



BIBM 439

Teaching for Spiritual Formation

**Fall
2011**

**Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus—3 Credit Hours**

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TIMES & LOCATION OF COURSE

Biblical Studies Building Room 219
Tuesday and Thursday
9:20am – 10:50am

OFFICE HOURS

T, R 1pm-4:30pm

MISSION OF ACU

To educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

To provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

The mission of the Department of Bible, Missions, and Ministry (DBMM) is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may discern their Christian calling and vocation in order to live as committed disciples.

COURSE DESCRIPTION

This practical theology course explores teaching and learning in both formal and informal contexts for the purpose of spiritual formation. The course explores the theory and practice of teaching, principles of learning, principles of spiritual formation, and the organization of planned learning experiences within the church.

PREREQUISITES

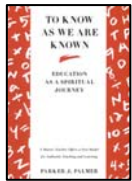
As an upper level course, it is assumed students will have completed BIBL 101, 102, 211, and 212.

COURSE OBJECTIVES

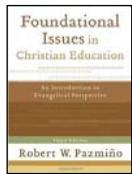
The purpose of this course is to equip students with resources to become self-directed learners and skillful teachers as they lead others toward the imitation of Christ. As a result of this course students will be able to ...

- a. Identify their preferred learning style and articulate how this influences their teaching.
- b. Design teaching notes that incorporate the multiple components of curriculum.
- c. Evaluate the quality of published curriculum materials for use in church ministry.
- d. Evaluate the effectiveness of teaching in the context of the church.
- e. Present lessons that incorporate components of quality curriculum.
- f. Articulate a philosophy of teaching and learning for spiritual formation.
- g. Equip and train others for the ministry of teaching.
- h. Apply principles of educational theory and spiritual formation to practical church contexts.

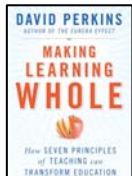
REQUIRED TEXTS



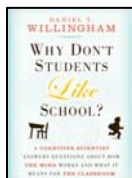
Palmer, Parker. 1993. *To know as we are known: Education as a spiritual journey*. San Francisco, CA: HarperSanFrancisco.



Pazmino, Robert W. 2008. *Foundational Issues in Christian Education: An introduction in evangelical perspective. 3rd Edition*. Grand Rapids, MI: Baker.



Perkins, David. 2009. *Making learning whole: How seven principles of teaching can transform education*. San Francisco, CA: Jossey-Bass.



Willingham, Daniel T. 2009. *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

COURSE COMPETENCIES AND MEASUREMENT

COMPETENCIES	MEASUREMENT
a. Describe the ways people learn, including themselves.	a. Write a reflective paper on their preferred learning style, articulating how this influences their teaching. b. Maintain a weekly learning journal and compose a cumulative reflection on the semester of learning.
b. Design teaching notes that incorporate the multiple components of curriculum.	Create two one-hour learning experiences for a specific age group (children, youth, adults). The teaching notes should include cognitive, affective, and behavioral objectives, engaging learning strategies, as well as time frames for each activity.
c. Evaluate the quality of published curriculum materials for use in church ministry.	In groups, create a 1-page single-spaced report to church leadership making a recommendation for the use of a specific published curriculum.
d. Evaluate the effectiveness of teaching in the context of the church.	Attend three different churches during a time of Christian education (Bible class or small group), and write a 3 to 4 page paper comparing and contrasting your experiences with the classroom set up, teaching methods, strategies, and content. At least one of these experiences should be in an ethnic setting different from your own.
e. Create and lead an experience that incorporate components of quality curriculum.	Teach a one-hour class based on one of the teaching notes created for a specific age group. (This will be video recorded. A follow-up personal evaluation will be written after students watch their teaching experience.)
f. Articulate a philosophy of teaching and learning for spiritual formation.	Write a 10 to 12 page research paper on Philosophy of Education for Spiritual Formation.
g. Equip and train volunteers for their roles as teacher.	Compose a 4 to 6 minute audio podcast focusing on one aspect of teaching and learning in the church for use as an equipping tool with volunteers.
h. Apply principles of educational theory and spiritual formation to practical church contexts.	Complete a final exam over course content.

SUMMARY OF ASSIGNMENTS

1. Weekly Learning Journal	(15%)	Thursdays
2. Two Teaching Notes	(15%)	22 Sep.
3. Evaluation of Published Curriculum	(05%)	13 Oct.
4. Philosophy of Teaching and Learning	(20%)	27 Oct.
5. Evaluation of Teaching in the Church	(10%)	17 Nov.
6. Teaching Experience	(15%)	8-17 Nov.
7. Audio Podcast	(05%)	6 Dec.
8. Final Exam	(10%)	Fri. 16 Dec.
9. Participation	(05%)	

ASSIGNMENT DESCRIPTIONS AND DUE DATES

1. Weekly Learning Journal and Synopsis (15%)

Due: Thursdays

The learning journal serves as an opportunity to chronicle insights and learning from the course. Each Thursday during the first 10 weeks of the course students are to submit a review of their learning from that week in the form of a journal entry on the course Blackboard site. Questions to consider include: When was I most engaged in the learning process this week? What insight surprised me? What have I heard before that I found familiar? What was new? What should I recall in future ministry experiences? The final synopsis will be a two-page highlight of the most significant learning from this course and the content or learning that you perceive to be of greatest value to your future Christian service. **Purpose of Project:** to practice theological reflection on ministry and gain insight from reflecting on both the practice of ministry and the wisdom of community.

2. Two Teaching Notes (15%)

Due: 22 September

Prepare two teaching note outlines for two one-hour classes. One class will be based on a passage of your choosing from the theme “Bible Stories Everyone Should Know”. The second class should be topical (based on a social issue, Christian virtue, current event, etc.). Both teaching outlines should include the following components:

- Subject: Passage of Scripture selected
- Students: Age/demographic of audience you have selected
- Objectives: Outline at least three learning goals for participants
- Setting: Imagine an ideal setting for this lesson and describe this place
- Strategies: Include three learning strategies to help students engage content
- Self: What could the teacher do to prepare for this lesson?
- Styles: Which learning styles does this experience most suit?
- Evaluation: How will you know you are successful as a teacher?
- Timing: How long will each aspect of the learning experience last?

Be as detailed as possible with this class outline in order to more easily implement your teaching plan. **Purpose of Project:** To prepare for teaching ministry by creating learning experiences that can be used in a church setting.

3. Evaluating Published Curriculum (05%)

Due: 13 October

In groups, create a one-page report to church leadership making a recommendation for the use of a specific published curriculum. You will have group time in class to read and evaluate the educational and spiritual quality of various published materials. As a group you will create a report that compares and contrasts the curriculum material and defends your selection of the material to use at your church. Why was the other curriculum rejected? What distinguishes this material in comparison with others? **Purpose of Project:** To gain skills evaluating the quality of various resources. To practice discernment and working on a team.

4. Philosophy of Teaching and Learning (20%)

Due: 27 October

Write a 10 to 12-page research paper on your Philosophy of Teaching and Learning for Spiritual Formation. This paper should address your understanding of the teaching and learning process. What is occurring as someone learns? How do people learn best? In addition, what is the role of the teacher in education? What is the responsibility of the learner? What are the philosophical components of education that teachers should understand? How does Christian education address the important questions of philosophy? **Purpose of Project:** To articulate our personal understanding and beliefs about education to improve our teaching.

5. Evaluating Teaching in the Church (10%)

Due: 17 November

Attend three different churches during a time of Christian education (Bible class or small group) and write a 3 to 4 page paper comparing and contrasting your experiences with the classroom set up, teaching methods, strategies, participants and content. What was beneficial to the educational experience and what, if anything, detracted from the experience? Did the teacher teach “as one with authority”? How was the classroom managed? Do you believe there were positive educational outcomes? Did the students learn anything? Attend a comparable educational experience at each church and at least one of these experiences should be in an ethnic setting different from your own. **Purpose of Project:** To gain insights from the education ministries of various churches and learn about teaching through observation.

6. Teaching Experience (15%)

Due: 8-17 November

Each student will teach a one-hour class based on one of the teaching notes created earlier in the semester. Part of your grade (5%) will include your personal reflection on teaching after viewing the video of your class. This reflection should be one single-spaced page that addresses: What did you do well? What can you improve in the future? Were the risks you took successful? What did you learn from the experience? Your teaching reflection is due one week after you present your lesson. **Purpose of Project:** To gain experience preparing and leading educational experiences.

7. Audio Podcast (05%)

Due: 6 December

Compose a 4 to 6 minute audio podcast focusing on one aspect of teaching and learning in the church for use as an equipping tool with volunteers. **Purpose of Project:** To practice articulating concise educational theories and teaching strategies for use by volunteer teachers.

8. Final Exam (10%)

Due: Friday 16 December 8am-9:45am

9. Classroom Participation (05%)

Ongoing

It is important for our class time to be a collaborative learning environment. In order for this to happen we all must come prepared. It is the responsibility of every student to come to class on time having read the assignments for that day and engaging in the classroom environment through active listening and posing thoughtful questions that contribute to the discussion. Please note that 5% of your participation grade is associated with classroom engagement and 5% is determined by your physical presence in class. Those missing 0 to 1 class periods during the semester will receive all 5 points. Those missing 2 class periods will receive 4 points. Those missing 3 class periods will receive 3 points. Those missing 4 class periods will receive 2 points. Those missing 5 or more class periods will receive 0 points.

ASSESSMENT MATRIX AND CRITERIA

Student papers will be assessed using the following matrix:

- A (90-100) – Paper demonstrates each of the following: critical thinking and theological reflection, original work or research, free of grammatical errors, assignment instructions were followed.
- B (80-89) – Paper contains one or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, grammatical errors, assignment instructions were not followed.
- C (70-79) – Paper contains two or more of the following: biased assumptions and/or theological oversights, over-dependence on others' work or research, grammatical errors, assignment instructions were not followed.
- D (60-69) – Paper contains the following: failure to reflect critically or theologically, excessive dependence on others' work or research, many grammatical errors, assignment instructions were not followed.
- F (0-59) – Paper was incomplete, not submitted, or contains errors that do not reflect the quality of work expected in an upper-level course.

Course assignments should be submitted at the beginning of the class period on the day they are due. Assignments that are submitted one to three days after they are due will be subject to one letter grade reduction and assignments submitted four to seven days late will be subject to another letter grade reduction. Assignments will not be accepted after the seventh day.

TEACHING METHODS

The collaborative learning environment of this course is assisted through the use of lecture, discussion, cooperative learning, and student presentations.

LEARNING EVALUATION

Students' grades will reflect evaluation based on quality and completion of assignments (90%), and active classroom participation (10%). Students are expected to participate in discussions by sharing questions and thoughtful comments that contribute to collaborative learning. The following scale will be used for student grades: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-0.

ACADEMIC INTEGRITY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of

God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, College Deans, Dean of Campus Life, Director of Student Judicial Affairs, Director of Residential Life, Education and Academic Departments.

PLAIGIARISM

Plagiarism is a form of cheating and will be dealt with as explained above in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research or ideas as their own. Some common cases of plagiarism are:

- Lifting a paper off the internet, or from a fellow student, even if you alter it a bit.
- Lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form.
- Using another's research results without giving them credit.
- Putting someone else's ideas in your own words without giving them credit.

Please avoid these and other kinds of plagiarism. Like all cheating, it is sinful and it robs students of the educational gain they should have had.

COURSE PROTOCOLS

Assignment Formatting

The following format and style matters apply to the development of course assignments:

1. Include a cover page with your name, assignment name, course title & number and date.
2. Use Times New Roman 12 point font or its equivalent.
3. Paragraphs should be double-spaced and margins should be set to 1 inch on all sides.
4. Use parenthetical references and a reference list.
5. Use correct spelling and grammar.
6. Staple assignment pages together.
7. Pages should be numbered bottom center beginning with the first page of text.

Attendance

Students are expected to attend all class meetings and remain in class during meeting times. The school defines excused absences from class as those involving a) a school sponsored trip, b) the death of an immediate family member, or c) illness significant enough to warrant a doctor's note. More than two unexcused absences will significantly affect your grade. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

Classroom Etiquette

Cell phones must be set to silent while in the classroom. Accepting phone calls inside the classroom is disruptive to the instructor and fellow students. Texting is also disruptive and not permitted in class. Notebook computers are useful for taking notes but should not be used for accessing email or surfing the internet during class.

Respect for Divergent Viewpoints

Students are expected to respect other individuals as created in the image of God. This means students will value each other in spite of differing viewpoints. In an academic environment where multiple perspectives are encouraged it is important to respect people when disagreeing with positions.

Special Needs

Students with special needs should inform the instructor at the beginning of the course.



Course Schedule

1	T	30 Aug.	Introduction of Class, Participants, & Syllabus	
2	R	1 Sep.	Theology of Teaching and Learning	Read Willingham ch. 1,2
UNIT 1: LEARNING AND COGNITION				
3	T	6 Sep.	Learning Styles Theory	Read Willingham ch. 7-9
4	R	8 Sep.	Learning and the Brain	Read Willingham ch. 3,4
5	T	13 Sep.	Learning and the Brain	Read Willingham ch. 5,6
6	R	15 Sep.	Creating Teaching Notes	
7	T	20 Sep.	<i>No Class – Attend Summit</i>	
UNIT 2: PHILOSOPHY AND EDUCATION				
8	R	22 Sep.	God Our Teacher	Two Teaching Notes
9	T	27 Sep.	Philosophy and Education	Read Pazmino p.85-117
10	R	29 Sep.	Educational Ideals in the Ancient World	Read Pazmino p.129-165
11	T	4 Oct.	Educational Philosophies Today	Read Pazmino p.117-128
UNIT 3: TEACHING AS LEADERSHIP				
12	R	6 Oct.	Leadership of the Self	Read Palmer intro & ch. 1
13	T	11 Oct.	Leadership of the Subject	Read Palmer ch. 2,3
14	R	13 Oct.	Leadership of the Students	Evaluation of Curriculum
15	T	18 Oct.	Leadership of the Settings	Read Palmer ch. 4,5
16	R	20 Oct.	Leadership of the Strategies	Read Palmer ch 6,7
17	T	25 Oct.	Led by the Holy Spirit	
UNIT 4: MAKING LEARNING WHOLE				
18	R	27 Oct.	Small Groups	Philosophy of T&LFSF
19	T	1 Nov.	Making Learning Whole	Read Perkins ch. 1,2
20	R	3 Nov.	Making Learning Whole	Read Perkins ch. 3,4
UNIT 5: PRACTICING THE ART OF TEACHING				
21	T	8 Nov.	Students Teach Lessons	
22	R	10 Nov.	Students Teach Lessons	
23	T	15 Nov.	Students Teach Lessons	
24	R	17 Nov.	Students Teach Lessons	Eval. of Church Teaching
25	T	23 Nov.	<i>Tues. before Thanksgiving</i>	
UNIT 6: SPIRITUAL FORMATION MINISTRY IN THE CHURCH				
26	T	29 Nov.	Church Calendar and Spiritual Formation	
27	R	1 Dec.	Spiritual Practices in Classes and Groups	
28	T	6 Dec.	Position Description, Responsibilities, Eval.	Audio Podcast
29	R	8 Dec.	Training Volunteer Teachers	
30	F	16 Dec.	Final Exam 8am-9:45am	Final Exam



Courseware and Copyright

COURSEWARE

This course syllabus is intended to accurately reflect the learning objectives, course format, assignments, assessments, course protocols, grading scale, policies on assignments, and course schedule that allow students to appraise the course. However, the instructor reserves the right to modify any part of this syllabus as may be necessary at any point due to circumstances that occur.

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