



ERSKINE
THEOLOGICAL SEMINARY

For Christ and His Church

DF 964: TEACHING THE BIBLE GENERATIONALLY

NOTE: READING ASSIGNMENT DUE 14 FEBRUARY 2011!!!!

SPRING TERM 2011

PLEASE NOTE HYPERLINKS TO HELP YOU NAVIGATE SYLLABUS

[Erskine Theological Seminary](#)
210 S. Main St., Due West, SC 29639

Mondays
9:00 AM to 5:00 PM
2/14, 3/14, 4/11, 5/9

Professor: M. Jerdone Davis, Ed.D.
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P. O. Box 668
Due West SC 29639



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[Erskine Faculty Web](#)

OFFICE HOURS (Erskine Campus): Thursdays, 1:00 PM – 4:00 PM or by appointment.

If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day. (On the first day of class, I will post my home telephone number for registered students' convenience.)

Drop/Add and Course Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

COURSE DESCRIPTION

This is an integrative course designed to relate Biblical and educational content in a participatory teaching situation. Simple exegesis of one Biblical book coupled with designing and teaching four particular age groups in a congregation is the particular focus of this course. Human development and learning styles will aid the student in framing a teaching model used in large and small group Bible studies for toddlers, children, youth and adult learners.

Elective. 3 hours.

LEARNING OBJECTIVES AND COURSE FORMAT

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the seminary provides courses in Christian education. One goal of these courses is to help students gain or develop a Biblical foundation for educational goals and practices. This course is designed to identify from Scripture Biblical models for effective Bible teaching. In addition, this course is intended to help students gain or develop professional skills for teaching the Bible, including understanding the developmental stages of persons within a family unit in order to communicate effectively the Gospel through Bible study.

Upon completion of this course, the student should be able to:

1. Identify specific Biblical models for the teaching of Scripture.
2. Structure Bible study lessons for each of four specific age-related groups (i.e., Adults, Youth, Children, Toddler).
3. Demonstrate personalized skills of teaching the Bible.
4. Foster discussion between age groups typical in family units.
5. Evaluate the Bible teaching of oneself and of others.

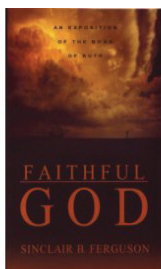
The form of the course includes lectures by the instructor(s), presentations of content by students, and group discussions utilizing various teaching methodologies.

REQUIRED READINGS AND RESOURCES

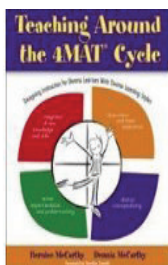
Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

PLEASE NOTE: A SIGNIFICANT PORTION OF READING IS DUE FOR THE FIRST CLASS IN FEBRUARY 2011. IT IS YOUR RESPONSIBILITY TO OBTAIN/PURCHASE/BORROW THE TEXTBOOKS IN ORDER TO HAVE THE ASSIGNED READING COMPLETED PRIOR TO COMING TO CLASS.

SEE NEXT PAGE FOR REQUIRED RESOURCES



Ferguson, Sinclair. *Faithful God: An Exposition of the Book of Ruth*. Bridgend, Wales, UK: Bryntirion Press, 2005. (ISBN: 1-85049-2166)



McCarthy, Bernice, and Dennis McCarthy. *Teaching Around the 4MAT Cycle: Designing Instruction for Diverse Learners with Diverse Learning Styles*. Thousand Oaks, CA: Corwin Press, 2005. (ISBN-10: 1412925304 or ISBN-13: 978-1412925303)



Richards, Larry O., and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago, IL: Moody Press, 1998. (ISBN: 0-8024-1644-6)

COURSE REQUIREMENTS AND EXPECTATIONS

Drop/Add and Course Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Attendance: Students are required to attend all **four** class sessions. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course. Students who cannot attend the first course meeting should not register for the course. If students have to be absent for part of another class meeting day, they are still responsible for all work missed and all work due. A student who misses as much as one full class day or its equivalent in late arrival or early departure should consult with the professor to see whether it is still possible to pass the course.

Return of Papers: This professor prefers students' turning in required papers by e-mail attachment. The turn-around time for grading is much more efficient and can be handled quickly.

Language about God and Humanity: Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Conduct in Theological Discussions: Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Assignments: The design of assignments is to enhance the student's learning experience and to stimulate vision for ministry. Assignments are due ***in class*** on the date indicated in the Course Calendar. An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted up to one week after the assignment is due but will receive a penalty of one letter grade. Make-up work is due by the last day of class. Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

Required Assignments Summary - 100 points (Due Dates according to Course Calendar)

- a. Informed Preparation – 10 points
- b. Reading and Reflection Questions – 20 points
- c. Written Lesson Plans (4 Plans) – 40 points (10 points each)
- d. Teaching Demonstration – 20 points
- e. Evaluations of Self and of Others – 10 points

Informed Preparation – 10 points

This course assumes careful and thoughtful reading of textbook assignments. Both the nature of the four-class sequence and the nature of the course itself means that students are expected to post on the EVC classroom site in threaded discussions both assignments from reading as well as questions fostering discussion with the professor and peers, rather coming to class expecting lectures based on the textbooks. The teacher uses a variety of means to assess informed preparation: completion of reading and reflection questions (see item ***Reading and Reflection Questions*** below), comments and questions raised in the EVC classroom, and responses to questions posed by both teacher and peers in the EVC classroom. Informed preparation counts for 10 points of the final grade.

Reading and Reflection Questions – 20 points

Reading and reflection questions for the textbook ***Creative Bible Teaching*** are provided as assignments to be completed for the first three weeks on asynchronous posts on EVC ***HYBRID*** classroom site. These questions are designed to help the student interact with the textbook and apply learning to themselves and their teaching, specifically in the book of Ruth. These questions are designed to aid the students in thinking reflectively upon the spiritual formation spanning all ages represented in the Bible study ministry of the Church. ***The questions will be posted in the EVC HYBRID classroom, and students must check these daily for a time to be announced.*** Criteria to

be used in grading include: fullness and depth of responses, comprehension and demonstrated interaction with the textbook and the book of Ruth, and on-time submission of answers to the questions. These completed exercises on EVC count for 15 points of the final grade.

Reading and reflection questions for the textbook *Faithful God: An Exposition of the Book of Ruth* follow a format designed for the student's theological reflection: thinking of the various age level Bible studies in which to use this book of Scripture, and reflecting on the nurture and spiritual formation of Bible students and their teachers. Criteria to be used in grading include: depth of theological reflection regarding Ferguson's reformed position and the student's own faith tradition position, critical thinking regarding spiritual formation goals for one's students and teachers, and creativity of thought in application of the Ruth text to specific age levels. ***(Questions will be posted on the EVC HYBRID classroom site, time to be announced.)*** These completed exercises on the EVC site count for 5 points of the final grade.

Written Lesson Plans – 40 points (10 points each of 4 plans)

Students will prepare four complete teaching lesson plans for each of the age categories (Adult, Youth, Children, Toddler [or Pre-school]). The lesson plans should follow developmental theory (cognitive, psychosocial, moral, and faith development) regarding structuring teaching methodology, use of activities, and the teaching of content appropriate for the four age groups. A rough draft of the first lesson plan will be due at the beginning of the second class. On the EVC classroom site, the teacher with the students may discuss this lesson plan including principles from *Creative Bible Teaching*. The final form of Lesson Plan 1 and the final form of Lesson Plan 2 will be due at the beginning of the third class session. Final forms of Lesson Plans 3 and 4 will be due at the beginning of the fourth class session.

Criteria for grading include focusing on a main idea with the objective of personalizing the truth for the Bible study participants. Criteria is further delineated by the student's formation of a workable model for teaching, content based from Scripture and Ferguson's commentary on Ruth, timeline for the particular study, choice of teaching methodology and/or activities, and teaching aids.

Students are expected to provide a copy of the four lesson plans for each member of the class. These must be by hard copy and available during each presentation of the four lessons. (They may also be distributed by electronic format if desired.) **ALL WORK WILL BE HANDED IN TO THE PROFESSOR FOR GRADING.**

Teaching Demonstration – 20 points

Each student will teach at the very least two of the lesson plans personally designed. By the end of the class sessions, all age groupings will have been presented. If time and number of students in the class permit, each student may have the opportunity to teach all four lesson plans, and is required to plan accordingly with teaching aids, and

age-appropriate activities. Students are encouraged to plan for a 40-45 minute presentation per lesson plan. A particular focus of the teaching demonstration would be to keep in mind the training of your teachers by having them participate in the age-appropriate levels of each study. Students are responsible for providing all needed materials for use in their teaching demonstrations.

Evaluations of Self and of Others – 10 points

The last thirty minutes of Class Sessions 3 and 4, students will evaluate verbally all presentations from that particular day. The evaluations will be based on *Creative Bible Teaching* chapter 19. The variables to consider are the learner, the teacher, the curriculum and the environment. Each student will contribute constructive tips for his/her peers in each area. A written copy of each student's evaluations on **two** plans will be submitted to the professor by the end of the 4th class session. The two plans should include a **self-evaluation** and one evaluation of **another class member's teaching demonstration, according to the make up of the class—this will be on the buddy system—you will be matched by the professor.**

SEMINARY POLICIES

Style and Bibliographical Formatting Requirements

All papers must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the "Style and Form Standards" (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper's cover page and bibliography are not counted towards page requirements.

Incompletes

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Style and Bibliographical Formatting Requirements

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Seminary). In this course, footnotes and a bibliography are required in each paper. The paper's cover page and bibliography are not counted towards page requirements.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

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Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

NOTE: Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.



**DF 964: TEACHING THE BIBLE
SPRING TERM 2011**

COURSE SCHEDULE

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
14 February 2011	9:00AM-12:00NOON INTRODUCTIONS: Roll, Syllabus Biblical Models of Teaching the Bible 1:30 PM -5:00 PM Youth (Ages 13-18) Dr. Brent Turner Executive Director of Christian Education Ministries of the ARP	Attempt to have read by this first session from the Richards text: Chs. 1-5. Also, Teaching Around the 4MAT Cycle (All)
14 March 2011	9AM – 12 NOON Toddlers/Preschool and Children Sue Jakes PCA Education Specialist 1:00-5:00PM The 4-MAT Cycle Developmentalism (Cognitive, PsychoSocial, Moral, and Faith)	Finish Reading in Richards book and Answer Questions from Chapters 1-10, on EVC Classroom site. Rough Draft of Lesson Plan One Due
11 April 2011	Teaching Demonstrations Evaluations Other Reviews	Reading and Questions in Ferguson book. Have questions answered on EVC classroom site and attempt to have read book in its entirety. Final Forms of Lesson Plans 1&2 Due

CLASS DAY DATE

TOPIC

ASSIGNMENT DUE

9 May 2011

Teaching Demonstrations

**Final Forms of Lesson
Plans 3&4 Due**

Evaluations

**Along with Teaching
Demonstrations**

Other Reviews

Two Evaluations Due

Final Class Evaluation