



# LEAVELL COLLEGE

AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

**Teaching Methods: LCCF 2360-30**

**Spring 2021 (213)**

**Monday, 6:00 – 7:50 pm**

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**Antonio Arango, D. Ed. Min., MACE, BS-BIO**

**Adjunct Instructor**

**e-mail: [arangoao2018@gmail.com](mailto:arangoao2018@gmail.com)**

**Cell: 386-546-2841**

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

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## **COURSE DESCRIPTION**

Students will investigate instructional theory and practice as a basis for developing a personal concept of teaching in the local church. The emphasis is the practical application of learning theory. Major assignments include a written lesson plan, an oral presentation of the lesson, a movie or book review, and a curriculum evaluation. *Prerequisite: Hermeneutics*

## **COURSE STUDENT LEARNING OUTCOMES (CSLOs)**

At the conclusion of the semester, the student will:

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.

## **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)

A formal, modern English translation of the Holy Bible (ESV, NASB, HCSB, CSB, etc.).

## **COURSE REQUIREMENTS**

1. *Student Devotion* (10%)  
Each student will lead one devotional session prior to the beginning of instructional time. The devotional time is to be between five to seven minutes in length and based on a passage of scripture. The student is to write the devotion and not share a devotion from an outside source. ***Reading a devotion from an outside source will result in a grade of 0 for this assignment.*** The students will select their devotion date during the second week of class.

All selections will be done on a first-come, first-served basis.

2. Movie Review (15%)

Each student will write a 2- to 3- page (double-spaced) review of a movie about a teacher who has made a difference in the lives of his or her students. The movie review is to be completed according to specific guidelines, which will 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 to use the information learned in class.

3. Lesson Plan (50%)

Each student will design, plan, and teach a detailed Bible study lesson. The lesson plan will have three parts:

a. Exegesis (10%)

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.

b. Written Plan (20%)

The completed lesson plan will be turned in prior to the actual teaching of the lesson. Format for the plan will be discussed in detail in class. This assignment is the main assignment for the course.

c. Teaching a Portion of the Lesson (10%)

Students will teach a 20 to 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.

**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 rubrics.** Copies of the rubric are available in Course Documents in Blackboard.

4. Evaluation of Published Curriculum (10%)

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 to 20 slide PowerPoint presentation. Further information will be provided in class.

5. Assigned Reading and Viewing of Lesson Plan Presentations (10%)

All reading assignments and viewing of lesson plan presentations are to be completed as noted in the *Course Outline* below. The required reading is to be completed prior to class so you can actively interact with class discussions. Students will be asked to identify the percentage of required text read and lesson plan presentations viewed by completing a *Reading Acknowledgment Form*, which will be available in *Course Documents* (Blackboard shell).

6. Take-Home Exam (15%)

Each student will complete a take-home exam. Final exam questions will be in a variety of formats. Students will have access to all notes and books for the final examination. **No late final exams will be accepted.**

**GRADING**

Devotional	10%
Movie Review	15%
Exegesis	10%
Written Lesson & Plan	20%
Teaching of Lesson (oral)	10%
Curriculum PowerPoint	10%
Final Exam	15%
Assigned Rdg/ Viewing of Lesson Plans	10%

**GRADING SCALE**

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

**COURSE OUTLINE**

All topics and dates (except the final exam) are subject to change.

Week	Date	Topic	Readings	Assignment
1	<b>January 25</b>	Course Introduction Why do we Teach?		
2	<b>February 1</b>	Laws of the Teacher		<b>Due on Blackboard by Jan. 28<sup>th</sup></b> <b>Devotion Schedule</b> <b>Movie Selection</b>
3	<b>February 8</b>	Laws of the Learner		Begin work on movie review  Work on review/study of Matt. 5:13-16
4	<b>February 15</b>	Class Discussion on Matt. 5:13-16 Review/ Study  Methodology	Richards - Ch. 11  Various Handouts	<b>Due on Blackboard by Feb. 13<sup>th</sup></b> <b>1-page Review/Study of Matt. 5:13-16</b>  Continue work on movie review
5	<b>February 22</b>	Transfer of Learning  Exegetical Idea & Pedagogical Idea	Richards - Ch. 7  - Ch. 8 (pgs. 131-135)	<b>Due on Blackboard by Feb. 20<sup>th</sup></b> <b>Movie Review</b>
6	<b>March 1</b>	Multiple Intelligences  Learning Styles  Lesson Aims	Various Handouts  Richards - Ch. 8 (pgs. 136-147)	<b>Due on Blackboard by Feb. 28<sup>th</sup></b> <b>Exegesis</b>
7	<b>March 8</b>	Lesson Elements  Lesson Application	Richards - Ch. 9 - Ch. 10	Work on lesson plan

Week	Date	Topic	Readings	Assignment
8	March 15-19	<i>Spring Break—Enjoy!!</i>		
9	<b>March 22</b>	Review of Lesson Aims, Lesson Elements, Lesson Application		Continue work on lesson plan
10	<b>March 29</b>	Teaching Like Jesus Choosing/Evaluating Curriculum (proceed to the library)	Richards - Ch. 12	<b>Due on Blackboard by Mar. 27<sup>th</sup></b> <i>Lesson Plan</i>
11	<b>April 5</b>	Teacher Credibility Making an Impact	Richards - Ch. 13  - Ch. 20	Continue work on PowerPoint  Begin rehearsing for presentation of lesson plan
12	<b>April 12</b>	<i>No Class—Work on Your Lesson Plan Presentation</i>		<b>Due on Blackboard by April 9<sup>th</sup></b> <i>PowerPoint Presentations</i>  Continue rehearsing for presentation of lesson plan
13	<b>April 19</b>	<b>Lesson Plan Presentation</b>	View lesson plan presentations	<i>View this week's lesson plan presentations</i> by April 25
14	<b>April 26</b>	<b>Lesson Plan Presentation</b>	View lesson plan presentations	<i>View this week's lesson plan presentations</i> by April 30 <sup>th</sup>
15	<b>May 3</b>	<b>Lesson Plan Presentation</b>	View lesson plan presentations	<i>View this week's lesson plan presentations</i> by May 6 <sup>th</sup>
16	<b>May 10</b>			<b>Due on Blackboard by May 10<sup>th</sup></b> <i>Final Exam</i>

#### ADDITIONAL COURSE INFORMATION

1. Attendance Policy: Leavell College follows the attendance policy as stated in the Leavell College catalog.
2. Policy for Late Submissions: All late assignments will be penalized five points for the first day and one point per day thereafter, with no assignments being accepted more than one week past the due date.
3. 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.

4. *Classroom and Online Decorum*: Each student is expected to demonstrate appropriate Christian behavior. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of the others in the course. A spirit of Christian charity is expected at all times. Electronic devices should be used only for classroom purposes as indicated by the professor.
5. *Special Needs*: If you need accommodations for a disability, please set up a meeting with the professor for consideration of any modifications you may need.
6. *Emergency Plan*: In the event the NOBTS schedule is impacted due to a natural event, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.
7. *Technical Assistance*: For general NOBTS technical help, go to [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)

## 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.
- 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.
- Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: Broadman & Holman Publishes, 1999.
- , ed. *The Teaching Ministry of the Church*. 2nd ed. Nashville: B&H Publishing Group, 2008.
- Zuck, Roy B. *Teaching as Jesus Taught*. Eugene, OR: Wipf & Stock Publishers, 1995.