

# SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY

## CMN 3343 Teaching the Scriptures

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Spring 2006

### Course Syllabus

#### Course Description

A study of the principles for effectively teaching Scripture to a variety of developmental and interest groups within the Church. The preparation of unit and lesson plans, the writing of objectives, selection of appropriate methodologies, effective presentation, and management of a quality learning experience will be discussed. Special emphasis will be given to an analysis of the teaching ministry of Jesus and the ancient church. (Prerequisite, BIB 2213)

#### Course Objectives

1. **Knowledge** you should develop as a result of this course:
  - A. Identify the various roles of the teacher in local church ministry and describe the task of teaching.
  - B. Understand the role that human development plays in the task of teaching by identifying the various age-level distinctives of early childhood, elementary, youth, young adult, middle adult and senior adulthood.
  - C. State the importance of proper development of lesson plans, clear objectives and appropriate methods.
  - D. Know how to prepare, teach, and manage a quality learning experience in a variety of settings and opportunities.
  - E. Discover the Biblical view of teaching from the Old and New Testaments.
  
2. **Attitudes** you should develop as a participant in this course:
  - A. Value the role of teaching the Scripture as a method to communicate truth.
  - B. Appreciate the importance of the teaching in the ministry of the local church.
  - C. Acknowledge the priority of teaching at appropriate age-level in keeping with students' developmental needs.
  - D. Grow in your appreciation of the value of preparation, well-constructed lesson plans and a variety of methods as tools in the task of teaching.
  - E. Enjoy the task of teaching and its rewards.

3. **Skills** you should develop as a participant in this course:
- A. Develop a teaching ministry based on Biblical examples.
  - B. Create lessons that are meaningful interactions with truth that encourage learning.
  - C. Teach with enthusiasm and confidence to babies, toddlers, children, youth, young adults and senior adults.
  - D. Create learning experiences that equip people to grow up in Christ.
  - E. Train others in the task of teaching in the local church.

### **Textbook:**

Richards, Lawrence O. and Gary Bredfelt, *Creative Bible Teaching*. Chicago: Moody Press. 1998.

### **Course Plan**

The Biblical view of teaching and learning will be considered as it relates to the tension between training and the discovery method. The definition of teaching and learning as well as an examination of selected philosophies from educational psychology will be discussed. The student will participate in textbook reading and class discussions relative to the process of lesson planning and teaching technique. There will be a discussion on the importance of creating lessons in keeping with the developmental needs of the students. Students will participate in a discussion on the evangelism, the role of the Holy Spirit and faith development in the context of teaching and learning.

### **Course Requirements**

- 1 Group Presentation
- 1 Age-specific lesson plan
- 1 Multigenerational lesson plan
- 1 Teaching Experience
- 2 Examinations

### **Assignments**

Assignment do dates are TBA. Students will be given ample time to complete assignments.

1. *Quizzes*: About 15 “surprise” quizzes, based on lectures and the textbook, will be given (20 points each). These quizzes are designed to help students know the material throughout the semester, in order that success on the final exam is more likely. Your 5 lowest scores will be “thrown out” at the end of the semester.

2. *Group presentation*: Participate with three classmates in demonstrating a creative teaching method from the following list: Drama, Roleplay, Simulation, Creative storytelling, Case Study, Video, Contemporary Parallel, Photo Slideshow, Quiz show. Each group will teach for a total of 15 minutes. They will demonstrate the method and explain the finer points of using that method.

Peer grading, using two evaluation forms, will be based on creativity, involvement in group-planning process, and quality of presentation. A "student" evaluation form will be completed by the other members of your group and averaged together to comprise 1/2 of the grade. A "group" evaluation form will be completed by the instructor and 4 members of the audience. Scores will then be averaged together to comprise the other 1/2 of the grade.

3. *Lesson Plan for an Age-Specific Class*: Using knowledge gained from the textbook and class lectures, develop a two-page lesson plan. Include the target grade, length of class, theme, and setting. Evaluation will be based on at least two correctly worded objectives (30), appropriate use of at least three creative teaching methods (30), appeal to age group (30), material for 60 minutes (30), and use of a specific style of lesson planning (30). This lesson plan is to be done as a detailed outline with explanations. It is not required to be in manuscript form.

Elementary:	1-2 grade; 3-4 grade; 5-6 grade (choose one)
Youth:	7-8 grade; 9-10 grade; 11-12 grade (choose one)
Adult:	Young Adult: 18-30 Middle Adult:31-55; Later Adult 56-65; Older Adult: 66-75; Senior Adult: 76+

4. *Lesson Plan for an Intergenerational Class*: The lesson plan will be manuscript text. The student will prepare a lesson plan that details all of the lecture and other method selection for the management of a 60 minute teaching learning experience for a class of multiple ages.

Lessons will be combined to make units among classmates. Each student will receive a copy of the entire unit to which he or she contributes. Any worksheets, projects or materials to be used in the teaching session must be included with the lesson plan. Evaluation will be based on at least three correctly worded objectives (30 points), inclusion of cognitive, affective, behavioral statements to guide the lesson (30 points), appropriate use of at least three creative teaching methods (30 points), involvement of all ages (from 1<sup>st</sup>-graders to grandparents) (30 points), use of Hook-Book-Look-Took (20 points), use of the planning described in the textbook (20 points), copies of your work for the instructor and each person in your group (20 points), and enough material to manage a 60-minute class period (20 points). You will sign up for a specific topic early in the course. *The text must*

be 12 pt. Arial font with double spacing. The margins should be 1" on all four sides.

5. *Teach*: Using the intergenerational lesson that you created, teach a group of students who will imagine themselves as various family members. The peer group will evaluate this teaching experience by using an evaluation form. Grading will be the average of scores. Your teaching time will be approximately 45 minutes, although your lesson plan must include enough material for a 60 minute class.
6. *Final Exam*: The final exam will cover lectures and the textbook.

### **Grading**

Grading	
Quizzes	20% (200 pts)
Group Presentation	15% (150 pts)
Age-specific lesson plan	15% (150 pts)
Intergenerational lesson plan	20% (200 pts)
Teaching	20% (200 pts)
Final Exam	10% (100 pts)

Grading Scale	
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

### **Policies**

#### 1. Class Attendance

Southwestern's on-campus academic program is designed as an in-class learning experience. In this type of instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the student's knowledge, skills, understanding, and appreciation of the subject matter. Therefore, students are required to maintain regular and punctual class attendance.

Absences which exceed twenty percent (20%) of the number of times that a class meets per semester, (8 absences for classes meeting 3 times per week, 6 absences for classes meeting 2 times per week, and 3 absences for classes meeting 1 time per week), regardless of the nature or reason for the absences, will result in the student being administratively dropped automatically from the course, receiving a grade of "W". The student will be assessed the established course withdrawal fee. A student who is absent from a class is totally responsible to make the appropriate advanced arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments based upon the reason for a student's absence and when the make

up work must be completed. However, no point reduction will be assessed to a student's final grade for absenteeism.

## 2. Tardy

Students missing fifteen minutes of a class will be counted as absent for that session. Every three tardies acquired in classes that meet three times a week and every two tardies acquired in classes that meet twice a week will be considered as an absence. The student is responsible, at the end of class, to identify his/her tardiness to the professor.

## 3. Assignments

Lesson plans must have a typed title page. No plastic covers will be accepted. Plans are due on the date announced in class. If the student is not in class on the day the due date is announced, the student is responsible for finding out the due date and turning the assignment in on time.

## 4. Cheating

Students are expected to be honest in fulfilling all academic requirements and assignments. Any evidence of cheating of any kind or plagiarism will result in an "F" for the course and possible further disciplinary action. Plagiarism is the use of another person's material or work as though it were your own.

## 5. Test Preparation

Responsibility for exam preparation rests with the student. Students are expected to review for tests and ask questions about the content of the course throughout the semester. Specific review of individual tests is not an obligation of the professor. The complex nature of the teaching-learning dynamic necessitates study of the entire body of material presented via course lectures and through study of the textbook. No student should expect to be given a specific review of the exams or the material covered on exams in preparation for the final examination. The best way to prepare is to read over one's notes, compare one's notes with others, ask questions during lectures, and reading the textbook and asking questions of the textbook. Students wishing to review the questions answered incorrectly on an examination may do so within 1 week of initial test administration of the test in question.

## 6. Electronic Devices

Inasmuch as electronic devices pose a serious risk to academic integrity, and because mobile phones are disruptive to the learning environment, the instructor reserves the right to control the use of all electronic devices in class (phones, PDA's, laptops, calculators, etc.). Students are not permitted to use mobile

phones, PDA's or other devices for sending/receiving calls and/or text messages during class. Under no circumstances will students turn on electronic devices or keep them on during tests or quizzes. Students who send/receive text messages during any exam, engage in any kind of communications activity which threaten the integrity of the test environment, or photograph on electronic devices test materials or other materials the instructor deems inappropriate for copy are subject to failure in the course.

In addition, students may, if they so desire, tape record the lectures for their own use. Laptop computers are allowed in the class for the purpose of taking notes for the class in session. However, the computer should not be used to study for other exams, surf the web, watch DVDs or play games during the class session.

### **Contact Information**

I am available to meet with you during regular office hours or by special appointment at other times. Be sure to seek help immediately if you are having difficulty with this course. I am here to help you.

Office Hours (S4421): MWF 12:45-1:45pm and 2:45-4:35pm

Telephone: 972- 825-4708

Home phone: 972-923-3476

Email: [ddaugherty@sagu.edu](mailto:ddaugherty@sagu.edu)

Website: [www.Darren.Daugherty.net](http://www.Darren.Daugherty.net)

# CMN 3343 Teaching the Scriptures

## Course Calendar

### Orientation and “What is Christian Education?”

W Jan 18  
F Jan 20 (alternate schedule)

### Teaching and Learning in the Bible

M Jan 23  
W Jan 25  
F Jan 27  
M Jan 30

### Studying the Bible

W Feb 1 Read chapter 1, “This Bible: The Need for and Nature...”  
F Feb 3 Read chapter 2, “Inspired by God: The Divine Authorship...”  
**Due: Method Group 1**  
M Feb 6: Read chapter 3, “Person to Person: The Message...”  
W Feb 8: Read chapter 4, “Rightly Divided: The Study of the Bible”  
F Feb 10: Read chapter 5, “A Sample Bible Study: The Creative Bible”  
**Due: Method Group 2**

### Focusing the Message

M Feb 13: Read chapter 6, “Focus on Needs: Understanding...”  
W Feb 15:  
F Feb 17: Read chapter 7, “Focus on Learning: Truth into Life”  
**Due: Method Group 3**  
M Feb 20:  
W Feb 22: Read chapter 8, “Focus on Results: Teaching for Life...”  
F Feb 24: **Due: Method Group 4**

### Structuring the Lesson

M Feb 27: Read chapter 9, “The Pattern: HBLT Approach”  
W Mar 1:  
F Mar 3: Read chapter 10, “The Process: Engaging Student...”  
**Due: Method Group 5**  
M Mar 6:  
W Mar 8: **Due: Age-specific lesson plan**

*Spring Break: Mar 10-17*

## Methods

M	Mar 20:	Read chapter 11, "The Means: Methods Make..."
W	Mar 22:	
F	Mar 24:	<b>Due: Method Group 6</b>

## Teaching the Class

M	Mar 27:	Read chapter 12, "The Tools: Choosing and Using..."
W	Mar 29:	Read chapter 13, "Teaching Principles: Common..."
F	Mar 31:	Read chapter 14, "Teaching Effectiveness: Motivating..." <b>Due: Method Group 7</b>
M	Apr 3:	Read chapter 15, "Teaching the Bible to Adults..."
W	Apr 5:	Read chapter 16, "Teaching the Bible to Youth..."
F	Apr 7:	Read chapter 17, "Teaching the Bible to Children..." <b>Due: Intergenerational Lesson Plan</b>

## Evaluating the Results

M	Apr 10:	Read chapter 18, "Teaching the Bible to Preschoolers..." Read chapter 19, "A Model for Evaluation..."
W	Apr 12:	<b>Due: Teaching – Student A</b>
F	Apr 14:	No Class – Good Friday
M	Apr 17:	<b>Due: Teaching – Student B</b>
W	Apr 19:	<b>Due: Teaching – Student C</b>
F	Apr 21:	<b>Due: Teaching – Student D</b>
M	Apr 24:	<b>Due: Teaching – Student E</b>
W	Apr 26:	<b>Due: Teaching – Student F</b>
F	Apr 28:	Read chapter 20, "Developing and Improving..."
M	May 1:	

**Final (see SAGU schedule)**

# CMN 3343 Teaching the Scriptures

## Course Calendar

### Orientation

Th Jan 19

### Teaching and Learning in the Bible

Tu Jan 24

Th Jan 26

Tu Jan 31

### Studying the Bible

Th Feb 2

Tu Feb 7

Th Feb 9

Tu Feb 14

Read chapter 1, "This Bible: The Need for and Nature..."

Read chapter 2, "Inspired by God: The Divine Authorship..."

Read chapter 3, "Person to Person: The Message..."

Read chapter 4, "Rightly Divided: The Study of the Bible"

Read chapter 5, "A Sample Bible Study: The Creative Bible"

### Focusing the Message

Th Feb 16

Tu Feb 21

Th Feb 23

Read chapter 6, "Focus on Needs: Understanding..."

**Due: Method Group 1**

Read chapter 7, "Focus on Learning: Truth into Life"

Read chapter 8, "Focus on Results: Teaching for Life..."

**Due: Method Group 2**

### Structuring the Lesson

Tu Feb 28

Th Mar 2

Tu Mar 7

Th Mar 9

Read chapter 9, "The Pattern: HBLT Approach"

**Due: Method Group 3**

Read chapter 10, "The Process: Engaging Student..."

**Due: Age-specific lesson plan**

*Spring Break: Mar 10-17*

### Methods

Tu Mar 21

Th Mar 23

Read chapter 11, "The Means: Methods Make..."

**Due: Method Group 4**

## Teaching the Class

Tu	Mar 28	Read chapter 12, "The Tools: Choosing and Using..." Read chapter 13, "Teaching Principles: Common..."
Th	Mar 30	Read chapter 14, "Teaching Effectiveness: Motivating..." <b>Due: Method Group 5</b>
Tu	Apr 4:	Read chapter 15, "Teaching the Bible to Adults..." Read chapter 16, "Teaching the Bible to Youth..."
Th	Apr 6:	Read chapter 17, "Teaching the Bible to Children..." <b>Due: Intergenerational Lesson Plan</b>

## Evaluating the Results

T	Apr 11:	Read chapter 18, "Teaching the Bible to Preschoolers..." Read chapter 19, "A Model for Evaluation..."
Th	Apr 13:	<b>Due: Teaching – Students A &amp; B</b>
Tu	Apr 18:	<b>Due: Teaching – Students C &amp; D</b>
Th	Apr 20:	<b>Due: Teaching – Students E &amp; F</b>
Tu	Apr 25	Read chapter 20, "Developing and Improving..."
Th	Apr 27	

**Final (see SAGU schedule)**