



# Teaching the Bible CEEF6310 Internet

New Orleans Baptist Theological Seminary  
Christian Education Division

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*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.*

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## **Purpose of the Course**

The purpose of this course is to explore 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.

## **Core Value Focus**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

## **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**

In order to serve churches effectively through Christian Education, by the end of the course, you should:

1. Be able to apply your knowledge and comprehension of the Biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Be able to develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

### **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**

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010 (ISBN: 978-080544856-6)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

Yount, William. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008.

#### **Optional Texts**

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310-25966-4)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3d ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992. (ISBN: 987-1590524527)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998. (ISBN: 0-8054-1199-2)

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

Zuck, Roy B. *Spirit-Filled Teaching: The Power of the Holy Spirit in Your Ministry*. Nashville, TN: Word Publishing, 1998.

## Course Teaching Methodology

### **Units of Study**

The topics of study that will be covered in the course are as follows: biblical models of instruction, Scripture exegesis, lesson plan development, examination of educational theories, teaching-learning process, learning objectives, teaching methods, and lesson plan evaluation.

### **Teaching Method**

This course will emphasize a format of teaching and learning including PowerPoint presentations, videos, discussion boards, peer critique, and analysis with the goal of providing balanced engagement of your mind, will and emotion.

### **Delivery Format**

The course will be delivered in an online semester-long format with 14 units.

## Assignments and Evaluation Criteria

You are expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

### **Cognitive Domain of Learning**

1. *Exegetical Paper*: (10%)

Due: **Unit 4 September 21**

You will write (*or use previously developed*) **5-page historical-context or exegetical paper** on a passage of Scripture that they will develop into a lesson plan later in the semester. The paper should include information on the book of the Bible – its author, dating, purpose, major themes, etc. (*no more than a page of the paper content*) and specific explanation and implications of the selected passage. You should consult **at least 5 scholarly sources** outside of the required textbooks to support the content of the paper. You should use **section headings** in your paper and a set of sample headings appear below:

- ✓ *Bible Book Information*: Author, Dating, Purpose, Major Themes, etc.
- ✓ *Text Observations*: What does the text say? Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?

- ✓ *Text Interpretation:* What was the intended meaning of the text to the original audience?
- ✓ *Biblical Principle:* What is the timeless truth from the text?
- ✓ *Life Application:* How does the text apply to a believer in Christ? How does the text apply for a non-believer in Christ?
- ✓ *Life Transformation:* Based on the biblical principle, what must a believer do or change? How should/could a non-believer respond to the biblical principle?

2. *Textbook Reading & Discussion:* (12%)

Due: **Unit 7 October 12**

Due: **Unit 14 December 14**

You will read the required texts by following the weekly reading schedule. Completion of reading each week is intended to improve understanding of course content and enhance discussion participation. You will be asked to indicate their reading percentage of the required text the unit before Spring Break and the last unit of the course. ***\*\*Textbook Reading Verification will be conducted via Blackboard (online) and discussion of textbooks concepts will occur via Blackboard Discussion Board (specified units).***

**Affective Domain of Learning**

3. *Theology & Philosophy of Teaching:* (13%)

Due: **Specified Units**

You will be presented with a questions and educational exercises pertaining to teaching the Bible in which you will have to defend your theology of teaching and your philosophy of the teaching-learning experience. The questions and exercises appear in the **Course Schedule** section of the syllabus and correspond to specific Units. You will respond to this assignment **via Blackboard Discussion Board**.

4. *Student Needs Assessment:* (10%)

Due: **Unit 6 October 5**

You will conduct a **Student Needs Assessment** for a specific age group that either you teach or is in your church by using the “Student Needs Assessment Instrument” in Table 9 of *Creative Bible Teaching* to complete the assignment. Note: *You may complete the Student Needs Assessment on the same age group of your teaching observation assignment to enhance your observation skills and your ability to articulate rationale for your Bible Teaching Observation paper.*

5. *Bible Teaching Observation:* (20%)

Due: **Unit 9 November 2**

You will observe **a Bible teaching session** in a church, *in-person* not via technology, of a Sunday school class, small group meeting, discipleship class, etc. During the observation time, you should pay attention to **the teacher** – his/her teaching methods, lesson structure, exegesis of Scripture, interaction with those present, application of Scripture, and the “take-away” from the lesson (implication for the participants) and **the students** – their participation, engagement in learning, interaction with teacher, evidence of knowledge learned and expression of “buy-in” to implement lesson content, etc. You will submit a **5-page** written report of the observation, including the following sections:

- a) The setting and target audience of the teaching session (setting – rural, urban, inner city, etc. and demographics of group – # of students, age range, gender, etc.)
- b) A description and diagram of the physical setting in which the teaching was held
- c) A description of the curriculum or materials used by the teacher (evidence of planning, preparation, and lesson plan development).

- d) Identification of the primary Scripture text taught during the session and the text principle taught.
- e) After the observation, student should verify the exegesis is accurate and the principle is present in text. Did your research of the text align with the teacher you observed?
- f) Describe as many Teaching methods you observed the teacher use in the session.
- g) A summary about students present (# of students, identity engagement in lesson, interaction with teacher, evidence of learning, expression of “buy-in” to principle implementation, etc.)
- h) Things you observed that were excellent and contributed to the teaching-learning experience. Provide explanation of why you endorse (*at least 1 page of content*).
- i) Things you would do differently if teaching this same group and this same passage. Provide rationale for the changes you would make (*at least 1 page of content*).

### Psychomotor Domain of Learning

#### 6. *Teaching Idea and Lesson Aims*: (10%)

Due: **Unit 8 October 26**

You will submit a **one-page** paper with one teaching idea and three lesson aims (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture researched in your exegetical paper. You may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) **or** students may use The Transformational Bible Study format provided in *Teaching that Transforms* (p.161) by completing items #7 (main point of passage), #8 (list of principles/biblical truths), #9 (action of obedience).

**NOTE:** **Rough Draft of Teaching Idea & Lesson Aims – uploaded Unit 6 October 5.**

#### 7. *Teaching Plan and Rationale Paper*: (25%)

Due: **Unit 13 December 7**

With the selected Scriptural text of the exegetical paper, you will write **a detailed lesson plan** to teach in a particular ministry setting. Your lesson plan should be written such that a person would be able to teach the lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the **HBLT teaching model** presented in *Creative Bible Teaching* **or** the **Star Model Adult Lesson Plan – Appendix E** in *Teaching that Transforms*. In addition to the detailed lesson plan, you will be required to write **a rationale** for each area of the lesson plan. These following are the minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults).
- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
- The usage of **at least 8 sources** other than the required textbooks to support rationale paper content. Appropriate sources are scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

**NOTE:** **Rough Draft of Teaching Plan – uploaded Unit 11 November 16.**

\*\*\*This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

## Course Policies

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

**Blackboard:** You are responsible to check Blackboard for grades, assignments, course documents and announcements. You are responsible for maintaining current information regarding e-mail address on the Blackboard system and Self-Serve.

\*Blackboard Discussion Board Involvement: You are expected to reflect on the reading and presentations in each unit through Blackboard Discussion. In order to get credit for your involvement in Blackboard Discussion, you must *post at least one substantive response* to the specific unit questions. A substantive response should be concise and may include, but not limited to, the following: a reflection or personal example on a concept from readings, a different perspective on a topic, a quote or link from another source that relates to the topic, an experience you have had in a ministry that relates to the topic.

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

[Selfserve@nobts.edu](mailto: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](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.

**504.816.8180** - Call for any technical questions/support requests.

[www.NOBTS.edu/itc/](http://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 [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

### **Assignment Submission**

Assignments are due on the date indicated in the “Assignments and Evaluation Criteria” section of the syllabus. Assignments not submitted *via Blackboard by the assigned date* are considered *late* and will incur *an initial 10-point penalty* and *accumulate a one-point penalty for each additional day*. Late assignments are due no later than the final day of class, *no exceptions*. *If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments*. Assignments should **not** be e-mailed to the professor.

### **Assignment Format**

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site.

**Netiquette:** Appropriate Online Behavior. You are expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. You are 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.

## Academic Honesty Policy

All graduate 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.

**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.

**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 notification via Blackboard.

**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. The student is responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. Students must do the proper paperwork to ensure that they will not receive a final grade of "F" in the course if they choose not to engage online once they are enrolled in the course.

## Grading Scale

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

## Course Evaluation

The professor will prescribe a grade based upon your satisfactorily completion of the following:

<i>Exegetical Paper</i>	10%
<i>Textbook Reading &amp; Discussion</i>	12% (includes Discussion Board text questions)
<i>Theology &amp; Philosophy of Teaching</i>	13% (includes Discussion Board course exercises)
<i>Student Needs Assessment</i>	10%
<i>Bible Teaching Observation</i>	20%
<i>Teaching Idea &amp; 3 Lesson Aims</i>	10%
<i>Teaching Plan &amp; Rationale Paper</i>	25%

## Course Schedule

Teaching Units	Course Topic	Assignments Due
Course begins on Monday, August 24	Syllabus Reading via Blackboard	1. Review the syllabus & submit any questions to the professor
Unit 1	Introductions via Blackboard	2. Introduce yourself via <b>Blackboard</b>

Teaching Units	Course Topic	Assignments Due
<b>Due: August 31</b>	Wiki  Personal Reflection via Blackboard Discussion Board	<b>Wiki link</b> 3. Complete <b>Discussion Board</b> : Tell the class about your favorite teacher – what do you remember about the teacher? What did he or she teach you? What qualities of that teacher would you like to develop?
Unit 2 <b>Due: September 7</b>  <i>Note: September 7 is Labor Day. All 14 units will not fit in the assigned semester calendar if Labor Day is excluded.</i>	The Nature of Teaching  Why Teach the Bible?	1. Read <b>Chapters 1, 2, and 5</b> from <i>Teaching Ministry of Church</i> . 2. Read <b>pp. 153-158</b> and <b>Appendix D</b> from <i>Teaching that Transforms</i> 3. <b>Blackboard Discussion Board</b> : Respond to the following theology of teaching question: <i>Discuss the proper relationship between dependence on the Holy Spirit and the use of “teaching techniques” in Bible teaching.</i>
Unit 3 <b>Due: September 14</b>	Biblical Models of Instruction Scripture Exegesis	1. Read <b>Chapters 1-5</b> from <i>Creative Bible Teaching</i> and 2. Read <b>Chapters 1-5</b> from <i>Teaching that Transforms</i> 3. Read <b>Chapter 12</b> from <i>Teaching Ministry of Church</i>
Unit 4 <b>Due: September 21</b>	Theories of Education Teaching and Learning	<b>Exegetical Paper Due</b> 1. Read <b>Chapters 6-7</b> from <i>Creative Bible Teaching</i> 2. Read <b>Chapters 6-7</b> and <b>Appendices A, B, C, &amp; H</b> from <i>Teaching that Transforms</i> 3. Read <b>Chapters 7 and 11</b> from <i>Teaching Ministry of Church</i> 4. <b>Blackboard Discussion Board</b> : Respond to the following theology of teaching question: <i>Discuss the importance of “building relationships” as a part of the teaching process? How do “relationships” enhance Bible teaching and personal sharing?</i>
Unit 5 <b>Due: September 28</b>	Jesus as Master Teacher	1. Read <b>Chapters 3, 4, and 6</b> from <i>Teaching Ministry of the Church</i> 2. <b>Blackboard Discussion Board</b> : Respond to the following philosophy of teaching questions: <b>Review the ways Jesus taught and</b>

Teaching Units	Course Topic	Assignments Due
		<p>describe a method Jesus used that is “new” to you, meaning you never acknowledged or recognized before. How could you implement this teaching method into your teaching ministry?</p>
<p>Unit 6 <b>Due: October 5</b></p>	<p>Learning Objectives</p>	<p><b>Student Needs Assessment Due</b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapter 8</b> from <i>Creative Bible Teaching</i></li> <li>2. Read <b>Chapter 13</b> from <i>Teaching Ministry of Church</i></li> <li>3. Read <b>pp. 158-171; 291-293</b> from <i>Teaching that Transforms</i></li> <li>4. <b>Upload ROUGH DRAFT of Teaching Idea &amp; Lesson Aims</b> Format of the lesson aims provided in <i>Creative Bible Teaching</i> (p.143) <b>or</b> The Transformational Bible Study format provided in <i>Teaching that Transforms</i> (p.161) by completing items #7 (main point of passage), #8 (list of biblical truths), #9 (action of obedience).</li> <li>5. <b>Blackboard Discussion Board:</b> Provided constructive feedback for <b>at least 2 classmates’</b> teaching idea &amp; lesson aims.</li> </ol>
<p>Unit 7 <b>Due: October 12</b></p>	<p>Lesson Plan Development Hook-Book-Look-Took Method STAR Model for Adult Learners</p>	<p><b>Reading Verification Due</b> You should complete reading verification via Blackboard.</p> <ol style="list-style-type: none"> <li>1. Read <b>Chapters 9-11</b> from <i>Creative Bible Teaching</i></li> <li>2. Read <b>Chapters 8-13</b> from <i>Teaching that Transforms</i></li> <li>3. <b>Blackboard Discussion Board</b> Prepare a HOOK activity (HBLT method) <b>or</b> a RELEVANCE activity (STAR model) for your end of semester lesson plan that serves to connect/engage the learner. Post your scripture passage, audience age, and HOOK activity or RELEVANCE activity to Discussion Board.</li> <li>4. Provide constructive feedback for <b>at least 2 other classmates’</b> activity.</li> </ol>

Teaching Units	Course Topic	Assignments Due
FALL BREAK October 19-23		
Unit 8 <b>Due: October 26</b>	Teaching Methods	<p><b>Teaching Idea/3 Lesson Aims Due</b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapter 11</b> from <i>Creative Bible Teaching</i></li> <li>2. Read <b>Appendix G (pp. 294-327)</b> from <i>Teaching that Transforms</i></li> <li>3. Select a TEACHING METHOD and write an activity for a specific audience to teach Philippians 3:12-21. <b>Only one method per student</b>; no duplicate methods presented.</li> <li>4. <b>Blackboard Discussion Board:</b> Upload activity preparation, include all necessary resources and detailed instructions to execute activity.</li> </ol>
Unit 9 <b>Due: November 2</b>	Great Teaching Practices Learner Motivation	<p><b>Bible Teaching Observation Due</b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapter 13 - 14</b> from <i>Creative Bible Teaching</i></li> <li>2. Read <b>Chapter 14</b> from <i>Teaching Ministry of Church</i></li> <li>3. Read <b>Chapter 9</b> from <i>Teaching that Transforms</i></li> <li>4. <b>Blackboard Discussion Board:</b> Respond to the following theology of teaching questions: <ol style="list-style-type: none"> <li>a. Identify <b>at least 2 teaching principles</b> that you either have never thought of before this course or that you need to begin applying in your teaching.</li> <li>b. What type of motivation is most important for teaching-learning? To which do you respond most favorably?</li> </ol> </li> </ol>
Unit 10 <b>Due: November 9</b>	Evaluating Curriculum	<ol style="list-style-type: none"> <li>1. Read <b>Chapters 6 and 19</b> from <i>Teaching Ministry of Church</i></li> <li>2. Read <b>Chapter 12</b> <i>Creative Bible Teaching</i></li> <li>3. <b>Blackboard Discussion Board:</b> Go online and review a curriculum resource from one of the major publishers <b>or</b> complete a review of a curriculum your church uses. Evaluate the resource using the</li> </ol>

Teaching Units	Course Topic	Assignments Due
		<p>checklist provided on pp. 374-375 of <i>The Teaching Ministry of the Church</i>.</p> <p>4. Post the name of the resource you evaluated, the name of the publisher, the copyright year and your overall rating of the resource based on your checklist scoring with <b>at least a paragraph</b> of the rationale for your scoring.</p>
<p>Unit 11 <b>Due: November 16</b></p>	<p>Lesson Plan Evaluation Hook-Book-Look-Took Method STAR Model for Adult Learners</p>	<p><b>ROUGH DRAFT of Teaching Plan Due</b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapters 8-10</b> from <i>The Teaching Ministry of the Church</i></li> <li>2. <b>Post the Rough Draft of your Teaching Plan.</b></li> <li>3. <b>Blackboard Discussion Board:</b> Provided constructive feedback for <b>at least 2 classmates'</b> Teaching Plan by allowing other students to review, make suggestions, and/or affirm your progress.</li> </ol>
<p>THANKSGIVING BREAK November 23-27</p>		
<p>Unit 12 <b>Due: November 30</b></p>	<p>Developing Bible Teachers in the Church (preschool &amp; children)</p>	<ol style="list-style-type: none"> <li>1. Read <b>Chapters 15-16</b> from <i>The Teaching Ministry of the Church</i></li> <li>2. Read <b>Chapters 17-18</b> from <i>Creative Bible Teaching</i></li> <li>3. <b>Blackboard Discussion Board:</b> <ol style="list-style-type: none"> <li>a. What process does your church have to get parents to become the teachers of spiritual truths to their preschoolers &amp; children?</li> <li>b. What role does a teacher play in the life of a child? Why is it important for the teacher to encourage biblical learning?</li> </ol> </li> </ol>
<p>Unit 13 <b>Due: December 7</b></p>	<p>Developing Bible Teachers in the Church (youth &amp; adult)</p>	<p><b>Final Teaching Plan &amp; Rationale Due</b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapters 17-18</b> from <i>The Teaching Ministry of the Church</i></li> <li>2. Read <b>Chapters 15-16</b> from <i>Creative Bible Teaching</i></li> <li>3. <b>Blackboard Discussion Board:</b> <ol style="list-style-type: none"> <li>a. Describe the "ideal" atmosphere for youth learning?</li> <li>b. What changes would you have</li> </ol> </li> </ol>

Teaching Units	Course Topic	Assignments Due
		to make in your teaching to implement some of the tenets of andragogy?
Unit 14 <b>Due: December 14</b>  Course closes on December 17	Structuring and Evaluating the Teaching Ministry of the Church	<b>Reading Verification Due</b> 1. Read <b>Chapters 20-23</b> from <i>The Teaching Ministry of the Church</i> 2. Read <b>Chapter 19</b> from <i>Creative Bible Teaching</i> 3. <b>Blackboard Discussion Board:</b> a. Describe the <i>evaluation process</i> or the governing principles your church employs to evaluate the teaching/education ministry. b. Discuss <i>the plan</i> your church has <b>for equipping believers</b> to fulfill the educational mandate of the local church called the Great Commission through teaching the Bible.

\*The professor reserves the right to make changes to the schedule as needed.

\*\*You are responsible for all assigned readings.

*Last revised August 20, 2015*

STUDENT NEEDS ASSESSMENT INSTRUMENT			
<b>Target Group:</b>			
<b>Assessment Date:</b>		<b>Assessed by:</b>	
<b>General Age Group Characteristics</b>		Age Level: _____	
Gender: ___ Males Only ___ Females Only ___ Mixed Group			
<b>Physical:</b>	<b>Cognitive:</b>	<b>Psychosocial:</b>	<b>Spiritual:</b>

## STUDENT NEEDS ASSESSMENT INSTRUMENT

### **Characteristics of the Ministry Setting**

Kind of Group (Indicate the agency and type of ministry in which the teaching is to take place):

Size of Group (Indicate the number of students who are anticipated or attend regularly):

Social-cultural Characteristics of Group (type of community, ethnicity, types of employment, economic level, community size, etc.):

Spiritual Maturity Level of Students:

### **Specific Group Characteristics**

Interests:

Abilities:

Limitations:

Observed Needs:

### **Points of Ministry Contact**

## LESSON PLANNING WORKSHEET

<b>Date:</b> <b>Mon</b> <b>Day</b>  <b>Year</b>	<b>Location:</b> <i>Anywhere Baptist Church</i>	<b>File Under:</b> <i>subject label</i>
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**Target Group: Define the Bible Study Group(s)**

**Passage:**

**Cross-reference:**

**Exegetical Idea:**

**Pedagogical Idea:**

**Lesson AIM(s)**

Cognitive (Head)

The students will

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Affective (Heart)

The students will

---

Behavioral (Hands)

The students will

**Hook:**

<p><b>Book:</b>           Content Outline</p> <p>Background</p>   <p>Truth</p>   <p>Application</p>	<p>Methodology</p>
<p><b>Look:</b></p> <p>1.</p>	
<p><b>Took:</b></p>	
<p><b>Evaluation:</b></p>	

**Rubric for Grading Teaching Plan**

**Hook-Book-Look-Took (HBLT) Teaching Model**

<u>Points Earned</u>	<u>Points Possible</u>	<u>Item</u>
_____	2	Identified <i>target group</i> (preschool, children, youth, college, singles, senior adults, etc.)
_____	2	Identified <i>biblical passage</i> and any <i>cross-reference passages</i> of lesson plan
_____	5	Provided a succinct, clear <i>exegetical idea</i> from selected passage of Scripture
_____	5	Provided a succinct, clear <i>pedagogical idea</i> from selected passage of Scripture
_____	5	Provided <u>one</u> <i>cognitive lesson aim</i> that corresponds to teaching idea
_____	5	Provided <u>one</u> <i>affective lesson aim</i> that corresponds to teaching idea
_____	5	Provided <u>one</u> <i>psychomotor/behavioral lesson aim</i> that corresponds to teaching idea
_____	17	Provided explanation for <i>Hook component</i> of lesson plan
_____	20	Provided explanation for <i>Book component</i> of lesson plan (content outline & explanation lesson methodology)
_____	17	Provided explanation for <i>Look component</i> of lesson plan
_____	17	Provided explanation for <i>Took component</i> of lesson plan
_____	<b>100</b>	<b>Total Points Earned / Total Points Possible on Teaching Plan</b>
_____	<b>minus</b>	(Late submission reduction, if paper was submitted after the due date)
_____		<b>Total Points Earned on Teaching Plan</b>

Grader/Professor Comments:

**Rubric for Grading Teaching Plan**

**STAR Model Adult Teaching Plan**

<b>Points Earned</b>	<b>Points Possible</b>	<b>Item</b>
_____	2	Identified <i>biblical passage</i> and any <i>cross-reference passages</i> of lesson plan
_____	4	Provided a succinct, clear <i>governing objective</i> from selected passage of Scripture <u>Relevance</u> : Why the passage is relevant to the adult learner
_____	5	<b>Description</b> : Described why the passage is relevant to the contemporary adult learners.
_____	5	<b>Methods</b> : Created an excited introduction that connects the learner with the relevance of the Bible passage. Explained the teaching methods used to introduce the passage.
_____	5	<b>Evaluation</b> : Identified and explained how the teacher would evaluate or know if the learners connected with the relevance of the passage.
_____	3	<b>Transition</b> : Included a succinct, clear sentence that will transition the learners from the introduction into the Bible content section.  <u>Revelation</u> : What learners will know/understand about the content of the biblical passage?
_____	5	<b>Objective</b> : Included a <i>cognitive objective</i> (what the learner will know or understand)
_____	5	<b>Description</b> : Created a guide for teaching the content of the lesson (outline or narrative)
_____	5	<b>Methods</b> : Explained the teaching methods used to help learners discover the Bible content of the passage.
_____	5	<b>Evaluation</b> : Identified and explained how the teacher would evaluate or know if the learners attained the content objective.
_____	3	<b>Transition</b> : Included a succinct, clear sentence that will transition the learners from the biblical content to application.  <u>Responsibility</u> : How the learners will apply the biblical principles of the passage

- \_\_\_\_\_ 5 **Objective:** Described an *affective objective* of the lesson (i.e., a measurable conviction the learner will desire, be convinced, appreciate, etc.).
- \_\_\_\_\_ 5 **Description:** Listed the principles of the passage that were true in Bible times and are still true today. Included the verse the principle is found.
- \_\_\_\_\_ 5 **Methods:** Explained the teaching methods used to lead the learners to explore the principles and application of biblical passage.
- \_\_\_\_\_ 5 **Evaluation:** Identified and explained how the teacher would evaluate or know if the learners engaged convictionally and will seek to accomplish the application objective.
- \_\_\_\_\_ 3 **Transition:** Included a succinct, clear sentence that will transition the learners from application to personal action.

Results: What will learners do to apply the passage to their lives?

- \_\_\_\_\_ 5 **Objective:** Described a *behavioral objective* of the lesson (i.e., an appropriate action of obedience).
- \_\_\_\_\_ 5 **Description:** Listed some action responses the teacher could suggest that would constitute personal obedience to the principles found in the passage.
- \_\_\_\_\_ 5 **Methods:** Explained the teaching methods used to challenge the learners to take personal life-changing actions of obedience in response to the principles in the passage.
- \_\_\_\_\_ 5 **Evaluation:** Identified and explained how the teacher would evaluate or know if the learners committed to personal action.
- \_\_\_\_\_ 4 Included a *lesson wrap-up* to restate a one or two sentence summary of lesson content
- \_\_\_\_\_ 4 Included a *lesson evaluation* to identify if learners accomplished governing objective
- \_\_\_\_\_ 2 Included a *material/equipment list* needed to teach lesson

\_\_\_\_\_ **100 Total Points Earned / Total Points Possible on Teaching Plan**

\_\_\_\_\_ **minus** (Late submission reduction, if paper was submitted after the due date)

\_\_\_\_\_ **Total Points Earned on Teaching Plan**

Grader/Professor Comments:

**Rubric for Grading Teaching Plan Rationale**

<b><u>Points Earned</u></b>	<b><u>Points Possible</u></b>	<b><u>Item</u></b>
_____	20	Provided <i>rationale</i> for the <i>Hook</i> lesson component (HBLT model) <u>or</u> the <i>Relevance</i> lesson component (STAR model)
_____	20	Provided <i>rationale</i> for the <i>Book</i> lesson component (outline and methodology of HBLT model) or the <i>Revelation</i> lesson component (STAR model)
_____	20	Provided <i>rationale</i> for the <i>Look</i> lesson component (HBLT model) <u>or</u> the <i>Responsibility</i> lesson component (STAR model)
_____	20	Provided <i>rationale</i> for the <i>Took</i> lesson component (HBLT model) <u>or</u> the <i>Results</i> lesson component (STAR model)
_____	4	Included a <i>selected bibliography</i> using Turabian format (a minimum of eight sources)(Note: Neither the Bible nor your course textbooks count toward the eight sources, but may be included. (half point per resource entry)
_____	4	Supported content of the paper by properly citing <u>eight</u> resources as <i>footnotes</i> in paper
_____	4	Fulfilled the assignment length requirements (minimum of 8-full pages of content) (half point per full page of content)
_____	2	Turabian Format (page numbers, cover page, 1 inch margins, double-space, 12pt font)
_____	2	Used <i>section headings</i> to organize the paper content
_____	4	Evidence of proofreading for grammatical and typographical errors, good writing style

\_\_\_\_\_ **100 Total Points Earned / Total Points Possible on Teaching Plan Rationale**

\_\_\_\_\_ **minus** (Late submission reduction, if paper was submitted after the due date)

\_\_\_\_\_ **Total Points Earned on Teaching Plan Rationale**

Grader/Professor Comments:

## Selected Bibliography

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- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
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**Competency Assessment Rubric for:  
CEE6310: Teaching the Bible**

**Student Name** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Student Learning Outcomes:**

1. Be able to apply your knowledge and comprehension of the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Be able to develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

**Assignment Description:**

*Teaching Plan and Rationale Paper: (25%)*

With the selected Scriptural text of the exegetical paper, you will write *a detailed lesson plan* to teach in a particular ministry setting. Your lesson plan should be written such that a person would be able to teach the lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the **HBLT teaching model** presented in *Creative Bible Teaching* or the **Star Model Adult Lesson Plan – Appendix E** in *Teaching that Transforms*. In addition to the detailed lesson plan, you will be required to write *a rationale* for each area of the lesson plan. The following are the minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults).
- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
- The usage of *at least 8 sources* other than the required textbooks to support rationale paper content. Appropriate sources are scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

*This assignment is an embedded assignment that will be completed by all students for all sections of the course. The rubric for assessing this assignment is attached to this syllabus. Please complete the assignment according to this rubric.*

<b>Domain</b>	<b>Level</b>	<b>Failure (0 Pt)</b>	<b>Basic (1 Pt)</b>	<b>Competent (2 Pts)</b>	<b>Good (3 Pts)</b>	<b>Excellent (4 Pts)</b>
Understanding	Able to understand the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction.					
Application	Able to apply knowledge and comprehension of the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction for the practice of Christian Education in the local church.					
Communication	Able to communicate through a teaching plan and rational paper the appropriateness of the lesson content for the lesson audience, and the proper exegesis of the Scripture passage.					