



BIBM 439

Teaching & Learning for Spiritual Formation

**Fall
2014**

**Abilene Christian University
Department of Bible, Missions, and Ministry
Course Syllabus**

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TIMES & LOCATION OF COURSE

Biblical Studies Building Room 121
Tuesday and Thursday
8:00am-9:20am

OFFICE HOURS

Monday, Wednesday, Friday 8:30am-10:00am; 2:00pm-3:00pm



PURPOSE OF THE COURSE

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.

COURSE DESCRIPTION

This “writing-intensive” practical theology course explores teaching and learning in both formal and informal contexts for the purpose of spiritual formation. Emphasis is given to the theory and practice of teaching, principles of learning, and the organization of planned learning experiences within the church. Writing will be an emphasis as students complete weekly reflection journals, teaching notes, and an analytic research paper on teaching and learning.

PREREQUISITES

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

MISSION OF ACU

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

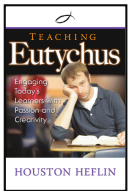
MISSION OF THE COLLEGE OF BIBLICAL STUDIES

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

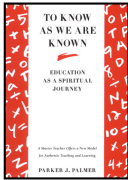
MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, AND MINISTRY

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 to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.

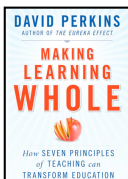
REQUIRED TEXTS



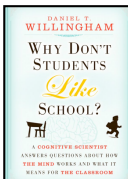
Heflin, Houston. 2012. *Teaching Eutychus: Engaging Today's Learners with Passion and Creativity*. Abilene, TX: ACU Press.



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



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 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.
d. Create and lead an experience that incorporates components of quality curriculum.	Teach part of a one-hour class based on one of the teaching notes created for a specific age group.
e. Articulate a philosophy of teaching and learning for spiritual formation.	Write an 800 to 1,000-word paper on the topic: A Philosophy of Teaching & Learning for Spiritual Formation.
f. Apply principles of educational theory and spiritual formation to practical contexts.	Complete a final exam over course content.

SUMMARY OF ASSIGNMENTS

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|---|-------|----------------------|
| 1. Weekly Learning Journal | (10%) | Thursdays |
| 2. Two Teaching Notes | (15%) | 18 Sep. |
| 3. Philosophy of Teaching and Learning | (20%) | 23 Oct. |
| 4. Evaluation of Teaching in the Church | (10%) | 25 Nov. |
| 5. Teaching Experience | (15%) | 4-18 Nov. |
| 6. 2 Quizzes worth 5% each | (10%) | |
| 7. Final Exam | (10%) | Thursday 11 Dec. 8am |
| 8. Participation and Attendance | (10%) | |

1. Weekly Learning Journal (10%)

Due: Thursdays (midnight)

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 OpenClass 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 and what was new?
- What should I recall in future ministry experiences?

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.

Grading Rubric:

Excellent (100%)	Adequate (80%)	Poor (50%)	Inadequate (0%)
Demonstrates deep reflection on learning; highlights what was new and what was familiar or what should be remembered for future teaching.	Some reflection on learning, although not deep; some mention of new or familiar material; some mention of what to recall in future teaching.	Response does not demonstrate reflection on personal learning; appears to be done in haste; or no mention of new or familiar material; submitted late	Not submitted.

2. Two Teaching Notes (15%)

Due: 18 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 begin with an **introductory paragraph** noting:

- the age/demographic of students you’ve selected (students)
- the ideal location for this class (setting)
- what the teacher (self) could do to prepare for this lesson (self)
- which learning styles you think the lesson will most connect with, and (styles)
- how you will know if you’ve been successful as a teacher (evaluation)

The teaching notes should include the following components:

- a. Title: Creative, engaging title
- b. Scripture: Primary passage selected that will be used during the lesson
- c. Objectives: Describe at least three learning goals for participants
- d. Outline of the class: include any text of what you will say
- e. Strategies: Include three learning strategies to help students engage content
- f. Timing: How long will each aspect of the learning experience last?
- g. Conclusion: What will learners be assigned to do as a result of the class?

Be as detailed as possible with each class outline in order to more easily implement your teaching plan. (It should be constructed so well that someone else could teach the class with your notes.)

Purpose of Project: To prepare for teaching ministry by creating learning experiences that can be used in a church setting.

Grading Rubric:

	Excellent (100%)	Adequate (75%)	Poor (50%)
Components of Teaching & Learning Present (50%)	Contains thorough intro paragraph, and - engaging title - Scripture - 3 types of learner objectives, - diverse, engaging strategies - timing is noted for sections - conclusion / assignment	Contains some material for intro paragraph; contains some, but not all of the components in the prompt.	Does not offer introductory paragraph; or does not adequately incorporate the teaching and learning components in prompt.
Biblical Content (25%)	Content is consistent with the basic Christian doctrines and uses the Bible to teach.	Briefly mentions the Bible does not sufficiently engage Scripture to teach.	Does not adequately engage the Bible in the lesson.
Appearance (25%)	Few or no mistakes in grammar, no spelling or formatting issues; another teacher could teach this class.	Some mistakes in grammar, some spelling or formatting issues; with work, another teacher could teach this class.	Consistent grammar issues, or consistent spelling and formatting issues; would not be usable by another teacher.

3. Philosophy of Teaching and Learning (20%)

Due: 23 October

Write an 800 to 1,000-word paper on your Philosophy of Teaching and Learning for Spiritual Formation. This paper should address your understanding of the teaching and learning process, and therefore, may include use of the first person. As you write about what you believe, engage other authors in dialogue. When you disagree with an author's perspective explain your reasons for your position.

The following may guide you in your thoughts, but do not feel compelled to answer all of these questions: What is occurring as someone learns? How do people learn best? 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?

While course texts are permissible to engage and cite in this paper you should plan to have at least 6 quality sources.

Purpose of Project: To articulate your personal understanding and beliefs about education to improve teaching.

(This assignment also serves as the University Writing Intensive sample for submission to a team of evaluators who assess writing across the university curriculum.)

*The ACU QEP office requires that we collect a second copy of your paper without your name printed anywhere on the document. Please submit this second copy of your paper with a cover page that contains **ONLY** the title of the paper and your Banner ID at the same time you submit your paper for grading in this course.*

Grading rubric:

	Excellent (100%)	Adequate (80%)	Poor (60%)
Content (50%)	Thoroughly addresses topic, sound reasoning, specific application and conclusions. (50%)	Addresses most of the topic, evidence of reasoning, some application and conclusions drawn. (40%)	Does not adequately address the topic, does not contain sound reasoning, or no specific application or conclusions drawn. (30%)
Presentation (25%)	Few or no mistakes in grammar, no spelling or formatting issues. (25%)	Some mistakes in grammar, some spelling or formatting issues. (20%)	Consistent grammar issues, or consistent spelling and formatting issues. (15%)
Sources (25%)	Appropriate number of citations, correct attribution and use of citations. (25%)	Appropriate number of citations but incorrect use in some places or few failures in attribution. (20%)	Insufficient number of sources, or consistent incorrect use of citations. (15%)

4. Evaluating Teaching in the Church (10%)

Due: 25 November

Attend three different churches during a time of Christian education this semester (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.

Grading Rubric:

	Excellent	Adequate	Poor
3 Churches Attended / Educational Settings (33%)	3 churches were attended and one was of a different ethnicity than the student; each was during a Bible class or small group	3 churches were attended but they were homogenous; all three settings were during a Bible class or small group.	Student did not attend 3 different churches and they were not of different ethnicities; students did not attend Bible classes or small groups.
Reflective / Insightful (33%)	Thorough comparisons and contrasts made between churches; specific learning from the experience mentioned; observant evaluation of teaching effectiveness described	Some comparisons and contrasts made between churches; some learning mentioned; some evaluation of teaching effectiveness described.	Few comparisons noted between churches; no learning of student described; little evaluation of teaching described.
Grammar & Spelling (33%)	No mistakes in grammar and spelling.	A few mistakes in grammar and spelling.	Consistent, problematic issues with grammar and spelling.

5. Teaching Experience (15%)

Due: 4-18 November

Each student will teach part of a one-hour class based on one of the teaching notes created earlier in the semester. Part of your grade (1/4) 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 at the beginning of the following class time.

Purpose of Project: To gain experience preparing and leading educational experiences.

Grading Rubric:

	Excellent	Adequate	Poor
Delivery: Evidence of Preparation (25%)	Strong introduction and conclusion; excellent eye contact vs. looking down too much; few if any verbal crutches; clear speech	Average introduction or conclusion; good eye contact; some verbal crutches or lengthy pauses; some issues with speed or clarity of speech	Weak intro. or conclusion; poor eye contact, or significant verbal crutches. Evidence of little preparation; issues with speed or clarity of speech
Activities: Engaging and Educational (25%)	Quality learning activities used that engage learners; learners given something to do; any visual aids were helpful not distracting.	Learning activities used to engage learners; learners were at times given something to do; visual aids may have been mildly distracting.	Few if any activities that engaged learners; learners were very passive; any visual aids were not used well or were distracting.
Teaching Length (25%)	Between 15 and 17 min.	From 14 min to 18 min.	Less than 13 min or over 18 min.
Personal Reflection (25%)	Deep reflection on teaching highlighting both things done well and things to improve on in the future.	Some reflection on the teaching experience with a few notes of what was done well and what do improve on in the future.	Little reflection with little awareness of self as a teacher or insight from the experience.

6. Quizzes (10%)

Due: Sep. 11 and Oct. 30

There will be two quizzes: one on the Willingham book and one on the Perkins book.

7. Final Exam (10%)

Due: Thursday 11 December 8am

The final, comprehensive exam will offer you an opportunity to remember the most significant lessons from this past semester of study in preparation for future life and ministry. It will also provide an opportunity for you to think critically about teaching and learning in the church.

8. Classroom Participation & Attendance (10%)

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 readings for that day and engaging in the classroom environment through active listening and posing thoughtful questions that contribute to the discussion. Note that 5% of your participation grade is associated with participation and classroom engagement.

The other 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.

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. Students who must be absent for part or all of a class meeting due to an important commitment should notify the instructors in advance.

SUBMITTING ASSIGNMENTS

Course assignments should be submitted **hard copy** and **stapled** at the **beginning of class** on the day they are due. I do not want to receive any assignments late in this course. When work is submitted late it creates additional administrative work that I prefer to avoid.

However, if an assignment is submitted at the end of class it will be subject to a **10-point** deduction for being late.

In the rare event that you need to submit an assignment late, you should do so at the beginning of class on **Tuesday 2 December**. I will not accept any late work before or after this day. When you submit an assignment on this day it should be hard copy, follow all of the instructions about formatting above, and it will automatically receive a **30-point deduction for being late before being graded**.

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 & PLAIGIARISM

Both your instructor and the university expect you as the student to maintain the highest academic integrity as you study and learn. On individual assignments you should do your own work and research. On team assignments you should collaborate and make significant contributions to the final product.

Plagiarism may be the most frequent cause of academic dishonesty. It occurs whenever you claim someone else's material as your own and may result from simple failure to attribute the original source of words or ideas. It is a form of stealing and a form of lying. For this reason it is important in your education to remember where you encountered the information you use in writing and presentations.

To ensure you do not commit plagiarism in your work, please:

- a. cite all ideas that are not common knowledge or original to you.
- b. use quotation marks around quotes and reference the original author.
- c. paraphrase an author by using your own language and reference the original author.

At no time should you ever cut and paste material off of the internet without quotations and citing the source. You should not borrow the language and wording of another author without citing the original source. You should not borrow other people's ideas and claim them as your own.

To view the full ACU Academic Integrity Policy (including detailed examples of academic dishonesty and the consequences for such actions) please visit the following web site:

<http://www.acu.edu/campusoffices/provost>

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

Notebook computers are useful for taking notes but should not be used for accessing email or surfing the internet during class. 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.

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 – Teaching & Learning

1	T	26 Aug.	Introduction of Students, Teacher, Syllabus, and Content	
2	R	28 Aug.	Theology of Teaching and Learning	Read Willingham ch. 1,2
UNIT 1: LEARNING AND COGNITION				
3	T	02 Sep.	Creating Teaching Notes	
4	R	03 Sep.	Learning Styles Theory	Read Willingham ch. 7,8,9
5	T	09 Sep.	Learning and the Brain	Read Willingham ch. 3,4
6	R	11 Sep.	Learning and the Brain	Read Willingham ch. 5,6 Quiz: Willingham Book
7	T	16 Sep.	TBA	
UNIT 3: TEACHING AS LEADERSHIP				
8	R	18 Sep.	Leadership of the Self	Two Teaching Notes
9	T	23 Sep.	<i>No Class – Attend Summit</i>	
10	R	25 Sep.	Leadership of the Subject	Read Heflin ch. 15-17
11	T	30 Sep.	Leadership of the Students	Read Heflin ch. 10,11
12	R	02 Oct.	Leadership of the Settings	Read Heflin ch. 19-22
13	T	07 Oct.	Leadership of the Strategies	Read Heflin ch. 23,24,42
14	R	09 Oct.	Led by the Holy Spirit	Read Palmer Intro. & Ch. 1
UNIT 2: PHILOSOPHY AND EDUCATION				
15	T	14 Oct.	God Our Teacher / Philosophy & Education	Read Palmer ch. 2,3
16	R	16 Oct.	Educational Ideals in the Ancient World	Read Palmer ch. 4,5
17	T	21 Oct.	Educational Philosophies Today	Read Palmer ch 6,7
UNIT 4: MAKING LEARNING WHOLE				
18	R	23 Oct.	Small Groups: Sharing Papers	Philosophy of T&LFSF
19	T	28 Oct.	Making Learning Whole	Read Perkins ch. 1,2
20	R	30 Oct.	Making Learning Whole	Read Perkins ch. 3,4 Quiz: Perkins Book
UNIT 5: PRACTICING THE ART OF TEACHING				
21	T	04 Nov.	Students Teach Lessons	Teaching Experiences
22	R	06 Nov.	Students Teach Lessons	
23	T	11 Nov.	Students Teach Lessons	
24	R	13 Nov.	Students Teach Lessons	
25	T	18 Nov.	Students Teach Lessons	
26	R	20 Nov.	Students Teach Lessons	
UNIT 6: SPIRITUAL FORMATION MINISTRY IN THE CHURCH				
27	T	25 Nov.	Church Calendar and Spiritual Formation	Eval. of Church Teaching
28	R	27 Nov.	No Class: Thanksgiving Break	
29	T	02 Dec.	Spiritual Practices in Classes and Groups	
30	R	04 Dec.	Position Description, Responsibilities, Eval.	
31	R	11 Dec.	Final Exam 8am-9:45am Thursday	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.**

No part of this course, including the syllabus, presentations, or handouts may be recorded, reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the instructor, except when used for instructional purposes where the instructor is acknowledged as the source of the material.

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