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**WBUonline**

**School of Christian Studies**

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME

MNST5302 VC01 Principles of Biblical Teaching

## TERM

Fall 1: August 17-October 10, 2020

## INSTRUCTOR

Dr. David W. Howle

## CONTACT INFORMATION

Cell phone (call or text): 254-314-9168

Email: david.howle@wayland.wbu.edu

## OFFICE HOURS & LOCATION

Office hours: Phone calls—Monday-Friday, 3:00-4:00 PM CDT; text messages—24 hours

Location: Temple, Texas

## COURSE MEETING TIME & LOCATION

## Online via Blackboard: August 17-October 10, 2020 (see schedule for synchronous meetings)

## CATALOG DESCRIPTION:

Introduction to a theology of discipleship and survey of instructional strategies for effective teaching and learning in various contexts (large group to one-on-one) using a variety of media (traditional to technological resources); emphasis will be given to bridging the hermeneutical gap between the message of the biblical world to application in the contemporary world that is contextually relevant to the local audience.

## PREREQUISITES: None

## REQUIRED TEXTBOOKS AND RESOURCE MATERIAL:

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| **TITLE** | **AUTHOR** | **PUBLISHER** | **ED.** | **YEAR** | **ISBN #** |
| *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. | Howard Hendricks | Multnomah Books | 2nd | 2003 | 9781590521380 |
| *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective* | Robert Pazmiño | Baker Books | 2nd | 1997 | 9780801021060 |

The course includes an Automatic eBook for the book by Pazmiño. If you would rather purchase a hard copy, the opt-out date is the 8th day of class (second Monday of the session). Click on the menu link in Blackboard for more details.

## OPTIONAL MATERIALS

See bibliography at the end of the syllabus.

## COURSE OUTCOMES AND COMPETENCIES:

Students will:

1. demonstrate knowledge of the historical, philosophical, biblical, and theological foundations for biblical teaching
2. demonstrate knowledge of developmental perspectives in biblical teaching
3. demonstrate knowledge of the teaching-learning process and the implications for biblical teaching
4. demonstrate mastery of the course content by synthesizing the course material through research and writing components

## ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Attendance for online classes is assessed by weekly participation in assignments. Given the brevity of eight-week semesters, failing to participate in assignments for more than two weeks will constitute unsatisfactory progress.

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

## DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

## COURSE REQUIREMENTS and GRADING CRITERIA (see Description of Assignments below):

**Class Discussion Board**: For weeks 1 and 6-8, students will participate in weekly class discussions on the assigned topics for those weeks. 30% of total grade.

**Small Group Discussion Board**: For weeks 2-5, students will participate in weekly small group discussions on the assigned topics for those weeks. 20% of total grade.

**Lead class discussion**: Each graduate student will lead the discussion for one of the weeks 6-8, submitting a synopsis of one of the chapters from Foundational Issues in Christian Education in advance and using that synopsis to inform the discussion. 30% of total grade.

**Teaching Project**: Students will complete, record, and submit a teaching project. 15% of total grade.

**Philosophy of Teaching**: Students will develop a personal philosophy of teaching. 5% of total grade.

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Make-up Work: Students may make up one absence (failure to participate in weekly discussion) by submitting a two-page critical review of the textbook by Howard Hendricks.

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| **Assignment** | **Number of submissions** | **Percentage points per item** | **Total points** |
| Class discussion | 3 | 10 | 30 |
| Small group discussion | 4 | 5 | 20 |
| Lead class discussion | 1 | 30 | 30 |
| Teaching project  | 1 | 15 | 15 |
| Philosophy of teaching | 1 | 5 | 5 |
| TOTAL POINTS | 100 |

The following scale of points will determine your final grade:

A = 90-100 Exhibits excellent scholarship, takes initiative in exploring studies, motivates others in cooperative efforts, improves consistently.

B = 80-89 Exhibits accurate scholarship, benefits class with achievements, works effectively in groups, improves noticeably.

C = 70-79 Completes most assignments, contributes to discussions, exhibits some interest in studies, improves somewhat.

D = 60-69 Does not meet most assignments, exhibits indifference to studies, slows the progress of the class, improves unremarkably if at all.

F = 0-59 Misses class excessively, detracts from class progress, shows no improvement, fails to do assignments, plagiarizes.

**WBU Grade Appeal Statement**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

## TENTATIVE SCHEDULE

Students will read *Foundational Issues in Christian Education* during the semester and select one chapter as a basis for the class discussion for which they have leadership responsibility. The professor recommends setting a schedule for reading the book completely by the fourth week of the semester.

TCL = *Teaching to Change Lives*, CD = Class discussion, SGD = Small group discussion, L = Lecture

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| **Week/Dates** | **Topic** | **Assignments** |
| 1, Aug 17-22 | The task of teaching | L1; CD1; TCL, pp. 13-38 |
| 2, Aug 24-29 | Biblical models of teaching | L2; SGD1; TCL, pp. 85-98 |
| 3, Aug 31-Sep 5 | Preparing to teach the Bible | L3; SGD2; TCL, pp. 69-84 |
| 4, Sep 7-12 | How people learn | L4; SGD3; TCL, pp. 39-54, 99-114 |
| 5, Sep 14-19 | How to teach: setting, preparation | L5; SGD4; TCL, pp. 115-128 |
| 6, Sep 21-26 | How to teach: presentation, activity | L6; CD2; TCL, pp. 55-68 |
| 7, Sep 28-Oct 3 | Evaluating and improving effectiveness | L7; CD3; Philosophy of teaching due (9-28) |
| 8, Oct 5-10 | Resources for further learning | L8; CD4; Project due (10-5) |

This schedule may be altered at the discretion of the professor, and students will be informed in advance of scheduling changes that affect student grades.

## DESCRIPTION OF ASSIGNMENTS

Class Discussion Board: For weeks 1 and 6-8, students will participate in weekly class discussions on the assigned topics for those weeks. On each of these weeks, a brief essay will be posted; discussion questions about the essay will be addressed by every student. Active participation in an online forum is measured by posting at least five substantial comments per forum. Comments may be replies to posted questions or to the responses of other students.

Small Group Discussion Board: For weeks 2-5, students will participate in weekly small group discussions on the assigned topics for those weeks. Small groups will consist of four students each. Each group member will sign up to lead the discussion for one week. This will require posting a brief essay on the topic for the week and supplying five questions for group members to address. The group member in charge for the week will be graded on the value of the essay and questions; other group members will be graded on depth and value of responses.

Lead class discussion: Each graduate student will lead the discussion for one of the weeks 6-8. To prepare for the discussion, the student will submit to the professor a synopsis of one of the chapters from *Foundational Issues in Christian Education* one week in advance of the assigned discussion. The student will post the synopsis in the Blackboard discussion forum to inform fellow students and will use the synopsis as a basis for posing questions.

Teaching Project: Students will complete, record, and submit a teaching project which models leading a Bible study utilizing one of the teaching methodologies presented in this class. Projects will model the use of traditional and technical media, model the utilization of available tools for their chosen methodology, and provide a bibliography of 5-8 helpful sources. Student videos will present between 45 minutes and one hour of instruction/class activity. Students who do not normally teach in a church setting (Sunday school, Bible study, etc.) will need to arrange for a group of (volunteer) learners to participate. Submission of the video is due by Monday of the last week of class (October 5). Videos should be saved as MP4 or MOV files.

Philosophy of Teaching: Students will develop a personal philosophy of teaching based on a synthesis of learning and research gathered through the semester. This 4-5 page paper will be due at the beginning of the 7th week.

**STANDARDS FOR ACADEMIC WRITING**

Good writing exhibits the following characteristics:

1. Content is clearly purposeful, demonstrating depth, insight, and critical thinking.

2. Structure and organization are effective, coherent, and logically developed.

3. Conventions are conscientiously observed, including sentence structure, usage, and mechanics such as punctuation, grammar, and spelling.

4. Style (defined as the personality of the writing) is effective. It includes, but is not limited to, word choice, sentence variety, voice, and attention to audience.

5. Resources are quoted and cited correctly, exhibiting quality and breadth.

**Do not plagiarize!** Plagiarism is the use of another’s ideas or phrasing without giving appropriate credit. A student who copies a paragraph out of a source, pastes it into her or his paper, and gives no indication of the source of the paragraph has effectively lied to the reader of the essay. I do not like for people to lie to me. And in the academic world, plagiarism is scandalous. I have provided “Advice on Writing a Term Paper” in our Blackboard site; read through it before you start writing your philosophy of teaching paper as well as your synopsis and review it when proofreading.