



**ED 501 Teaching and Disciple Making (3)
Fall 2004**

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Professor's office: 731

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Class location: Rm 633

I am usually available to meet with you when I am in my office. Exceptions include times immediately before and during classes or meetings. If, for some reason, I am not available during office hours please check with the CTS secretary.

Course Description

Course uses group and experiential learning to provide participants with a growing confidence in their identity as communicators in diverse teaching situations, aware of the diversities in learners and instructional methodologies relevant to Christian educational ministry.

Definition of Learning

Learning for Christians is change that is facilitated through deliberate or incidental experience, under the supervision of the Holy Spirit, in which they acquire and integrate developmentally appropriate knowledge, attitudes, values, emotions, skills, habits, and dispositions into an increasingly Christ-like life.

Course Learning Outcomes

The learner will:

1. Feel growing confidence and identity as a communicator through the experience of group learning, participation in select methods of teaching, and self-evaluation of personal change.
2. Motivate learners through relevant teaching styles, methods and lesson organization. This will be demonstrated through in-class and out-of-class teaching experiences.
3. Become familiar with Biblical principles of education, select learning models and church educational ministries methodology. This will be demonstrated through in-class teaching, through the best ideas assignment and to reading responses.

4. Become familiar with implications of leading volunteers in the church's educational ministry, demonstrated in the best ideas assignment.

(Field components)

1. Participate in a task group in the class, organizing the teaching of other learners in select methods of teaching.
2. Improve teaching skills in a select area by teaching in a supervised ministry setting.
3. Adapt communication methodology in response to learners' needs, abilities and cultural values demonstrated through teaching experiences.

(Formational goals)

1. Feel a growing confidence in his or her ability to communicate with diverse people in a team, and grow in his or her identity as a disciple-maker.
2. Develop empathy for persons working toward personal change, as well as improved skills and abilities in making personal change, as evidenced in the habit formation assignment.

Required Textbooks

Three textbooks are required for this class:

Thigpen, J. *Teaching Techniques*. Wheaton, IL: Evangelical Training Association, 2001.

Hunt, J. *You Can Double Your Class in Two Years or Less*. Loveland, CO: Vitalministry/Group, 1997.

Anthony, M. J. *Introducing Christian Education*. Grand Rapids, MI: Baker, 2001.

On Reserve

Joyce, B., Weil, M., and Calhoun, E. *Models of Teaching*. Toronto: Allyn & Bacon, 2000. (the library edition is Joyce and Weil, 1996).

The use of editions earlier than the Joyce, Weil and Calhoun 4th edition is not recommended. Instead students should use the 1996 or later editions.

Requirements Summary

Requirements

You will complete the following:

1. Models of Teaching Presentations and Evaluation (twice)
2. External Teaching Experience (twice)
3. Habit formation assignment (in three parts)
4. Participation & Reading
5. Grading Assignment

Details on the Requirements:

1. Models of Teaching Presentations and Evaluation

Each student will be involved presenting the material from chapters in the Joyce and Weil. Students may present the material in any fashion they choose. When leaders, students should pay attention to ensure that students are involved in developing the skills associated with the teaching method. At the same time leaders should respect the comfort level of other students when involving them in activities. In other words, getting them involved creates stress for your fellow students and therefore you must balance that requirement for skill development with respect for personal security.

Remember that, although Joyce, Weil & Calhoun places these methods in a generic or even school context, you should work toward preparing your fellow class-members with methods that will be useful to their Christian teaching ministry. For example, ask yourself what application this method might have in a youth group, Sunday school or Bible study. Be creative. Answer the *So what?* question as it applies to church ministry.

The class shall be divided into groups, each of which will lead the class three times. Due dates are the day the topic is assigned in the schedule. Groups will indicate their preferences, although decisions regarding topics made by the professor are final. Each presentation is twenty minutes, and may not go over time (the professor will simply stop you when time is up). When scheduled, groups are responsible for both opening and closing their class time. Remember to introduce group members to the class.

Each group will have another group assigned to them as their evaluators. At the end of every class in which you present, this group will evaluate the work of your group. Initially the professor will facilitate this evaluation.

2. External Teaching Experience

Each student will teach a class twice during the current semester. Each student will be responsible to:

- meet with instructor or education director (as applicable) early in the semester to secure permission to teach.
- observe the class during another instructor's teaching at least once before teaching oneself.
- submit lesson plans for each session the student will teach to the instructor (or other supervisor) of the class the student intends to teach (except where lesson planning material is provided by the supervisor). The lesson plan shall include session objectives, teaching methods and list of necessary resources.
- ensure that teaching sessions are scheduled enough apart to facilitate evaluation of the first session prior to teaching a second time.
- ensure that a regular instructor (or other supervisor) of the class shall be present when the student teaches. No credit for this assignment is possible if an evaluator is not present.

- ensure that the regular teacher (or other supervisor) agrees to submit a written evaluation of the student's teaching indicating strengths and weaknesses. Evaluation forms are provided in the syllabus.

The above assumes that the student shall be teaching a class regularly taught by another. If a student is currently teaching a regular class it is also possible to use this experience as well. However, in such a case the student shall find another experienced teacher who will function as evaluator and mentor — the student having opportunity to observe this mentor teaching a similar (or the same) class on at least one occasion. Other requirements are the same. Any age group (except nursery) is fine. I am assuming a formal educational setting for this assignment. If you plan to work in a non-formal or non-traditional setting please first consult with your professor. Supervisors should be "at arm's length" from the teacher (i.e., not a spouse, sibling, parent, etc.).

3. Habit Formation Assignment

Learners will develop a habit formation plan using the principles on habit formation taught in class. The plan should be about three to four double-spaced pages long. The plan should *not* include reasons describing the value of the habit. Instead the assignment should specifically address how the learner intends to accomplish the plan. This assignment shall be submitted to the instructor on the due date. Students shall write and submit a mid-course correction in which they outline how they will change the plan. This shall also be submitted to the instructor on the due date and shall include a copy of the original plan. Finally, learners will include a document including the original plan, the mid-course correction as well as a final evaluation of their experience. This will be submitted as part of the grading assignment. Hence, the assignment will grow over the course of the semester; from a document of about three or four pages, an additional three or four pages (of mid-course correction) and finally a final evaluation (of perhaps three additional pages).

4. Participation and Reading Responses

All students are expected to come alert, having read the required chapter of the texts (and assigned readings) ahead of class, and prepared to participate in class discussion. Students have four requirements related to the readings. First, Students shall keep a log of their readings. In the log simply indicate that the readings were completed when due (or when they were completed if late). Second, make a list of 15 "best ideas" from the text (with page numbers). Third, develop a list of about 10 thought provoking questions (with page numbers). Finally, students shall include written interactions with each recommended text of about five to six double-spaced pages. This is *not* a summary of the content of the readings but your reactions to the reading. Use your rough notes made while reading to help you. Good form with complete sentences — but not Turabian — is expected. Learners shall be expected to be able to present some of their best ideas and questions in a class session.

5. Best Ideas Assignment

Learners will submit an assignment in which they outline the most critical elements they wish to remember for educational ministry. Particular emphasis should be placed upon the organization or educational ministry and of class lectures, although principles learned from other aspects of

the course may be included. This assignment should be completed in complete sentences with 15 best ideas. Each idea should be a short paragraph.

6. Grading Assignment

Complete a four to five page (double-spaced) evaluation in which you explain why you believe you deserve the grade you are giving yourself. At that time, attach all assignments done during the semester. Put all of your work in an envelope for submission at the close of the course. Pay attention to (i.e., offer specific comments on) the following topics: timely completion of assignments, critical thinking and reading skills, Christian integration (i.e., relationship of Bible truths with social sciences), understanding of teaching/learning, skill development (i.e., in teaching) & group learning and participation. Pay special attention to how you have changed/learned.

The grade of C indicates good basic knowledge of the material and the satisfactory completion of the required assignments. The grade of B is for performance significantly beyond basic competence and understanding of the material presented. The grade of A reflects superior, outstanding performance and significant change in the learner. Learners will include useful contact information so that the professor may contact the learner during the time between this due-date's submission and the time when grades will be submitted by the professor. Failure to provide such contact information may result in a failing grade.

The Professor will meet with anyone whose grades appear significantly incorrect. Students are required to meet with the instructor personally, at his request, to discuss this assignment if it is unsatisfactory. To date, the professor has not unilaterally changed a grade for this course. Students who are on, or close to, academic probation shall discuss their specific circumstances with the professor (since it may be especially difficult for the student to be objective under these circumstances).

Due dates (all due prior to class)

1. Models of teaching presentations (and reading of appropriate portions of the text) are due as assigned.
2. *Teaching Techniques* is due October 12.
3. Habit formation proposal assignment is due October 5.
4. *Introducing Christian Education* is due October 19.
5. *You Can Double Your Class* is due Oct 26.
6. Habit formation mid-course correction is due November 2.
7. First external teaching assignment should be completed by mid October
8. Second external teaching assignment should to be completed by mid November.
9. Best ideas and the grading assignment are due December 7. Hand in all materials at that time in an envelope (Materials are *not* to be submitted as they are completed, except for

the first two habit formation assignments which should be submitted by their due dates and then again in the final form (all three sections) on December 7. All assignments must be submitted on or before December 7.

10. Due dates for class presentations are TBA for each group.

Academic Policies

All assignments should include the student name, course name and student box number clearly marked on the front. All assignments are to be submitted to the professor's mailbox on the 7th floor (by the main CTS office), rather than to the professor. Assignments are due at 8:15 Friday morning but written work may be submitted after class (as applicable for oral presentations). Students are encouraged to share work with each other. Students may also request for the professor to scan assignments well-prior to due date for suggestions for improvement. Students shall retain duplicate copies of all work submitted. Assignments will be returned through inter-campus mail. Undeliverable assignments are destroyed after one year.

Teachers must always be ready on time. Negotiate with your group if you must be late for an assignment. Develop your own lateness policy and grade yourself accordingly.

From time to time I electronically post materials through the campus network, currently at:
S:\Professors\Richard Emilson.

The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes. Students are responsible to check with fellow students regarding any material they may have missed during absences.

Finally:

It is the responsibility of all students to become familiar with and adhere to CTS Academic Policies which are stated in the current Catalogue and handbook.

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar. The CTS calendar (available from the Dean's office) is the most up-to-date source in all matters in which the AUC and CTS calendar may conflict. All course requirements and due dates are defined in course syllabi. Students unable to complete individual assignments by the due date may request a time extension from the course instructor. Assignments are due not later than the last day of regularly scheduled classes. Requests for course extensions must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.