EDMN 601

Ministry of Teaching

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes

EDMN 601 – Ministry of Teaching
Professor’s notes*
As of July 21, 2007
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 5
I believe this course could be taken with one other course within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 5
This course requires 3 texts. One of these is foundational and theoretical, and the other two are primarily practical. The course relies heavily on other learning activities in addition to reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 0
This course relies heavily on text, personal research and reflection, and practical experience.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 0
This course requires no exams.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 6
This course contains six online Graded–Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 6
This course contains three written papers and two lesson presentations which require word for word transcripts.
**Additional comments:**

This course will require that a student be able to present two lessons in a live setting which must be arranged by the student.
Yount, William R. *Created to Learn* (1996)

<table>
<thead>
<tr>
<th>Module</th>
<th>Textbook Reading</th>
<th>Learning Activities</th>
<th>Weight</th>
</tr>
</thead>
</table>
| 1      | Personal Preparation & Determining Your Message | Richards/Bredfelt 47-73  
Yount 159-248  
Stanley 91-118 | *Discussion Board 1  
*Writing Assignment 1 (Teaching Systems) | 8%  
8% |
| 2      | Prepare Your Message | Richards/Bredfelt 151-167  
Stanley 119-144 | *Discussion Board 2 | 8% |
| 3      | Prepare Your Students | Richards/Bredfelt 229-240 | *Writing Assignment 2 (Motivating the Learner) | 8% |
| 4      | Present Your Message | Yount 337-366  
Ref. Richards/Bredfeldt 151-167 | *Lesson 1 - Prepare & Present HBLT  
*Discussion Board 3 | 15%  
7% |
| 5      | Engage the Student’s Learning | Richards/Bredfelt 241-308  
Stanley 145-182  
Ref. Stanley 119-144 | *Lesson 2 - Prepare & Present MWYGW  
*Discussion Board 4 | 15%  
7% |
| 6      | Evaluate the Student’s Learning | Yount 317-335 | *Discussion Board 5 | 8% |
| 7      | Evaluate Your Teaching | Richards/Bredfelt 309-321 | *Writing Assignment 3 (Evaluating Your Teaching) | 8% |
| 8      | Determine Your Next Message | Richards/Bredfelt 197-212  
Stanley 183-194 | *Discussion Board 6 | 8% |

**Total Value** 100%
* see the separate documents, *Written Assignments* and *Discussion Boards* for instructions
COURSE SYLLABUS

LIBERTY THEOLOGICAL SEMINARY

EDMN 601 – THE MINISTRY OF TEACHING

COURSE DESCRIPTION

This course is designed to be a practical study of the New Testament ministry of teaching with emphasis given to the philosophy, principles, and practices of teaching-learning situations, with experience in preparation, organization, and presentation of lesson preparation approaches.

RATIONALE

The early church submitted themselves to the apostle’s teaching (Acts 2:42), and Paul instructed Timothy to pay attention to his life and his teaching (1Timothy 4:16). We of the 21st century church cannot afford to do less. This course will help prepare the teaching ministers for the task before them – educating God’s people in His Word.

PREREQUISITES

None.

REQUIRED MATERIALS

Richards, Lawrence O.  Bredfeldt, Gary J. Creative Bible Teaching. Chicago: Moody Press. 1998


MATERIALS FOR LEARNING

A. A personal computer with Internet, Microsoft Word, and Adobe Acrobat Reade

B. Textbooks

C. Additional Materials found on Blackboard
COURSE OBJECTIVES

It is the instructor’s intention that by the completion of this course each student will be able to...

1. Prepare oneself to instruct others
2. Determine an appropriate lesson for instruction
3. Prepare an appropriate message for transmission
4. Prepare the student(s) for learning
5. Present a lesson effectively
6. Engage a student in the learning process
7. Evaluate a student’s learning
8. Evaluate the teaching process
9. Determine the next lesson to be presented

COURSE CONTENT

Module 1: Determining your Message
Module 2: Prepare your Message
Module 3: Prepare your Students
Module 4: Present your Message
Module 5: Engaging the Student’s Learning
Module 6: Evaluate the Student’s Learning
Module 7: Evaluate your Teaching
Module 8: Determine your Next Message

TEXTBOOK READINGS

Week 1: Richards/Bredfelt 47-73
          Yount 159-248
          Stanley 91-118

Week 2: Richards/Bredfelt 151-167
          Stanley 119-144

Week 3: Richards/Bredfelt 229-240

Week 4: Yount 337-366
          Ref. Richards/Bredfeldt 151-167

Week 5: Richards/Bredfelt 241-308
          Stanley 145-182
          Ref. Stanley 119-144

Week 6: Yount 317-335
Week 7: Richards/Bredfelt 309-321

Week 8: Richards/Bredfelt 197-212
  Stanley 183-194

COURSE REQUIREMENTS AND ASSIGNMENTS; EVALUATION AND GRADING

Refer to the Course Chart for the scheduling of assignments, textbook readings, discussion boards, etc.

Every assignment and assessment is worth 100 pts scoring; but they are weighted according to the scale attached to the Course Chart and repeated below...

A. Discussion Boards and Responses (6)
   Discussion Boards are to reflect a thoughtful, critical understanding and interaction with the material. Your response should also reflect considerable understanding of the material and should add to the discussion.

B. Written Assignments (3)
   All writing assignments are to illustrate a comprehensive understanding and critical interaction with the material covered. All written assignments will be Double Spaced, 12pt, Times New Roman font and Turabian styled.

C. Prepare and Present 1
   Prepare and present a lesson based on the HBLT approach found in Creative Bible Teaching. A full word for word transcript of your lesson will be turned in for grading and evaluation.

D. Prepare and Present 2
   Prepare and present a lesson based on Stanley’s MWYGW approach. A full word for word transcript of your lesson will be turned in for grading and evaluation.

ASSIGNMENT VALUES

Each of the 3 Writing Assignments will be worth 8% of the final course grade

Discussion Boards 1, 2, 5, 6 will also be worth 8% each

Prepare and Present 1 and 2 will be worth 15% each

And the accompanying DBs (3, 4) will be worth 7% each

GRADING SCALE

A = 95–100
B = 88–94
C = 82–87
D = 75–81
F = 0–74
Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations."