



Teaching the Bible CEEF6310

New Orleans Baptist Theological Seminary
Christian Education Division

Donna B. Peavey, B.S., M.R.E., Th.M., Ph.D.
Professor of Christian Education
Director of Innovative Learning
Office: (504) 282-4455 ext.3741

dpeavey@nobts.edu

Teaching Asst.: Faye Scott, B.A., M.A.C.E.

peaveygrader@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.

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, you should, by the end of the course be able to:

1. 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 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. 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) Kindle Edition available.

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

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

Optional Texts

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

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

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

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

Course Teaching Methodology

Units of Study

Biblical models of instruction
Scripture exegesis
Lesson plan development
Examination of educational theories
Teaching-learning process
Learning objectives
Teaching methods
Lesson plan evaluation

Teaching Method

This course will emphasize a format of teaching and learning including small groups, case studies, lecture, PowerPoint presentations, videos, and analysis of interaction with the goal of providing balanced instruction to engage the mind, the will, and the emotion of the student.

Delivery Format

The course will be delivered in the weekly semester-long format on the main campus.

Assignments and Evaluation Criteria

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

1. *Exegetical Paper*: (15%)

Due: 9/17

You will write a **5-page exegetical paper** of a passage of Scripture following *Guidelines for an Exegetical Paper (Adapted)* found on Blackboard that you will develop into a lesson plan later in the semester. You should consult **a minimum of 5 scholarly sources** outside of the required textbooks to support the content of the paper.

You should use **section headings** as they appear in *Guidelines for an Exegetical Paper (Adapted)* and listed below:

- *Text*: Write out the selected passage. (1/3 page)
- *Historical Context*: Focus on information not gathered directly from the text. (e.g. dates, setting) (1/2 – 3/4 page)
- *Literary Context*: Discuss the placement of the passage in its contexts. (1 – 1 1/2 pages)
- *Paragraph Analysis*: Identify the theme of the paragraph. (1/3 page)
- *Verse Analysis*: Comment on important features of the verses. (1 1/4 pages)
- *Theme*: Provide a statement of the theme of the text. (1/3 page)
- *Exegetical Outline*: Outline the text, reflecting the theme. (1/3 page)

In addition to the section headings above, add the following:

- *Life Application*: How does the text apply to a believer in Christ? How does the text apply for a non-believer in Christ? (1/2 page)
- *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? (1/2 page)

This assignment is related to SLO #3.

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

Due: 10/1

You will conduct a needs assessment of a selected age group using *The Creative Bible Teacher's Student Needs Assessment Instrument* found in *Creative Bible Teaching*, Table 9a and 9b on pages 110-11 and in this course syllabus.

Note: Conducting the Student Needs Assessment on the same age group selected for the teaching observation (Assignment #5) will enhance your observation skills and your ability to provide rationale for the observation paper. *This assignment is related to SLO #3.*

3. *Reading Log and Reflection:* (10%) Due: 10/8 & 12/10
You will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation.

You will submit a log of completed weekly readings as outlined in the course schedule. Reading logs should also contain one to two reflective paragraphs regarding the weekly reading assignments as a whole. Reflections can be written in first person. Reading logs will be submitted to Blackboard on Weeks 6 and 13. A *Reading Log Template* is provided in the course syllabus.

The professor reserves the right to monitor reading through a variety of means, such as class assignments, discussion questions, reading percentage, etc. You will be asked to indicate the percentage of the required texts read prior to the last class session. *This assignment is related to SLO #2.*

4. *Teaching Idea and Lesson Aims:* (5%) Due: 10/1 & 10/15
You will develop one exegetical idea, one pedagogical idea (see *Creative Bible Teaching*, Chapter 8 and Table 10) and three lesson aims (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture researched in the exegetical paper. Length: 1 page. A grading rubric is in this course syllabus.

You may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) or 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), and #9 (action of obedience). *This assignment is related to SLO #3.*

A rough draft is due a *minimum* of two weeks prior to the due date, which will be reviewed and returned to you with comments.

5. *Bible Teaching Observation:* (20%) Due: 10/29
You will observe a ***Bible teaching session*** in a church, *in-person* not via technology, of a Sunday school, small group, 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.

- After the observation, you should verify the exegesis is accurate and the principle is present in text. Did your research of the text align with the teacher observed?
- e) Teaching methods used by the teacher.
- f) A summary about students present (# of students, identify engagement in lesson, interaction with teacher, evidence of learning, expression of “buy-in” to principle implementation, etc.)
- g) Things you observed that were excellent and contributed to the teaching-learning process. Provide explanation of why you endorse (*at least 1 page of content*).
- h) 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*).

This assignment is related to SLO #1.

6. *Theology & Philosophy of Teaching:* (10%) Due: 10/15
 You will write a 1 ½ - 2-page paper presenting your theology and philosophy of teaching, including at least one paragraph on each of the following:
- What constitutes excellence in teaching
 - Role of the teacher
 - Role of the Holy Spirit in teaching
 - Role of the learner in teaching
 - Equipping of the teacher (ongoing)

See <https://bible.org/seriespage/3-developing-philosophy-teaching>

7. *Teaching Plan and Rationale Paper:* (25%) Due: 10/29
 With the selected Scriptural text of the exegetical paper, you will write *a detailed lesson plan* to teach in a particular ministry setting. Lesson plans should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources other than the Bible. 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 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 *Lesson Planning Worksheet* is included in this syllabus.
- The rationale should be a minimum of 8 pages double-spaced, 12 pt. 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.

A grading rubric is included in this syllabus.

This assignment is related to SLO #3.

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.

8. *Class Participation: 5%*

You are expected to participate fully in class sessions through discussions and activities. This portion of the course grade will be evaluated by the professor with regard to listening, preparation, quality of contributions, impact on the class discussion and class dynamic, and the frequency of contribution/participation. *This assignment is related to SLO #1, #2, #3.*

Course Evaluation

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

<i>Exegetical Paper</i>	20%
<i>Reading Log and Reflection</i>	10%
<i>Student Needs Assessment</i>	10%
<i>Bible Teaching Observation</i>	20%
<i>Teaching Idea & 3 Lesson Aims</i>	5%
<i>Teaching Plan & Rationale Paper</i>	30%
<i>Class Participation</i>	5%

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

Course Schedule

Units	Course Topic	Assignments Due
8/27	Introduction of course	
Unit 1 9/3	The Nature of Teaching	Chapters 1, 2, 5 Teaching Ministry of Church. pp. 153-158 and Appendix D Teaching that Transforms
Unit 2 9/10	Biblical Models of Instruction Scripture Exegesis	Chapters 1-5 Creative Bible Teaching and Chapters 1-5 Teaching that Transforms Chapter 12 Teaching Ministry of Church
Unit 3 9/17	Theories of Education Teaching and Learning	Exegetical Paper Due Chapters 6-7 Creative Bible Teaching Chapters 6-7, Appendices A, B, C, & H Teaching that Transforms Chapters 7, 11 Teaching Ministry of Church
Unit 4 9/24	Jesus as Master Teacher	Chapters 3, 4, 6 Teaching Ministry of the Church
Unit 6 10/1	Learning Objectives	Student Needs Assessment Due Chapter 8 Creative Bible Teaching Chapter 13 Teaching Ministry of Church pp. 158-171; 291-293 Teaching that Transforms Upload ROUGH DRAFT of Teaching Idea & Lesson Aims

Units	Course Topic	Assignments Due
Unit 7 10/8	Lesson Plan Development Hook-Book-Look-Took Method STAR Model for Adult Learners	Reading Log and Reflection Chapters 9-11 <i>Creative Bible Teaching</i> Chapters 8-13 <i>Teaching that Transforms</i>
Unit 8 10/15	Teaching Methods	Theology and Philosophy of Teaching Teaching Idea/3 Lesson Aims Chapter 11 <i>Creative Bible Teaching</i> Appendix G (pp. 294-327) <i>Teaching that Transforms</i>
	Fall Break	
Unit 9 10/29	Great Teaching Practices Learner Motivation	Bible Teaching Observation Chapter 13 - 14 <i>Creative Bible Teaching</i> Chapter 14 <i>Teaching Ministry of Church</i> Chapter 9 <i>Teaching that Transforms</i>
Unit 10 11/5	Evaluating Curriculum	Chapters 6 and 19 <i>Teaching Ministry of Church</i> Chapter 12 <i>Creative Bible Teaching</i>
Unit 11 11/12	Lesson Plan Evaluation Hook-Book-Look-Took Method STAR Model for Adult Learners	ROUGH DRAFT of Teaching Plan (Bring to class) Chapters 8-10 <i>The Teaching Ministry of the Church</i>
Unit 12 11/19	Developing Bible Teachers in the Church	Chapters 15-16 <i>The Teaching Ministry of the Church</i> Chapters 17-18 <i>Creative Bible Teaching</i>
11/26	Thanksgiving	
Unit 13 12/3	Developing Bible Teachers in the Church (youth & adult)	Final Teaching Plan & Rationale Chapters 17-18 <i>The Teaching Ministry of the Church</i> Chapters 15-16 <i>Creative Bible Teaching</i>
Unit 14 12/10	Structuring and Evaluating the Teaching Ministry of the Church	Reading Log and Reflection Chapters 20-23 <i>The Teaching Ministry of the Church</i> Chapter 19 <i>Creative Bible Teaching</i>

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

Last revised August 27, 2015

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 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.

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 NOBTS 2013-2014 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.

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

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.

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> .

Office Hours: Monday-Wednesday: 9-12; Friday 9-12

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 you may need that are able to be provided.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Reading Log Template

Date: Reading Assignment:	Your Reaction Suggestions: Approach using Exploration, Explanation, Evaluation, and Reflection As an example, begin your sentences with <ul style="list-style-type: none">• The author's main point about the topic is that...• When I read this it made me think (insert mental image or connective thought) ... This reminds me of a time (insert a personal experience)...

Approach this using **Exploration:**

What does this mean to me, or how do I think or feel about it?
What do I notice first? And then? And then?
What interests me most about this? What additional questions does it raise?
How does my own personal knowledge and experience affect the way I feel about it?
What surprises me about the way I see or think about this?

Approach this using **Explanation:**

What is this?
What is its purpose?
How does this clarify things for me?
What does it look like compared to other things I've read so far in class?
What do I understand this to be saying? Paraphrase.

Approach this using **Evaluation:**

What is my judgment about the value of this reading?
What are my reasons?
Do I see it the way most other people do or do my unique experiences set me apart?
What's most convincing here? What's least convincing?
What do I see that supports what I believe? What do I see that complicates or contradicts what I believe?

Approach using **Reflection:**

What do I notice about how I thought or approached this reading/writing/assignment?
When did I have the most and fewest problems?
If I were to do it again, what might I do differently?
What do I understand now about how to do this that I didn't understand when I started?

Taken and adapted from: The Writing Room: Introduction to College Writing
<http://mhccwriting115.blogspot.com/p/reading-log-template.html>

STUDENT NEEDS ASSESSMENT INSTRUMENT

Target Group:

Assessment Date:

Assessed by:

General Age Group Characteristics Age Level: _____

Gender: ___ Males Only ___ Females Only ___ Mixed Group

Physical:

Cognitive:

Psychosocial:

Spiritual:

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:

STUDENT NEEDS ASSESSMENT INSTRUMENT

Points of Ministry Contact

LESSON PLANNING WORKSHEET

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

Passage:	Cross-reference:
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Exegetical Idea:

Pedagogical Idea:

Lesson AIM(s)

Cognitive (Head)

The students will

Affective (Heart)

The students will

Behavioral (Hands)

The students will

LESSON PLANNING WORKSHEET

Hook:

Book:

Content Outline

Methodology

Background

Truth

Application

Look:

Took:

Evaluation:

Rubric for Grading Teaching Plan

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

Points Earned	Points Possible	Item
_____	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
_____	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

STAR Model Adult Teaching Plan

<u>Points Earned</u>	<u>Points Possible</u>	<u>Item</u>
_____	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	Description : Described why the passage is relevant to the contemporary adult learners.
_____	5	Methods : 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	Evaluation : Identified and explained how the teacher would evaluate or know if the learners connected with the relevance of the passage.
_____	3	Transition : 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	Objective : Included a <i>cognitive objective</i> (what the learner will know or understand)
_____	5	Description : Created a guide for teaching the content of the lesson (outline or narrative)
_____	5	Methods : Explained the teaching methods used to help learners discover the Bible content of the passage.
_____	5	Evaluation : Identified and explained how the teacher would evaluate or know if the learners attained the content objective.
_____	3	Transition : 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

<u>Points Earned</u>	<u>Points Possible</u>	<u>Item</u>
_____	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. (1/2 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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**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.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2 Pts)	Good (3 Pts)	Excellent (4 Pts)
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.					