

## **SYLLABUS—EML105 TEACHING PROCESS AND MEDIA PRESENTATIONS**

### **I. COURSE DESCRIPTION**

A study of spiritual dynamics in effective Bible teaching and principles of learning and teaching, with practice in using creative classroom methods in an actual teaching experience. The course includes hands-on exploration of speaker-support media for face-to-face teaching, with emphasis on clear communication and aesthetic design (3 credit hours).

### **II. COURSE OBJECTIVES**

#### **A. Cognitive**

- The student will begin to formulate a philosophy of teaching.
- The student will understand the basics of presentation software.
- The student will understand how to direct audience attention with media.
- The student will recognize the components of a clear lesson aim.
- The student will recognize the components of a well organized lesson plan.
- The student will identify effective learning activities.

#### **B. Affective**

- The student will develop sensitivity for the appropriate use of media in ministry.
- The student will pay more attention to the aesthetic side of visual presentations.
- The student will evaluate and construct clear lesson aims.
- The student will analyze and design lesson plans for community Bible studies and adult Bible electives.
- The student will evaluate multiple teaching methods in and out of class.

#### **C. Behavioral**

- The student will apply and practice teaching skills in class.
- The student will be able to create and deliver a speaker-support presentation.

### **III. COURSE TEXTBOOKS**

#### **A. Required**

Hendricks, Howard. *Teaching to Change Lives*. Sisters, OR: Multnomah, 1987.

LeFever, Marlene. *Creative Teaching Methods: Be an Effective Christian Teacher*. Elgin, IL: Cook, 1985.

Newton, Gary. *Heart-Deep Teaching, Engaging Students for Transformed Lives*. Nashville, TN: B&H Academic, 2012.

Williams, Robin. *The Non-Designer's Design Book, 4th ed.*, San Francisco: Peachpit Press, 2015.  
*(Due Tu., Sept. 11, 2018)*

#### **B. Suggested**

Gronlund, Norman E. *Writing Instructional Objectives for Teaching and Assessment*, 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Issler, Klaus. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Grand Rapids, MI: Baker Books, 1988.

## IV. COURSE REQUIREMENTS

### A. Reading (interaction papers and quizzes)—20 points of the final grade

1. The student will read *The Non-Designers Design Book* and will turn in answers to quizzes 1–9 by **midnight on Tu., Sept. 11** (see the online modules). Students are required to read the entire book AND do all nine quizzes. Reading and completion of all quizzes constitutes 5 points of the reading grade).
2. The student will read the three remaining required texts (Hendricks, LeFever, and Newton) and write an *interaction paper* for each. Each interaction paper **must indicate the percentage of the book read** AND identify ten principles that are significant to the student. The principles must also be *enumerated*. Each paper is worth 5 points each (15 points of the reading grade). There is no required reading order. The reading papers are due by **midnight on Sun., Dec. 16**.

### B. Lesson Aims Assignment—20 points of the final grade

Each student will write two compound lesson aims. Each compound aim has a cognitive component and an affective component. These will be based on a passage of Scripture assigned by the professor. The lesson aims are due by **7:00 pm on Th., Nov. 15!**

### C. Viewing—5 points of the final grade

The student will view four hours from among the following and write an approximately, 2- to 3-page, double-spaced review of the contribution of the movies/videos watched to the student's understanding of teaching. The paper should include the total number of hours of video watched. The professor may approve other viewing options if they are clearly related to a teaching theme. The viewing report is due by **midnight on Sun., Dec. 16**.

- Dynamic Bible Teaching* by Dr. Kenneth O. Gangel and published by Evangelical Teacher Training Association (might have to hunt for this)
- The Seven Laws of the Teacher* by Dr. Howard Hendricks and published by Walk Thru the Bible;
- Black I* (Evocative, powerful, clean [as in morally], 2005 India film in Hindi with English subtitles. It is a compelling story of a teacher and his student.)
- The Chorus* (French film with subtitles, recommended by Don)
- Dangerous Minds*
- The Dead Poets Society*
- The Emperor's Club*
- The Freedom Writers*
- The Great Debaters*
- The Guardian*
- Mr. Holland's Opus*
- October Sky*
- The Ron Clark Story*
- Stand and Deliver*

***Please keep in mind that some of the suggested movies may contain scenes and/or language that may be of concern to some. However, the overall themes of the selected movies primarily focus on teaching, and as such are good examples of many of the principles discussed in this class. Students should use discretion and their own personal sensitivities when selecting a movie to view. Students who are aware of other movies that have a “teaching” theme may contact the professor for permission to watch them instead.***

**D. Teaching—40 points of the final grade**

The student will work in a group to prepare a *lesson plan* with a clear lesson aim for a 35-minute lesson to be presented in class. The subjects will be assigned. This will need to be done in groups because of class size. The grading criteria for the teaching assignment are reflected in the attached *Assumptions about Your Teaching* at the end of this syllabus. Creativity and use of media are expected. In using media, the following guidelines should be followed.

1. You may choose any presentation technology that you wish (such as video, DVDs-CDs, Keynote, PowerPoint, Prezi, etc.).
2. Strive for originality. Don't rip off any copyright-protected materials unless permitted by the Fair Use guidelines.
3. Give us more than "text slides." Make your presentation "visual," not "verbal."

**E. Attendance—10 points of the final grade**

1. Students may earn **5 points** of the total grade by watching all online modules by the due dates for each.
2. Students may earn another **5 points** for perfect attendance in the live, face-to-face part of the class.

**F. Participation—5 points of the final grade**

Students may earn **5 points** of the total grade for the extent and quality of their participation in the live, face-to-face classes. These points are given in order to encourage active involvement in the learning process. Students are expected to come prepared to interact and dialogue with the professor and other students. This principle is part of the guiding philosophy of this course and the EML department.

**G. Exams**

No exams will be given.

**V. COURSE SUPPLEMENTAL INFORMATION****A. Copyright:**

The use of copyright materials without permission is a serious offense and can have severe penalties. Do not use music, video, or other copyrighted material without written permission of the owner, unless it falls under the Fair Use guidelines. Location shots may require releases. Failure to abide by legal standards and fair use is a violation of Seminary policy.

**B. Non-Discrimination Policy**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

## VI. COURSE POLICIES

### A. Letter/Numerical Grade Scale

<b>A+ 99-100</b>	<b>B+ 91-93</b>	<b>C+ 83-85</b>	<b>D+ 75-77</b>	<b>F 0-69</b>
<b>A 96-98</b>	<b>B 88-90</b>	<b>C 80-82</b>	<b>D 72-74</b>	
<b>A- 94-95</b>	<b>B- 86-87</b>	<b>C- 78-79</b>	<b>D- 70-71</b>	

### B. Weighting of Course Requirements for Grading

Reading (interaction papers and quizzes)	20 points of your final grade
Lesson Aims	20 points of your final grade
Teaching	40 points of your final grade
Viewing Report	5 points of your final grade
Attendance	10 points of your final grade
<u>Class Participation</u>	<u>5 points of your final grade</u>
<b>Total Points for the course</b>	<b>100</b>

### C. Late Assignments

Late assignments will result in a penalty of 1 percentage point *from the course grade* for each calendar day they are late, including weekends.

### D. Absences

It is important that students attend all classes in four-weekend, intensive format. Absences must be cleared by the professor if at all possible. Absences exceeding the limits allowed by seminary policy (see Student Handbook), may result in a grade reduction.

### E. Other Class Policies

Laptops, iPads, smart phones and other devices may be used in class for *class purposes only*. They are not to be used to play games, communicate with others, or work on other assignments. Using these devices for reasons other than class activities is distracting to other students and the professor.

## VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

### Online Modules

The Media Presentations component of EML105 will be handled entirely online. Only the Teaching Process component will be handled according to the following Saturday schedule. For information on the online schedule and module due dates for the Media Presentations portion of the course, check the EML105GA course in Canvas for the Fall 2018 semester. **Please note that much of the online work will be due *before* the first regular class meeting on Wednesday, November 14. Again, check the course in Canvas for those due dates.**

**In-Class Schedule** (Wed. afternoon, Nov. 14 – Sat., Nov. 17)

<b>Dates</b>	<b>Class Topic</b>
Wed., Nov. 14	<p><b><u>1:00–5:00 PM</u></b></p> <ul style="list-style-type: none"> <li>• Orientation &amp; Vision</li> <li>• The “Big Idea”</li> <li>• Learning Domains</li> <li>• Lesson Aims – Cognitive</li> <li>• Lesson Aims – Affective</li> <li>• Lesson Aims</li> </ul>
Thurs., Nov. 15	<p>(Lesson Aims Assignment due 7:00 pm)</p> <p><b><u>8:00 AM–12:00 NOON</u></b></p> <ul style="list-style-type: none"> <li>• The Teaching Process</li> <li>• The Learning Process</li> <li>• Jesus the Master Teacher</li> <li>• The Role of the Learner</li> <li>• The Role of the Teacher</li> </ul> <p><b><u>LUNCH (11:30–1:00)</u></b></p> <ul style="list-style-type: none"> <li>• Survey of Methodologies</li> <li>• Developing and Delivering a Lecture</li> <li>• Lesson Plans</li> <li>• GROUP WORK</li> </ul>
Fri., Nov. 16	<p><b><u>8:00 AM–12:00 NOON</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Aims Review</li> <li>• How Change Takes Place</li> <li>• Motivating the Learner</li> <li>• The Trouble with Teaching</li> </ul> <p><b><u>LUNCH (12:00–1:00)</u></b></p> <p><b><u>1:00–5:00 PM</u></b></p> <ul style="list-style-type: none"> <li>• The Role of the Holy Spirit in Teaching</li> <li>• Media Presentations</li> <li>• GROUP WORK</li> </ul>
Sat., Nov. 17	<p><b><u>8:00 AM–12:00 NOON</u></b></p> <ul style="list-style-type: none"> <li>• Student Teaching 1 – Historical Narrative</li> <li>• Student Teaching 2 – Parable</li> <li>• Student Teaching 3 – Epistle</li> <li>• Student Teaching 4 – Psalm</li> </ul> <p><b><u>LUNCH (12:00–1:00)</u></b></p> <p><b><u>1:00–5:00 PM</u></b></p> <ul style="list-style-type: none"> <li>• Student Teaching 5 – Sermon on the Mount</li> <li>• Student Teaching 6 – Prophetic Passage</li> <li>• Student Teaching 7 – Christology</li> <li>• Wrap-Up</li> </ul>

## Assumptions about Your Teaching

- 35-minute lesson.
- The age of your students are senior high or above.
- The students have very little information about your subject prior to your class
- Everyone in your group MUST share in presentation/leading up front.
- Experimenting is GREAT! This is a lab... Don't play it safe.
- You will be responsible for the class from the beginning of the hour without introduction.
- The scoring device for evaluating the teaching session is as follows: 100 points possible.

#	Criteria	Points
1.	The Lesson Plan was submitted on time and in the proper format.	5
2.	The Big Idea and Lesson Aim were discernable.	15
3.	The lesson showed creativity and originality.	5
4.	The lesson flowed smoothly with clear transitions linking the lesson together.	5
5.	The audiovisuals and media were used appropriately and correctly.	5
6.	The teachers demonstrated good communication skills.	10
7.	The learning methods employed were effective for the teaching-learning context.	5
8.	The lesson engaged the learners appropriately.	10
9.	The learning environment was organized effectively.	5
10.	The lesson reflected the passage or doctrine accurately.	10
11.	The lesson insightfully explained the passage or doctrine.	10
12.	The guided application was personally relevant.	10
13.	The lesson ended on time and reflected a balanced use of time throughout	5
Total		100

**Dallas Theological Seminary**  
***EML103/105 Teaching Process***  
**TEACHER EVALUATION FORM**

**Course No. and Section:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Group:** \_\_\_\_\_ **Passage/Genre:** \_\_\_\_\_

1. The Big Idea of the passage was discernable.	10	_____
2. The Lesson Aim was discernable.	10	_____
3. Each section of the lesson contributed to the accomplishment of the lesson aim  _____  _____  _____  _____  _____  _____	10	_____
4. The teacher(s) demonstrated good communication skills. —Presenter 1  _____ —Presenter 2  _____  _____ —Presenter 3	10	_____

<p>5. The audiovisuals and media were used appropriately and correctly.</p> <p><i>Presentation Slides</i></p> <hr/> <p><i>Media</i></p> <hr/> <p><i>Materials/Handouts</i></p>	20	_____
<p>6. The lesson flowed smoothly with clear transitions linking the lesson together.</p>	5	_____
<p>7. The lesson showed creativity and originality.</p>	5	_____
<p>8. The learning methods employed were engaging and effective for the teaching-learning context.</p>	5	_____
<p>9. The learning environment was organized effectively.</p>	5	_____
<p>10. The lesson insightfully and accurately reflected the passage or doctrine.</p>	10	_____
<p>11. The guided application was personally relevant.</p>	5	_____
<p>12. The lesson ended on time and reflected a balanced use of time throughout.</p>	5	_____
<p><b><i>TOTAL SCORE</i></b></p>	100	_____

Additional Comments: \_\_\_\_\_

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