



MIN 6344
TRANSFORMATIONAL BIBLE TEACHING
3 sem. hrs. (Monday-Friday, 8-5)
SYLLABUS

SSM-Atlanta Intensive Course June 17-21, 2013 Evangeline Booth College, Atlanta, GA
Instructor: Shirl S. Schiffman, Ph.D.

CONTACT INFORMATION:	sschiffman@ciu.edu	803-786-4860 (Home)
COURSE DATES:	Pre-Campus Period	June 3-15, 2013
	On-Campus Period	June 17-21, 2013
	Post-Campus Period	June 21- August 2 2013

I. COURSE DESCRIPTION

This course examines the teaching-learning process to help you understand the conditions that foster deep, personal change toward Christlikeness. You will study how God created human beings to learn; how the Word of God, applied by the Holy Spirit, brings life transformation; and how God uses human teachers and the educational environment to encourage this process. The approach to Bible teaching presented promotes meaningful, reflective, interactive engagement with the biblical text; building supportive Christian community; and the essential spiritual preparation of the teacher. An emphasis on cross-cultural teaching will equip you for ministry in home or host cultures. Although the learning principles of this course apply to any age level, our primary focus will be on adult education.

II. REQUIRED RESOURCES

MIN 6344 Method for Bible Teaching (plus Appendices A - D). [Online resources]
Lingenfelter, Judith E. & Sherwood G. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching.* Grand Rapids: Baker Academic, 2003.
ISBN: 801026202
Stanley, Andy & Lane Jones. *Communicating for a Change.* Sisters, OR: Multnomah Publishers, 2006. ISBN: 978-1590525142
Vella, Jane. *Taking Learning to Task: Creative Strategies for Teaching Adults.* San Francisco: Jossey-Bass, 2001. ISBN: 787952273
Other readings as assigned.

III. GOALS & OBJECTIVES

Lifelong Goals: Throughout your ministry as a Christian leader/teacher, you will passionately rely on the power of the Word, the Holy Spirit, and “the communion of the saints” to bring about life transformation (in you and those you have the privilege of teaching) as you design and teach the Bible.

Provide well-informed, collaborative, decisive leadership in strengthening the effectiveness of Bible teaching programs in your church, mission, school, or parachurch ministry.

End of Course Goals: At the end of this course you should be able to:

1. Explain the roles of the Holy Spirit, the Word of God, the teacher, and the people of God in life and church transformation.

2. Choose to continually enliven your own devotional practices so that your teaching comes from the *rivers of living water* flowing from your heart and life (John 7:38).
3. Explain human learning and instructional principles that undergird effective Bible teaching.
4. Design and teach Bible lessons that incorporate . . .
 - a. sound biblical exegesis;
 - b. research-based principles of learning and communication;
 - c. interactive, inductive strategies to promote the active engagement of the group;
 - d. variety, to avoid any barriers (routine, boredom, etc.) to engagement;
 - e. an awareness of how to create conditions so God's people are equipped with biblical knowledge and also with the attitudes and skills necessary to live as ambassadors for Christ in today's challenging world.
5. Collaborate with other teacher/leaders to mutually enhance your Bible teaching ministry.
6. Sensitively and wisely adapt your teaching to multi-cultural groups.
7. Be equipped to train and mentor volunteer teachers by providing developmental feedback on their planning and teaching.
8. Be equipped to evaluate the significance, scope, and effectiveness of the educational ministry wherever God calls you to serve.

IV. PRE-CAMPUS REQUIREMENTS

1. Post a **picture and profile** on the course website by Tuesday, June 4 and update your profile. Read the other profiles for our group by Monday, June 10. Then:

Participate in an **online forum** between June 10-14 to stimulate our thinking as Christian educators. Interact with others by first posting your own comments and then interacting a minimum of five times spaced out across the week so you can engage in the flow of the discussion. We'll discuss points raised in the forum in class.

2. **Read *Communicating for a Change* (Stanley & Jones) & complete the Stanley Learning Journal.** Due: First day of class, June 17.
3. **Read *Taking Learning to Task* (Vella) and complete the Vella Learning Journal.** Due: June 17.
4. **Read *A Method for Bible Teaching and Appendices A-D*** (on course website) which presents the approach to Bible teaching we'll use in MIN 6344. You will teach two lessons based on this method during the course:

IN-CLASS LESSON: For a group of seminary students - 30 minutes

POST-CLASS LESSON: For a group of your choice – ideally 40-45 minutes

During your pre-campus time, **work ahead on your in-class teaching** in this way:

Pray for the Holy Spirit's guidance in selecting a biblical text relevant to our group, fellow seminarians, fellow leaders. Lessons should be expositional, not topical. See guidelines in the Method document for the minimal size of the text. Start work with Phase 1: Pray! (The names of your colleagues will be on the website. You could pray for them!) *Remember that any teaching of the Word of God is meant to change lives—even when we get academic credit for it!* ☺

After you've been led to the passage, follow the instructions in the Method for the steps of Phase 3 (Studying the Text Exegetically) including survey, analysis, synthesis, application & personal application. You must submit your work as shown in the sample lesson (Appendix A) and using the template (Appendix D). Follow the steps for exegetical preparation in the Method. Bring your Phase 3 work with you.

Come also with preliminary ideas for your Phase 4 learning design/lesson plan. You will finalize your learning design in the first few days of class before the teaching lab. If you think you might want to use a DVD or something else from home, bring it with you.

Due: Reading the Method + Appendices A, B, & C – June 17

Due: Preliminary drafts of Phases 1, 3, 4 for in-class teaching – June 17

V. ON-CAMPUS ASSIGNMENTS

1. **Attendance & Participation.** Attendance and participation is required in all sessions of this intensive, seminar type course. To experiment with building transformational community in church and parachurch programs, many activities will be done in pairs or small groups to benefit from each other's experience and perspectives. Take responsibility for that. Let our time together be "iron sharpening iron" (Prov. 27:17).
2. **Bible Lesson #1.** According to *The Method for Bible Teaching* (Phases 1-5) and other instructions presented in class, you will design and teach a 30 minute Bible lesson to a group of your fellow teacher/leaders. Your learning design will be reviewed by the instructor and at least one "buddy" in time to incorporate their feedback. Your lesson will be debriefed by others; you will complete a self-evaluation. **Upload the final draft of your lesson and self-evaluation on the course website by June 21.**

Note: Some of us will be experienced teachers; others will have less, a wonderful situation that mirrors real-life ministry. Our diversity will add to the richness of the lab and provide an opportunity to observe, learn from, and build into fellow laborers for the harvest.

VI. Post-Campus Assignments

1. **Bible Lesson #2:** According to *The Method for Bible Teaching* (Phases 1-5) and other instructions presented in class, design a (hopefully) 40-45 minute lesson to teach to an outside group. You'll get feedback from the instructor and your buddy. Save time in your teaching time for the group to fill out an evaluation form. You'll also complete a self-evaluation.

Due: Lesson design (Phases 1-4) sent to instructor and buddy **via e-mail** not later than 1 week prior to the date you teach.

Due: Lesson taught; final curriculum and lesson design and evaluations (Phases 2-5) **uploaded on course website** not later than August 2.

*Remember the importance of Phase 1 throughout this assignment! Always do the Lord's work in His strength, wisdom, and power! **Pray!***

2. **Curriculum:** Using guidelines presented in class, design a curriculum to teach a complete Bible book or a portion of a longer book in an expository (not topical) way. The curriculum should have a minimum of six sessions and demonstrate the principles emphasized through MIN 6344. Due: On or before August 2.
3. **Read Teaching Cross-Culturally (by the Lingenfelters) & complete the Lingenfelters Learning Journal.** Due: On or before August 2.
4. Post a short **Reflection Paper** according to instructions given for an online forum. Initial post/Reflection Paper on or before Friday, July 12. Read and respond to at least 5 colleagues between July 15th and 19th. (A reminder will be sent on this assignment.)

VII. GRADE WEIGHTS & ESTIMATED COMPLETION TIMES

PRE-CAMPUS ASSIGNMENTS		
Online Interaction (Profile & Online Forum)	5%	5 hrs.
Stanley Reading & Journal	10%	12 hrs.
Vella Reading & Journal	10%	12 hrs.
<i>Method for Bible Teaching</i> Reading & Preliminary Work on Lesson #1	--	15 hrs.
ON-CAMPUS ASSIGNMENTS		
1. Attendance & Participation	10%	35 hrs.
2. Bible Lesson #1 (In-Class Teaching)	20%	10 hrs.
POST-CAMPUS ASSIGNMENTS		
Bible Lesson #2 (Outside Teaching)	20%	20 hrs.
Curriculum Design	10%	9 hrs.
Lingenfelter Reading & Journal	10%	12 hrs.
Reflection Paper & Online Forum	5%	5 hrs.
Optional: Scripture Memory (+ 5 %)	100%	135 hrs.

VIII. BIBLIOGRAPHY

- Barnes, Louis, Christensen, C. R., and Hansen, Abby. *Teaching and the Case Method: Text, Cases, and Readings*, 3rd ed. Cambridge, MA: Harvard Business School, 1994.
- Breckenridge, James & Lillian. *What Color is Your God? Multicultural Education in the Church (Examining Christ and Culture in Light of the Changing Face of the Church.)* Wheaton, IL: Bridgeport/Victor Books, 1995.
- Halsey, Vicki. *Brilliance by Design: Creating Learning Experiences that Connect, Inspire, and Engage*. San Francisco: CA: Berrett-Koehler Publishers, Inc., 2011.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Publishers, 1987.

- McQuilkin, Roberson. *Understanding and Applying the Bible*. Revised and Expanded. Chicago, IL: Moody Press, 2009.
- Olander, Mark A. "How to Be a Motivating Teacher." *EMQ*, 40:2, April, 2004, 230-233.
- Perry, Bill. *Add to your Faith*. Ephrata, PA: Multi-Language Media, 1993. [Discipleship study for internationals.]
- Perry, Bill. *Crossing Over with Parables: An Evangelistic Bible Study* [for internationals]. Ephrata, PA: Multi-Language Media, 1997.
- Perry, Bill. *Storyteller's Bible Study: From Creation to Christ in 12 Lessons*, 2nd ed. Ephrata, PA: Multi-Language Media, 2002.
- Reagan, Timothy. *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice*, 3rd ed. Mahwah, Lawrence Erlbaum Associates, 2005.
- Richards, Larry & Bredfelt, Gary. *Creative Bible Teaching*, Revised and Expanded Edition. Chicago: Moody Press, 1998.
- Schultz, Thom & Joani. *Why Nobody Learns Much of Anything at Church and How to Fix It*. Loveland, CO: Group Publishing, 1993.
- Siewert, Alison. *Drama Team Sketchbook: 12 Scripts that Bring the Gospels to Life*. Downers Grove, IL: Intervarsity Press, 2004.
- Simmons, Annette. *The Story Factor: Inspiration, Influence, and Persuasion Through the Art of Storytelling*, 2nd ed. New York, NY: Perseus Books Group, 2006.
- Smallbones, Jackie. "Teaching Bible for Transformation." *Christian Education Journal*, Series 3, Vol. 4, No. 2, Fall, 2007, 293-307.
- The Christian Educator's Handbook on Adult Education*, ed. by Kenneth Gangel & James Wilhoit. Grand Rapids, MI: Baker Books, 1993.
- The Christian Educator's Handbook on Teaching: A Comprehensive Resource on the True Distinctiveness of Christian Teaching*, ed. by Kenneth Gangel & Howard Hendricks. Grand Rapids, MI: Baker Academic, 1998.
- Vella, Jane. *Learning to Listen, Learning to Teach*. San Francisco: Jossey-Bass Publishers, 1997.
- Walsh, John. *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. Chicago: Moody Press, 2003.
- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone!* Sister, OR Multnomah Publishers, 1992.
- Yount, W. Rick. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman Publishers, 1999.

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology* (2nd ed.). Nashville, TN: Broadman & Holman, 2010.

Zuck, Roy. B. *Spirit-Filled Teaching: The Power of the Holy Spirit in Your Ministry*. Nashville, TN: Thomas Nelson Publishers, 1998.

Zull, James E. *From Brain to Mind: Using Neuroscience to Guide Change in Education*. Sterling, VA: Stylus Publishing, LLC, 2011.

Evangelical Training Association (Dedicated to helping churches build strong disciples, leaders, and teachers): <http://www.etaworld.org>

Multi-Language Media (Bibles, tracts, and other Christian literature in many languages: www.multilanguagemedia.com).

VIII. POLICIES

Academic Success Center

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at academicsuccess@ciu.edu. If you already receive services through ASC please contact that office so they can help make your academic experience in this course as successful as possible.

Attendance

Attendance is required in all sessions of this intensive, seminar-style course. **Cell Phones:** Turn off cell phones before class begins. **Plagiarism/Research Procedures:** American education identifies plagiarism as using another's work from print, web, or other sources without acknowledging the source; quoting even a sentence from a source without a citation; or using facts, figures, graphs, charts or information without acknowledgment of the source. Plagiarism is never permitted at CIU. Always give credit to others with precision and integrity. This principle applies to every assignment, including your Learning Journals for this course. **When quoting even a sentence from a textbook (or any other print or electronic resource),** use quotation marks and put the page number in parentheses after the quote. Include the full citation for resources that are not assigned textbooks.

CIU Webmail

By university policy, all e-mail correspondence for this course must be sent to students' official CIU addresses. Check your webmail account daily. Send e-mails related to CIU courses from your mailbox.ciu.edu account.

Plagiarism

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

Changes to Syllabus

The schedule and procedures described in this syllabus are subject to change at the discretion of the instructor.

I'm really looking forward to our time together. See you in Atlanta!

Shirl Schiffman