



# Syllabus

**Course:** MS237-T&NT Teaching the Bible (Blended)

**Credit:** 3 Hours

**Semester:** Spring 2026, Sessions 1-2 (January 12 – May 8; 16 weeks)

**Days/Time:** Mondays and Wednesdays, 9:30-10:50 a.m.

**Location:** CABRE 103

**Instructor:** Shaun LePage, ThM, shaun.lepage@calvary.edu, office: CABRE 107; (office) 816-768-6971, (mobile) 785-840-8568

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

## I. Description of the Course

Building on the skills learned in BI115 Bible Study/Hermeneutics, students are equipped to study their English Bible for teaching others. Students also learn how to assess their audience and teaching setting in order to develop appropriate Bible-based lessons for that audience and setting. Finally, building on the skills learned in COM220 Oral Communication, students are given practical experiences in the teaching of the Scriptures in various settings. (Prerequisites: BI115 & COM220)

## II. Objectives of the Course

A. General competencies to be achieved. The student will be able to . . .

1. Articulate a Biblical understanding of the importance and responsibility of teaching the Bible. (PLO\* 1, 2) (A\*\* 1-3)
2. Demonstrate the skills needed for teaching the Bible. (PLO 3, 4, 5) (A 4, 5)
3. Demonstrate teaching skills needed with a variety of teaching settings and a variety of biblical text types. (PLO 3, 4, 5) (A 4, 5)

B. Specific competencies to be achieved. The student will be able to . . .

1. Articulate understanding of the teaching tasks involved in effective Bible teaching. (PLO 2) (A 1, 2, 3)
2. Demonstrate understanding of student learning styles and needs. (PLO 2) (A 1, 2, 3)
3. Critically evaluate Bible teachers and their teaching for their methodology and effectiveness. (PLO 2) (A 1-3)
4. Articulate understanding of the teaching and learning processes. (PLO 2) (A 1-3)
5. Demonstrate skill for preparing Bible teaching lessons for a variety of Bible text types. (PLO 3) (A 4, 5)
6. Demonstrate skill in teaching Bible lessons in a variety of learning settings in the ministry setting anticipated upon graduation. (PLO 3, 4, 5) (A 4, 5)
7. Articulate a personal philosophy of teaching the Bible. (PLO 1, 2) (A 1-3)

### III. Textbooks for the Course

#### A. English Bible (NAS, NASB-U, NKJV, NET, ESV, or other by approval).

1. The Bible is a required textbook in every course at Calvary University.
2. 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.
3. Please ask the professor if you have questions about a particular translation or version.

#### B. Textbook Choices:

##### 1. Explanation:

- a) Each of the books in the “Book List” below are available in the Calvary University Library, and therefore prices are not listed because purchases are not necessary.
- b) Each student will select a book or books totaling at least 300 pages to read over the course of the cycle, then complete a *Life Development Reading Summary* (provided via Canvas). Note: If a student would like to read a book not on this list, it must first be approved by Professor LePage.

##### 2. Book List:

- a) Aune, David E. (David Edward) 1987. *The New Testament in its Literary Environment*. Philadelphia : Westminster Press. ISBN: 9780664219123. 260 pages.
- b) Bailey, E. K. and Wiersbe, Warren W. 2003. *Preaching in Black and White: What We Can Learn From Each Other*. ISBN:

9780310240990. Grand Rapids, Mich.: Zondervan. 192 pages.

- c) Banks, Robert. 1980. *Paul's Idea of Community: The Early House Churches in Their Historical Setting*. Grand Rapids, Mich.: Eerdmans. ISBN: 9780802818300. 208 pages.
- d) Chance, Paul. 2008. *The Teacher's Craft: The 10 Essential Skills of Effective Teaching*. Long Grove, Ill.: Waveland Press. ISBN: 9781577665595. 187 pages.
- e) Clouse, Bonnidell; Clouse, Robert G., 1931-; Culver, Robert Duncan. 1989. *Women in Ministry: Four Views*. Downers Grove, Ill.: InterVarsity Press. ISBN: 9780830812844. 250 pages.
- f) Edwards, Sue. 2002. *New Doors in Ministry to Women: A Fresh Model for Transforming Your Church, Campus, or Mission Field*. Grand Rapids, MI: Kregel. ISBN: 9780825425080. 318 pages.
- g) Farley, Edward. 1983. *Theologia: The Fragmentation and Unity of Theological Education*. Philadelphia: Fortress Press. ISBN: 9780800617059. 206 pages.
- h) Fitzpatrick, Elyse. 2010. *Women Counseling Women*. Eugene, Or.: Harvest House Publishers. ISBN: 9780736929981. 342 pages.
- i) Gangel, Kenneth O. 2003. *24 Ways to Improve Your Teaching*. Eugene, OR: Wipf & Stock Publishers. ISBN-13: 978-1592444328. 131 pages.
- j) Hendricks, Howard G. 2003. *Teaching to Change Lives*. Colorado Springs, CO: Multnomah Books. ISBN-13: 9781590521380. 152 pages.
- k) Kaiser, Walter C., Jr. (Walter Christian) 1981. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids, MI : Baker Book House. ISBN: 9780801054259. 268 pages.
- l) Kaiser, Walter C., Jr. (Walter Christian). 2007. *Majesty of God in the Old Testament: A Guide for Preaching and Teaching*. Grand Rapids, MI: Baker Academic. ISBN: 978080132448. 174 pages.
- m) Kraft, Vickie. 2003. *Women Mentoring Women: Ways to Start, Maintain, and Expand a Biblical Women's Ministry*. Chicago : Moody Publishers. ISBN: 9780802448897. 224 pages.
- n) Litfin, A. Duane. 2015. *Paul's Theology of Preaching: The Apostle's Challenge to the Art of Persuasion in Ancient Corinth*. Downers Grove, Illinois: IVP Academic. ISBN: 9780830824717. 392 pages.
- o) Long, Thomas G. 2008. *Teaching and Preaching as a Christian Practice: A New Approach to Homiletical Pedagogy*. Louisville, Ky.: Westminster John Knox Press. ISBN: 9780664232542. 239 pages.
- p) Loth, Paul J. 2004. *Teaching Adults With Confidence*. Schaumburg,

- Ill.: Evangelical Training Association. ISBN: 9781929852031. 103 pages.
- q) Moreu, A. Scott. 2014. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids, Michigan: Baker Academic. ISBN: 9780801026638. 405 pages.
- r) Rice, Wayne. 1978. *Junior High Ministry: A Guidebook for the Leading and Teaching of Early Adolescents*. Grand Rapids: Zondervan Pub. House. ISBN: 9780310349716. 201 pages.
- s) Richards, Lawrence O. and Gary J. Bredfeldt. 1998. *Creative Bible Teaching, Revised & Expanded*. Chicago: Moody Publishers. Hardcover ISBN-13: 9780802416445. 324 pages.
- t) Robinson, Haddon W. 1999. *Making a Difference in Preaching: Haddon Robinson on Biblical Preaching*. Grand Rapids, Mich.: Baker Books. ISBN: 9780801090929. 158 pages.
- u) Savage, Timothy B. 2004. *Power Through Weakness: Paul's Understanding of the Christian Ministry in 2 Corinthians*. New York: Cambridge University Press. ISBN: 9780521616188. 251 pages.
- v) Stott, John R. W. 1982. *Between Two Worlds: The Art of Preaching in the Twentieth Century*. Grand Rapids, MI : W.B. Erdmans. ISBN: 9780802835420. 351 pages.
- w) Stott, John R. W. 2015. *The Challenge of Preaching*. Grand Rapids, Michigan : William B. Eerdmans Publishing Company. ISBN: 9780802873354. 132 pages.
- x) Wegner, Paul D. 2009. *Using Old Testament Hebrew in Preaching: A Guide For Students and Pastors*. Grand Rapids, Mich.: Kregel Academic & Professional. ISBN: 9780825439360. 166 pages.
- y) Wiersbe, Warren W. 1994. *Preaching & Teaching with Imagination: The Quest for Biblical Ministry*. [Wheaton, Ill.]: Victor Books. ISBN: 9780801057571. 400 pages.
- z) Wilhoit, James C. and Leland Ryken. 2012. *Effective Bible Teaching*, 2nd Edition. Grand Rapids: Baker Academic. ISBN-13: 9780801048609. 256 pages.
- aa) Yarbrough, Mark M. 2009. *Paul's Utilization of Preformed Traditions in 1 Timothy: An Evaluation of the Apostle's Literary, Rhetorical, and Theological Tactics*. London; New York: T & T Clark. ISBN: 9780567254900. 226 pages.
- bb) Yount, William R. 2008. *The Teaching Ministry of the Church, 2nd ed*. Nashville, Tenn. : B&H Academic. ISBN: 9780805447378. 464 pages.
- cc) Zuck, Roy B. 1998. *Spirit-Filled Teaching: The Power of the Holy*

*Spirit in Your Ministry*. Nashville, Tenn.: Word Pub. ISBN: 9780849915604. 202 pages.

dd) Zuck, Roy B. 1998. *Teaching as Paul Taught*. Grand Rapids, Mich.: Baker Books. ISBN: 9780801021596. 324 pages.

**IV. Assignments of the Course** (Note: Specific instructions for each assignment will be posted in Canvas.)

- A. **Assignment #1: Process Projects:** Study key passages of the New Testament toward the development of a biblical understanding of teaching the Bible. The student will develop a biblical theology of teaching ministry. (6@42 ea; 1@48; 300 total)
- B. **Assignment #2: Reading** of textbooks from the book list (see above) totaling at least 300 pages, and record observations using the reading summary guide provided in class. (200 pts.)
- C. **Assignment #3: Becoming Established Assessment.** Students will take a personal assessment based on New Testament principles. (1@50 pts.)
- D. **Assignment #4: Student Teaching Outlines.** Students will create outlines according to instructions provided in class and Canvas in preparation for six (6) teaching opportunities (5@30 ea.; 1@50; 200 total).
- E. **Assignment #5: Teach Bible Lessons.** Students will teach six (6) times according to the schedule provided in class and via Canvas. (5@40, 1@50; 250 total)

**V. Grading for the Course**

- A. Assignment #1 = 300 points
- B. Assignment #2 = 200 points
- C. Assignment #3 = 50 points
- D. Assignment #4 = 200 points
- E. Assignment #5 = 250 points
- F. TOTAL: 1000 points

**VI. Points and Final Grade**

930–1000 points A	730–769 points C
900–929 points A-	700–729 points C-
870–899 points B+	670–699 points D+
800–829 points B-	630–669 points D
770–799 points C+	0–559 points F

**VII. Tentative Course Schedule** (Note: An expanded schedule will be presented during the first class session.)

- A. Week 1: Introduction to Teaching the Bible; Principles and Need
- B. Week 2: The Old Testament is Valuable; Student Teaching
- C. Week 3: The Old Testament Wisdom Literature, Central Theme
- D. Week 4: Hold to The Traditions: The Progress of Revelation; Student Teaching
- E. Week 5: Hold to the Traditions: The Example of Paul, Didache
- F. Week 6: The First Principles: Discovering; Student Teaching
- G. Week 7: The First Principles: Identifying
- H. Week 8: The First Principles: Contextualizing; Student Teaching
- Spring Break
- I. Week 9: The Teaching Process: Introduction; Indispensable Factors
- J. Week 10: The Teaching Process: Prepare Well: Diligent Study
- K. Week 11: The Teaching Process: Prepare Well: Prayerful Creativity; Student Teaching
- L. Week 12: The Teaching Process: Present Appropriately: Methods: Discourse and Dialogue
- M. Week 13: The Teaching Process: Present Appropriately: Dialogue and Discussion
- N. Week 14: Student Teaching: Discussions
- O. Week 15: The Teaching Process: Process Effectively
- P. Week 16: Student Teaching: Final Project

**VIII. Notes**

- A. \* PLO = Program Learning Objectives (see Calvary University Catalog, p.142)
- B. \*\* A = Assignments; showing how the assignments for this course are directly linked to the objectives.
- C. Punctual reading and writing, as well as attendance and participation in classroom discussions, will allow the student to get the most out of the course.
- D. 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.
- E. About Assistance for All Course Assignments: The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for 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.
- F. 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.

- G. About Grading: Grading criteria for all written assignments: All class papers 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. See the “Clark Academic Center” page on the CU website for a “Turabian Help” (<https://www.calvary.edu/clark-academic-center/>).
- H. About Rubrics: An assignment-specific rubric will be provided for each assignment.
- I. About Late Assignments: Assignments are due when posted on Canvas. After that time, late assignment grades will be automatically lowered 5% for each day it is late.
- J. About Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.