

# Syllabus

**Course:** PS639-E&EN Effective Bible Teaching (Blended)  
**Credit:** 3 Semester Hours  
**Semester:** Spring 2022, Cycle 5 (Mar 14—May 06)  
**Time:** 6:00–9:00 pm Wednesdays  
**Instructor:** Dr. Michel L. Dodds, (816) 322-5152 ext. 1348, mike.dodds@calvary.edu, (913) 638-3291 (cell)

*\*About This Course:* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

*\*About Disabilities:* Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

*\*About Assistance for All Course Assignments:* The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

*\*About Changes to this Syllabus:* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

## I. DESCRIPTION

Students will learn how to prepare and present Bible lessons for a variety of ministry settings.

## II. OBJECTIVES

**A. General competencies to be achieved.** You will be able to . . .

1. Articulate understanding of the various teaching tasks and student learning styles. (PLO: 1, 2, & 4; A: A, B, C, D, E, & G)
2. Demonstrate the skills needed for developing lessons and teaching the Bible. (PLO: 1, 2, 3, & 4; A: E & F)
3. Demonstrate teaching skills needed with a variety of teaching settings and a variety of biblical text types. (PLO: 1, 2, 3, & 4; A: E & F)

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

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**B. Specific competencies to be achieved.** You will be able to . . .

1. Articulate understanding of the teaching tasks involved in effective Bible teaching. (PLO: 1, 2, 3, & 4; A: A)
2. Demonstrate understanding of student learning styles and needs. (PLO: 1 & 4 A: B)
3. Critically evaluate Bible teachers and their teaching for their methodology and effectiveness. (PLO: 1 & 4; A: C)
4. Articulate understanding of the teaching and learning processes. (PLO: 1, 2, 3, & 4; A: D)
5. Demonstrate skill for preparing Bible teaching lessons for a variety of Bible text types. (PLO: 1, 2, & 4; A: E)
6. Demonstrate skill in teaching Bible lessons in a variety of learning settings in the ministry setting anticipated upon graduation. (PLO: 1, 2, & 4; A: F)
7. Demonstrate proper use of audiovisual media in teaching. (PLO: 1; A: G)
8. Articulate a personal philosophy of teaching the Bible. (PLO: 1 & 4; A: G)

**III. REQUIREMENTS**

\***Note:** Specific instructions for each assignment are posted in Canvas.

**A. Read the textbook and answer study questions.**

1. Read the textbook according to the Class Schedule in preparation for in-class discussion.
2. While reading each chapter, answer the study questions provided by the instructor and present those answers the day each chapter is discussed.

**B. Read additional articles about teaching and write a paper on each article.**

1. Read **five (5)** articles concerning the teaching process. (**Note:** The specific articles will be assigned in class).
2. Write a **2-page** critical review of each article.

**C. Observe Bible teaching and write a paper summarizing pertinent findings.**

1. Identify and observe **three (3)** Bible teachers in a variety of teaching/ learning settings found in the ministry setting anticipated upon graduation.
2. Following the observations, submit a paper of at least **three (3) pages** summarizing the observations and lessons-learned about contemporary Bible teaching ministry gleaned from these observations. (

**D. Write a research essay summarizing the teaching and learning processes.**

1. Write a research essay which summarizes the tasks involved in teaching (i.e., what the teacher must do to prepare and present an effective Bible lesson) and the processes involved in learning (i.e., what the teacher must ensure happens in the learning context for the students to achieve the learning objectives).
2. This essay will be at least **2500-words** and reference at least **three (3) resources** in addition to those presented in class.

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**E. Prepare Bible teaching lesson plans for a variety of Bible text types.**

1. Prepare lesson plans for teaching the following kinds of Bible text types in the ministry setting anticipated upon graduation:
  - a. Stories / parables
  - b. Poetry / Proverbs
  - c. Epistle / Doctrinal
  - d. Practical / Topical
  - e. Printed Curriculum
2. Each lesson plan will include all of the elements identified in class and will be written for the ministry setting anticipated upon graduation.

**F. Teach Bible lessons for a variety of learning settings.**

1. Adapt **three (3)** of the lesson plans from the list in "E.1." above and teach them in class for the following different learning settings (i.e., 1 lesson for "a" below, 1 for "b," and 1 for "c"):
  - a. Accountability group (2-4 students)
  - b. Small group (5-15 students)
  - c. Large group (16-60 students)
2. Preparations for these teaching experiences must include the following:
  - a. Reproduction of an additional copy of the teaching plan and all handouts for the instructor to follow along during the lesson.
  - b. The use of 2 different teaching methods and different media in each lesson.
3. Each teaching experience will be **30-35 minutes** and geared for the **life stage** of the ministry context anticipated upon graduation.
4. Following each lesson, read all "Peer Evaluation" and "Instructor Evaluation" forms and then complete a "Teaching Self-Evaluation" form to be turned in the next class session.

**G. Write a paper stating a personal philosophy of Bible teaching.**

1. Submit a paper which identifies and describes the student's personal philosophy of Bible teaching which arises from the study of scripture and which includes a discussion of at the least the following categories:
  - a. Definition of Bible teaching.
  - b. Biblical basis for the definition.
  - c. Personal teaching strengths & limitations and desired practices & methods to be used.
2. The purpose of this paper is to identify the student's understanding of God's mandates as recorded in scripture for teaching the Bible in the ministry context anticipated upon graduation.

3. This paper will be at least **three (3) pages**.

#### **IV. METHODS**

##### **A. Presentation:**

- 1. In-class methods:** lecture, class discussions, and taking exams.

**\*About Class Attendance:** Research consistently demonstrates that class attendance and active participation correlate to higher performance on course assessments.

**\*About Classroom Use of Media:**

-**Computing devices** are permitted during the lecture and class discussion sessions for the sole purpose of taking notes. Use of these devices to access the Internet, make telephone calls or video calls, text messaging, updating social network services, etc. is not allowed, let alone very distracting to other students.

-**Cellphones / smartphones** may only be used in an emergency, and in those situations the student may take the call but must leave the room and not return until the next break out of courtesy to fellow classmates.

**\*About Note Taking:** Students are expected to take notes during each class. Significant peer reviewed studies continue to demonstrate that notes taken by hand are understood better and remembered longer than those taken with a computer. Computer use which is a distraction to others (i.e., noise, blocking the screen, displaying non-class related material, etc.) is not allowed.

- 2. Out-of-class methods:** reading, writing, research, and interviewing.

**\*About written assignments:** Unless directed otherwise, all written assignments must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

##### **B. Grading:**

**\*About Late Assignments:** Assignments turned in late will be lowered **5% each class day** it is late.

**\*About Plagiarism:** Plagiarism is defined as copying any part of a book or paper without identifying that source. This also includes taking another person's ideas and presenting them as your own without identifying the source. Any assignment that includes plagiarism will receive a **zero (0) grade**.

**\*About course grade:** See the grading scale in the university catalog for specific grading scale that will be used for final course grade.

1. General grading criteria:

A = completed assignment well beyond assignment criteria

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- B = completed assignment as specified and very well done
- C = completed assignment with average work
- D = completed assignment but poorly
- F = did not complete assignment and/or unacceptable work

2. Possible points for all assignments.

a. Reading Study Questions (10 @ 10 ea).	. . . . .	= 30	points
b. Article Review Papers (5 @ 20 ea)	. . . . .	= 100	"
c. Teaching Observations & Paper (3 @ 10; 1 @ 20).	. . . . .	= 50	"
d. Teaching/Learning Essay (1 @ 100)	. . . . .	= 100	"
e. Teaching Lesson Plans (5 @ 50 ea)	. . . . .	= 250	"
f. Lesson Teaching & A/V Media (3 @ 100 ea; 6 @ 10ea)	. . . . .	= 390	"
f. Teaching Self-Evaluation (3 @ 10 ea)	. . . . .	= 30	"
g. Personal Philosophy of Bible Teaching (1 @ 50)	. . . . .	= 50	"
		<b>Total = 1000</b>	<b>points</b>

**V. MATERIALS**

**A. Required Textbooks**

1. English Bible (NAS, NASB-U, NKJV, NET, ESV, or other by approval)
  - The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
2. Richards , Lawrence O. and Gary J. Bredfeldt. 1998. *Creative Bible Teaching, Revised & Expanded*. Chicago: Moody Publishers. Hardcover ISBN-13: 9780802416445. Retail: \$32.99. Number of Pages: 342

**B. Selected Bibliography**

1. Gangel, Kenneth O. 2003. *24 Ways to Improve Your Teaching*. Eugene, OR: Wipf & Stock Publishers. Paperback ISBN-13: 978-1592444328. Retail \$12.99. Number of pages: 132.
2. Hendricks, Howard G. 2003. *Teaching to Change Lives*. Colorado Springs, CO: Multnomah Books. Paperback ISBN-13: 9781590521380. Retail: \$14.99. Number of Pages: 154.
3. Wilhoit, James C. and Leland Ryken. 2012. *Effective Bible Teaching, 2nd Edition*. Grand Rapids: Baker Academic. Paperback ISBN-13: 9780801048609. Retail: \$21.99. Number of pages: 208. E-Book ISBN-13: 9781441240422. Retail: \$21.99

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**VI. TENTATIVE SCHEDULE**

[\***Note:** A detailed schedule will be provided in class and posted in Canvas.]

<b>Week</b>	<b>Class Activity/Discussion</b>	<b>Assignments Due</b>	<b>St Q</b>
1	Teaching the Bible	--	0
2	Learning Styles & Texts	Articles Reviews	1
3	Teaching Topics & Lessons	Teaching Observations Papers	2
4	Preparing Lessons	Research Essay on Teaching & Learning	3
5	Teaching Large Groups	Lesson Plan & Media	4
6	Teaching Small Groups	Lesson Plan & Media; Eval #1	5
7	Teaching Accountability Groups	Lesson Plan & Media; Eval #2	6
8	Learning to Teach	Philosophy of Teaching; Eval #3	7/8