



CEEF6310 Teaching the Bible

New Orleans Baptist Theological Seminary

Church Ministry Division

Fall, 2021

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

Course Description

Students in this course will 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.

Student Learning Outcomes

By the end of the course you should be able to demonstrate an understanding of:

1. the Biblical model of instruction as exemplified by Jesus;
2. theories regarding the ways people develop and learn;
3. the component parts of the teaching plan template;
and skill in:
4. evaluating published curriculum for adherence to standards of best practice.

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

Hunt, Josh. *Teach Like Jesus*. CreateSpace Independent Publishing Platform, 2012. (ISBN-13: 978-1481160407) Kindle edition available.

Linhart, Terry, ed. *Teaching the Next Generations: A Comprehensive Guide for Teaching Christian Formation*. Grand Rapids, MI: Baker Academic, 2016. (ISBN 978-0-8010-9761-4) Kindle edition available.

Required Reading (Provided by the professor)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*, Chapter 8. (PDF posted).

Yount, William. *The Disciplers' Handbook*. Revised 2014. (PDF posted).

Yount, William. *Created to Learn*, Chapter 12. (PDF posted).

Course Teaching Methodology

Units of Study

Part I: Biblical Foundations

The Nature of Teaching

The Disciplers' Model

Biblical Models of Instruction

Part II: Influences on Learning

Thinking and Faith Formation

Part III: Teaching Methods

Designing Learning Activities

Part IV: Preparing to Teach

Developing the Teaching Idea and Instructional Objectives

Knowledge and Understanding Outcomes

Evaluation of Learning

Lesson Plan Template and Learning Readiness

Teaching Children & Youth

Teaching Adults & Families

Part V: Curriculum

Scope and Sequence, Evaluating

Part VI: Managing Teaching

Evaluating and Equipping

Tools for Teaching

Course Teaching Methodology

Students in this course will experience group discussions, individual learning assignments, reading/research, presentations (PowerPoint, Prezi), videos, and interaction to engage them in the learning process.

Delivery Format

The course will be delivered on the main campus.

Assignments and Evaluation Criteria

A rubric for each assignment may be found on Blackboard in Assignment Upload. Unless otherwise indicated, assignments are due on Sundays at 11:59 p.m. CST.

1. Preparation for Class -Reading

Due: See Course Schedule

Read the assigned texts prior to class so you can actively relate to all discussions. Reading the assigned chapters is extremely important as class discussion will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each unit.

2. Exams (20%)

Due: See Course Schedule

All tests will be posted on Blackboard under Assignments and available from 12:30 a.m. Monday until 11:59 p.m. CST on Sunday. You are expected to take examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers are not word for word in your text. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). The exam can be opened one time only and must be completed within the time allotted. A few tips about taking a test on Blackboard:

- Be on a computer (not a tablet or phone), “wired” to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction. I know this is “old-school” but it is true.
- Do not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single- attempt test. Any attempt to do so will likely kick you out.
- Use Firefox or Chrome. Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- Compose your response to a short answer/discussion question in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the exam.

If you believe a question is keyed incorrectly, please send an email with the full questions, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are possible, and you may find errors. Often, by going through these steps, students discover that what is keyed as the correct answer is, in fact, correct. *This assignment is related to SLOs #1-3.*

3. Jesus’ Teaching Ministry (10% each = 20%)

Due: Week 3

Section I

Read through the Gospel of Luke and, for each chapter (with the exception of chapter 1), identify at least one of the teaching methods used by Jesus. Develop a chart with the following categories:

- Scripture reference
- “title” of teaching incident
- teaching method(s) employed
- the targeted learner(s)/audience
- the learner’s/audience’s response.

Section II

Write a 3-page paper comparing and contrasting your findings about Jesus to those of Horne (*Jesus the Teacher*). *This assignment is related to SLO #1.*

4. Thinking and Faith Formation Paper (20%)

Due: Week 6

After reading Linhart, Section Two, and completing the inventories posted in Unit 3: Thinking and Faith Formation, write a five to 7-page paper including the following elements:

- a description of your learning and teaching styles (1-1.5 pages), responding to the following:
 - How do you as a student learn best?
 - How you do usually teach?
 - Which style(s) represent(s) how you learn and teach?
 - What are your strengths? Weaknesses?
- a description of your “multiple intelligences” as described by Gardner (1-1.5 pages)
 - Provide examples that illustrate how you manifest these intelligences and how they impact your thinking and faith formation.
- a description of your spiritual gifts (1-1.5 pages)
 - Provide examples of how your spiritual gifts impact your thinking and faith formation.
- a description of how an understanding of gifts, style, and intelligence enhance Bible teaching. (1-1.5 pages)
- a list of three things that you will do to improve your teaching based upon your readings and self-evaluation. (1-1.5 pages)
 - Include a strategy to achieve success. (In other words, how will you go about it?)
This assignment is related to SLO #2.

5. Philosophy of Bible Teaching (10%)

Due: Week 11

Write a 2 to 3-page paper in first-person presenting your basic philosophy of Bible teaching. Include at least one paragraph about each of the following in the teaching/learning process.

- Role of the teacher
- Role of the Holy Spirit
- Role of the learner
- Teacher/learner relationship
- Equipping of the teacher (ongoing)

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

6. Curriculum Evaluation &Critical Review: (15%)

Due: Week 14

Evaluate one Bible lesson from those posted on Blackboard using the *Curriculum Evaluation Guide*. Write a 3-page Critical Review of your findings, highlighting strengths and weaknesses found in the curriculum. *Support your critique with a minimum of three sources.* The textbooks may be used as sources for the critique. Submit the completed Curriculum Evaluation Guide and the Critical Review to Blackboard. *This assignment is related to SLO #5.*

7. Class Presence and Participation (10%)

Class presence and participation points may be earned to encourage your active class participation and discussion. You will earn a perfect score if you attend class and actively contribute to the class discussion.

Presence: Although it is not required, a brief e-mail of explanation in advance of the absence is appreciated. Three late arrivals or early departures equal an absence. Attendance is taken each

class period.

Participation: I am less concerned with “right” or “wrong” answers than I am with thoughtful contributions which follow the discussion and either add to it or move it in a new direction. If you find it uncomfortable to speak up in class, I encourage you to work on this skill, as this is an integral component of ministerial training.

Course Evaluation

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

Exams (2)	20%
Jesus’ Teaching Ministry Chart and Paper	20%
Thinking and Faith Formation Paper	20%
Philosophy of Bible Teaching	15%
Curriculum Evaluation and Critical Review	15%
Class Presence and Participation	10%
Total	100%

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

2021 Fall Course Schedule

Wk	Date	Unit	Course Topic	Assignments Due
1	8/17	Intro Unit 0	Review of Syllabus and Introduction of course Part I: Biblical Foundations ○ The Nature of Teaching	Linhart, Chapters 1-2
2	8/24	Unit 1	○ The Disciplers’ Model	Yount, <i>The Disciplers’ Handbook</i>, Ch. 0 Linhart, Chapter 5 Review of Unit Materials
3	8/31	Unit 2	○ Biblical Models of Instruction	Linhart, Chapters 3-4 Yount, <i>The Disciplers’ Handbook</i>, pgs. 47-52 Review of Unit Materials Jesus’ Teaching Ministry Due
4	9/7	Unit 3	Part II: Influences on Learning ○ Thinking and Faith Formation	Linhart, Section Two Review of Unit Materials Complete the Inventories on Blackboard (MI, Learning Styles, Spiritual Gifts)
5	9/14	Unit 4	Part III: Teaching Methods ○ Designing Learning Activities	Linhart, Section 4 Review of Unit Materials
6	9/21	Unit 5	Part IV: Preparing to Teach ○ Developing the Teaching Idea and Instructional Objectives	Richards, Chapter 8 pdf Yount, <i>Created to Learn</i>, PDF-Ch. 12 - pgs. 401-408, 418 Review of Unit Materials Thinking and Faith Formation Paper Due
7	9/28	Unit 6	○ Knowledge and Understanding Outcomes	Review of Unit Materials

Wk	Date	Unit	Course Topic	Assignments Due
8	10/5		FALL BREAK	
9	10/12	Unit 7	○ Evaluation of Learning	Review of Unit Material
10	10/19	Unit 8	○ Lesson Plan Template and Learning Readiness	<i>Yount, The Disciplers' Handbook</i> , pgs. 52-76 Exam #1
11	10/26	Unit 9	○ Teaching Children and Youth	Linhart, 13, 16 Philosophy of Bible Teaching Due
12	11/2	Unit 10	○ Teaching Adults & Families	Linhart, 14, 15
13	11/9	Unit 11	Part V: Curriculum Curriculum: Scope and Sequence Evaluating	Linhart, Chapter 12, 17
14	11/16	Unit 12	Part VI: Managing Teaching ○ Evaluating and Equipping	Linhart, Chapters 24, 25 Curriculum Evaluation and Critique Due 3/12
15			THANKSGIVING BREAK	
16	11/30	Unit 13	○ Tools for Teaching	Linhart, Chapter 26
	12/7			Exam #2

***The Professor reserves the right to change topics/dates as necessary (see course policies).**

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.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the current NOBTS catalog.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Student 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 CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS 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 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: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Office Hours: Office hours are posted outside the professor’s office. If necessary, contact the professor to schedule an appointment.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Technical Assistance:

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center’s page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Bibliography

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