guidelines set forth in *Writing a Biblical Backgrounds Paper* PowerPoint posted on Blackboard. Include a minimum of 5 scholarly sources, including one commentary. *This assignment is related to Student Learning Outcome #3.*

b. Bible Truth/Central Idea and Teaching Aims/Learning Objectives

Due: Apr. 19

Develop one Bible Truth (exegetical idea/central idea), one pedagogical idea (teaching idea) and two learning outcomes (cognitive or behavioral) based on the Scripture passage you selected for your Biblical Background paper (Assignment 4). *This assignment is related to SLO #4.*

c. Micro-Teach Bible Lesson Plans- Rough Drafts

Due: Apr. 20

Submit two lesson plans to Assignments on the due date and bring 3 copies of each to class. Class members will evaluate the lesson plans, addressing the following:

- Is the learning outcome written in proper form?
- Does the writer use command language?
- Is the learning readiness in the same domain as the learning outcome?
- Does the Bible study include a variety of teaching methods?
- Is an evaluation of the target (lesson aim) included?
- Has the writer included a conclusion? Be respectful yet truthful. *This assignment is related to SLO #4.*

d. Micro Teach Bible Lesson Plans: (2@20% each= 40%)

Due: May 3

Write two 15-minute Micro Teach Bible Lesson Plans based on your Biblical Backgrounds paper. You may have two cognitive lesson outcomes or one cognitive and one behavioral. For the purposes of this course, the teaching plans should be constructed according to the *Micro-Teach Bible Lesson Plan Template* posted on Blackboard. Guidelines are posted on Blackboard. Each teaching plan should be written for a specific age group - children (younger or older), students (younger or older), or adult (young, median, or senior). Appropriate sources should be utilized including scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc. A grading rubric will be provided. *This assignment is related to SLO #4.*

7. Curriculum Evaluation: (10%)

Due: May 6

Select and evaluate one of the curriculums posted on Blackboard using the *Curriculum Evaluation Guide*. Submit your completed guide with a 2 to 3-page critical review of your findings. Highlight strengths and weaknesses found in the curriculum. Support your critique with sources. The textbooks may be used as sources for the critique. *This assignment is related to SLO #5.*

Course Evaluation

Theorist Presentation	05%	Learning Styles Paper	05%
Biblical Background Paper	15%	Philosophy of Bible Teaching	15%
Unit Quizzes	10%	Lesson Plans (2@ 20%)	40%
Curriculum Evaluation	10%		

Grading Scale

Each students final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

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

Course Schedule

(subject to change)

Week	Date	Unit #	Course Topic	Assignments Due
1	Monday January 27 Class Meeting	Unit 1	Introduction of course The Nature of Teaching The Disciplers' Model	<i>The Discipler's Handbook, Chapter 0</i> <i>Created to Learn, Chapter 1</i>
2	February 3-9			Spiritual Gifts Survey – link on Blackboard – Bring results to class
3	Monday February 10 Class Meeting	Unit 2	Biblical Models of Instruction ○ Jesus as Master Teacher	<i>Created to Learn, Chapter 11</i> Theorist Presentations
4	February 17 -23			<i>Created to Learn, Chapters 3-10</i>
5	Monday February 24 Class Meeting	Unit 3	Writing a Teaching Philosophy Educational Psychology: Learners and Learning Instructional Taxonomies ○ Domains/Levels of Learning	<i>Created to Learn, Chapter 12-thru pg. 400</i> <i>The Discipler's Handbook, pgs. 47-52</i> Philosophy of Bible Teaching Due 2/28
6	March 2-8	Unit 4	Writing Instructional Objectives Goals and Indicators	<i>Created to Learn, pgs. 401-408, 418</i> <i>Design for Teaching & Training, Units 1, 2</i> Quiz #1 Learning Styles Paper Due 3/8

Week	Date	Unit #	Course Topic	Assignments Due
7	Monday March 9 Class Meeting	Unit 5-6	The Planning Process <ul style="list-style-type: none"> ○ Designing Learning Activities Knowledge and Understanding Outcomes <ul style="list-style-type: none"> ○ Knowledge, Comprehension, Application ○ Analysis, Synthesis, Evaluation 	<i>Design for Teaching & Training, Unit 3, 4</i> Quiz #2 <i>Design for Teaching & Training, Unit 5</i> Quiz #3 Biblical Backgrounds Paper Due 3/14
8	March 16-20		Spring Break	
9	Monday March 23 Class Meeting	Unit 7-8	Teaching for Knowledge and Developing Understanding Teaching for Change in Attitude and Values Motor Skill Activities and Outcomes	<i>Design for Teaching & Training, Units 6, 7</i> Quiz #4
10	March 30- April 5			<i>Design for Teaching & Training, Units 8-11</i> Quiz #5
11	Monday April 6 Class Meeting	Unit 9	Evaluation of Learning <ul style="list-style-type: none"> ○ Indicators and Tests The Lesson Plan <ul style="list-style-type: none"> ○ Micro-Teach ○ Bible Lesson Plan Template ○ Biblical Background 	<i>Design for Teaching & Training, Units 12, 13</i> <i>The Disciplers' Handbook, pgs. 52-76</i> Quiz #6
12	April 13-19			One Bible Truth/Central Idea, Two Teaching Aims/Learning Outcomes Due 4/19

Week	Date	Unit #	Course Topic	Assignments Due
13	Monday April 20 Class Meeting	Unit 10	Evaluation of Micro-Teach Bible Lesson Plans (Rough Drafts)	Bring 3 copies of each Micro Teach Lesson Plan to class
14	April 27- May 3			Micro-Teach Lesson Plans Due 5/3
15	Monday May 4 Class Meeting	Unit 11-12	Evaluating Curriculum Celebration	Curriculum Evaluation Due 5/6

Course Policies

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

Absences: You are permitted a maximum of 2 missed class dates. However, participation in this course is partially based on attendance. You can't participate if you are absent.

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.

Writing Style Guide: Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

Plagiarism: A high standard of personal integrity is expected of all 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 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 will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

Technical Support: Need technical assistance? Contact the ITC today:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com or call the ITC at 504-282-4455, ext. 8180.

ITCSupport@nobts.edu - Email for general technical questions/support requests. 504.816.8180- Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website. If you experience any problems with your Blackboard account you may email

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library

Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Selected Bibliography

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- Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.
- Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.
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- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
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- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective, 3rd ed.* Berrien Springs, MI: Andrews University Press, 1998.
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- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Smith, Wilbur M. *Profitable Bible Study*, 2ed. Natick, MA: W.A. Wilde Company, 1963.
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- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
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- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.
- Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010.
- _____. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.
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