



CEEF6310 Teaching the Bible

New Orleans Baptist Theological Seminary
Division of Discipleship and Ministry Leadership
Summer, 2019 INTERNET

Stephanie L. Cline, BA, MACE, ThM
Summer Term Instructor at NOBTS
Minister to Families at FBC Center, Texas
(832) 330-2745
(936) 598-5605
Stephanie.l.cline62312@gmail.com

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values. The focal core value for 2018-19 is *Doctrinal Integrity*. This course supports the five core values of the seminary.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith & Message 2000.

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 you should 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

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, electronic presentations (PowerPoint, Prezi), videos, and interaction to engage them in the learning process.

Delivery Format

The course will be delivered in the semester-long online format.

Assignments and Evaluation Criteria

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

1. Preparation for Class -Reading/Workbook Due: See Course Schedule

Readings and workbook assignments in *Design for Teaching and Training* should be completed prior to Discussion Board due dates so you can actively relate to all discussions. Reading the assigned chapters is extremely important as Discussion Boards 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 of reading and studying will be needed to be prepared for each unit.

2. Unit Assessment Quizzes: (10%) Due: See Course Schedule

Quizzes will be given over the designated content for selected units. *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*

Outcomes #1, #2, and #3.

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

Due: June 16

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 Student Learning Outcome #2.*

4. Philosophy of Bible Teaching: (10%)

Due: June 23

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)

See <https://bible.org/seriespage/3-developing-philosophy-teaching> *This assignment is related to SLOs #1 & 2.*

5. Teaching Plans

(a) Biblical Background Paper (15%)

Due: June 30

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: June 30

Develop one Exegetical Idea (Bible Truth), two Pedagogical ideas (teaching idea) based on the Scripture passage you selected for your Biblical Background paper. Refer to the pdf document posted on Blackboard. The learning outcomes will flow from these. *This assignment is related to SLO #4.*

(c) Micro-Teach Bible Lesson Plans- Rough Drafts

Due: July 7

Submit two lesson plans to Assignments on the due date and post to the Discussion Board on the assigned date. 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. Class members may be grouped, depending on the size of the class. *This assignment is related to SLO #4.*

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

Due: July 21

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 *MicroTeach 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 is posted on Blackboard. *This assignment is related to SLO #4.*

6. Curriculum Evaluation: (10%)

Due: July 26

Select and evaluate one Bible lesson from those posted on Blackboard. Use the *Curriculum Evaluation Guide* to evaluate the lesson plan. 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.*

7. Discussion Boards (10%)

Due: Weekly

Threaded Discussion: You will participate weekly in the threaded discussions. These discussions are an essential component of the participation grade for the course. Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In addition to writing your own response, each unit you will post a response to at least two other students' responses. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response.

Your contributions to the Discussion Board Topic are worth 20 points for each week for a total of 10% of your final grade. There is NO MAKE_UP option for participation in the weekly Discussion Board. You cannot complete "other assignments" or extra credit to "make_up" for not being able to participate.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the posted questions(s) must be made by Wednesday at 5:00 p.m. CST of each week. Responses to other students' posts must be made by Friday at 5:00 p.m. CST. Any threaded discussion posted after

11:59 on Sunday will not be viewed by the professor or grader and will *not* count towards class participation for that week. *This assignment is related to Student Learning Outcomes #1 and #2.*

Course Evaluation

The professor will prescribe a grade based upon the student's completion of the following:

Unit Quizzes	10%
Philosophy of Bible Teaching	10%
Learning Styles Paper	05%
Discussion Boards	15%
Biblical Background Paper	10%
Lesson Plans (2@ 20%)	40%
<u>Curriculum Evaluation</u>	<u>10%</u>
Total	100%

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	6/03		Introduction of course The Nature of Teaching	
1	6/03	Unit 1	The Discippler's Model	<i>The Discipler's Handbook</i> , Chapter 0 <i>Created to Learn</i> , Chapter 1 Review of Unit Materials (Take Spiritual Gifts Survey) Discussion Board
1	6/03	Unit 2	Biblical Models of Instruction - Jesus as Master Teacher	<i>Created to Learn</i> , Chapter 11 Review of Unit Materials Discussion Board
2	6/10	Unit 3	Educational Psychology: Learners and Learning	<i>Created to Learn</i> , Unit 2 Review of Unit Materials Discussion Board Learning Styles/Multiple Intelligence Paper Due 6/16 Quiz 1
2	6/10	Unit 4	Educational Psychology and Learning	<i>Created to Learn</i> , Chapters 6-10 Review of Unit Materials Discussion Board Quiz 2
3	6/17	Unit 5	Teaching Children, Youth, and Adults	Review of Unit Materials Discussion Board

3	6/17	Unit 6	Instructional Taxonomies - Domains/Levels of Learning	<i>Created to Learn</i> , Chapter 12-thru pg. 400 Review of Unit Materials Discussion Board <i>The Discipler's Handbook</i> , pgs. 47-52 Philosophy of Bible Teaching Due 6/23 Quiz 3
4	6/24	Unit 7	Writing Instructional Objectives Goals and Indicators	<i>Created to Learn</i> , pgs. 401-408, 418 Review of Unit Materials Discussion Board <i>Design for Teaching & Training</i> , Units 1, 2 Quiz 4
4	6/24	Unit 8	The Planning Process - Designing Learning Activities Knowledge and Understanding Outcomes - Knowledge, Comprehension, Application	Review of Unit Materials Discussion Board <i>Design for Teaching & Training</i> , Unit 3, 4 Quiz 5 Biblical Backgrounds Paper Due 6/30 One Exegetical Idea, Two Pedagogical Ideas Due 6/30
5	7/1	Unit 9	Knowledge and Understanding Outcomes - Analysis, Synthesis, Evaluation Teaching for Knowledge and Developing Understanding	Review of Unit Materials Discussion Board <i>Design for Teaching & Training</i> , Unit 5-7 Quiz 6
5	7/1	Unit 10	Evaluation of Learning - Indicators and Tests The Lesson Plan - Micro-Teach Bible Lesson Plan Template - Biblical Background	Review of Unit Materials Discussion Board <i>Design for Teaching & Training</i> , Units 12, 13 <i>The Disciplers' Handbook</i> , pgs. 52-76 Quiz 7 Lesson Plans (Rough Draft) Due 7/7 @ 11:59 p.m. to Discussion Board
6	7/8	Unit 11	Evaluation of Micro-Teach Bible Lesson Plans (Rough Drafts)	Review of Unit Materials Discussion Board
6	7/8	Unit 12	Teaching for Change in Attitude and Values Motor Skill Activities and Outcomes	Review of Unit Materials Discussion Board – Evaluate Rough Drafts <i>Design for Teaching & Training</i> , Units 811 Quiz 8
7	7/15	Unit 13	Evaluating Curriculum	Discussion Board Micro-Teach Lesson Plans Due 7/21
8	7/22	14	Laws of the Learner	Review of Unit Materials Discussion Board Curriculum Evaluation Due 7/26

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 9 hours of absence from this course. 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 oncampus, 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.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. 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.

Grading Scale: Your 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 current NOBTS catalog.

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.

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.

Office Hours: 9-12 Monday through Friday.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

WBSN FM-89.1
WWL Channel 4
WWL AM-870
www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

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.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

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

student debt)			
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/researchlinks/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 –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS

Selected Bibliography

- 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.
- Brookfield, Stephen D. *The Skillful Teacher*, 7th ed. San Francisco: Jossey-Bass Publishers, 2017
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- 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.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.
- Maddix, Mark and James Riley Estep Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids, MI: Baker Academic, 2017
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker, 2001.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.
- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.
- _____. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.

Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books.