

## SYLLABUS—EML5105 TEACHING PROCESS AND MEDIA PRESENTATIONS

### I. COURSE DESCRIPTION

A study of spiritual dynamics in effective Bible teaching and principles of learning and teaching, with practice in using creative classroom methods in an actual teaching experience. The course includes hands-on exploration of speaker-support media for face-to-face teaching, with emphasis on clear communication and aesthetic design. This course integrates the requirements for *EML103 Teaching Process* and *EML104 Media Presentations*, and is offered at the seminary's extension locations in place of *EML103* and 104. Prerequisite: *BE101 Bible Study Methods and Hermeneutics* (3 hours).

### II. COURSE OBJECTIVES

#### A. Cognitive

- The student will recognize the difference between the various types of a big idea.
- The student will recognize the components of a clear lesson aim.
- The student will recognize the components of a well-organized lesson plan.
- The student will discriminate between effective learning activities for various learning situations.
- The student will understand how to direct audience attention with media.

#### B. Affective

- The student will appreciate the value of big ideas, lesson aims, lesson plans, and creative methods for quality teaching.
- The student will develop sensitivity for the appropriate and aesthetic use of media in ministry.

#### C. Behavioral

- The student will write one quality big idea and two quality lesson aims.
- The student will design one quality lesson plan suitable for a Bible study.
- The student will evaluate multiple teaching methods in and out of class.
- The student will apply and practice teaching skills in class.
- The student will create and deliver a speaker-support presentation.

### III. COURSE TEXTBOOKS

#### A. Required

Carpenter, Jason M. "Effective Teaching Methods for Large Classes." in *Journal of Family & Consumer Sciences Education*, Vol. 24, No. 2, Fall/Winter, 2006.

Dyer, John. *From the Garden to the City: The Redeeming and Corrupting Power of Technology*. Kregel, Grand Rapids. 2011.

Hendricks, Howard. *Teaching to Change Lives*. Sisters, OR: Multnomah, 1987.

LeFever, Marlene. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David C. Cook, 2013. Chapters 1–3. (2013 ed. is available in digital format only and is available on Amazon.)

Newton, Gary. *Heart-Deep Teaching, Engaging Students for Transformed Lives*. Nashville, TN: B&H Academic, 2012. (Chapters 1 – 4, 8, and 10).

Safapour, Elnaz, Sharareh Kermansshalchi, and Piyush Taneja. “A Review of Nontraditional Teaching Methods: Flipped Classroom, Gamification, Case Study, Self-Learning, and Social Media.” *Education Sciences* 9, no. 4 (2019) article 273, pages 1-20.  
<https://doi.org/10.3390/educsci9040273>.

Williams, Robin. *The Non-Designer’s Design Book, 4th ed.*, San Francisco: Peachpit Press, 2015.

## B. Suggested

Anthony, Ray and Boyd, Barbara. *Innovative Presentations for Dummies. For Dummies/John Wiley & Sons*. Hoboken, NJ. 2014.

Atkinson, Cliff. *Beyond Bullet Points: Using PowerPoint to Tell a Persuasive Story that Gets Results*. Microsoft Press, Redmond, WA. 2018

Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*. John Wiley & Sons, Hoboken, NJ. 2010

Duarte, Nancy. *Slide:ology: The Art and Science of Creating Great Presentations*. O’Reilly Media, Sebastopol, CA. 2008

Grant, Reg and Reed, John. *Telling Stories to Touch the Heart*. Wipf and Stock, Eugene, OR. 2002.

Gronlund, Norman E. *Writing Instructional Objectives for Teaching and Assessment*, 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Issler, Klaus. *How We Learn: A Christian Teacher’s Guide to Educational Psychology*. Grand Rapids, MI: Baker Books, 1988.

Kelby, Scott. *The Digital Photography Book, Volume 1*. Scott Kelby. Peachpit Press, Berkeley. 2008.

Kelby, Scott. *The Digital Photography Book, Boxed Set*. Scott Kelby. Peachpit Press, Berkeley.

McWade, John. *Before & After: How to Design Cool Stuff*. Peachpit Press, Berkeley. 2009 2014.

Yount, Rick. *Called to Teach*. Nashville, TN: Broadman & Holman, 1999.

Yount, Rick. *Created to Learn*, Nashville, TN, Broadman & Holman, 2010.

## IV. COURSE REQUIREMENTS

### A. Reading (interaction papers and quizzes)—20 points of the final grade

1. The student will read *The Non-Designers Design Book* and will turn in answers to quizzes 1–9 by **midnight on Fr., Sept. 18** (see the online modules). Students are required to read the entire book AND do all nine quizzes. Reading and completion of all quizzes constitutes 4 points of the reading grade).
2. The student will read the remaining required texts and articles as noted. The reading papers are due by **midnight on Fr., Dec. 18**.
  - a. **Dyer**—Read the entire book. Write a short observation (no more than one paragraph) on each chapter. Include the percentage of the book read at the top of the paper.
  - b. **Hendricks**—Read the entire book. Write a short observation (no more than one paragraph) on each chapter. Include the percentage of the book read at the top of the paper.

- c. **LeFever**—Read chapters 1–3. Write a short observation (no more than one paragraph) on each chapter. AND, select three of the methods in chapters 4–14 and write a 1–2 paragraph summary for each on how you would use those methods in your teaching. Include the percentage of the assigned portions of the book read at the top of the paper.
- d. **Newton**—Read chapters 1–4, 8, and 10. Write a short observation (no more than one paragraph) on each chapter. Include the percentage of the assigned portions of the book read at the top of the paper.
- e. **Required Journal Articles**—Read the articles in their entirety and write 1-2 paragraphs on each evaluating their contribution to teaching. Include the percentage of the articles read at the top of the paper.

## **B. Media Assignments—20 points of the final grade**

Each student will complete the following media assignments in conjunction with the online modules in the class. Each assignment will earn 4 points if completed (no points will be given for incomplete or for assignments not submitted).

1. **Slide-Design Assignment 1:** Create and submit a single presentation slide that expresses the joy of the Lord.
2. **Slide-Design Assignment 2:** Fix the bad slide, “Calvinism for Dummies,” paying close attention to the principles discussed in the videos and in *The Non-Designer’s Design Book*.
3. **Text-Slide Assignment:** Create an interesting slide(s) from the C. S. Lewis quotation, displaying key words as you speak
4. **Portrait Assignment:** Shoot two portraits, one indoors and one outdoors, incorporating the composition and lighting principles discussed in the videos.
5. **Video-Editing Assignment:** Make a one-minute talking-head video promoting an e-book that you would like to self-publish. Your video should not commit any of the seven deadly video sins.

## **C. Big Idea—10 points of the final grade**

The student will write a homiletic big idea based on the passage of Scripture selected for your teaching demonstration. The big idea will be submitted in a presentation slide reflecting good design principles. The big idea slide is due by **midnight on Tu., Sept. 29.**

## **D. Lesson Aims—10 points of the final grade**

Each student will write two compound lesson aims. Each compound aim has a cognitive component and an affective component. These will be based on the passage of Scripture selected for your teaching demonstration. The lesson aims are due by **midnight on Tu., Oct. 6.**

## **E. Teaching Demonstration—30 points of the final grade**

The student will prepare a lesson plan with a big idea and a clear lesson aim (with a cognitive and an affective element), for a 35-minute lesson to be taught in class **on Sat., Oct. 31.** Teaching teams and the genres from which passages are selected will be determined early in the semester. A copy of the lesson plan must be turned in prior to your presentation. Detailed instructions will be provided. Creativity and use of media are expected. In using media, the following guidelines should be followed.

1. You may choose any presentation technology that you wish (such as video, DVDs-CDs, Keynote, PowerPoint, Prezi, etc.).
2. Strive for originality. Don’t rip off any copyright-protected materials unless permitted by the Fair Use guidelines.

3. Give us more than “text slides.” Make your presentation “visual,” not just “verbal.”

#### **F. Viewing—5 points of the final grade**

The student will view two hours (one film) from among the following and write an approximately, 1- to 2-page, double-spaced review of the contribution of the film watched to the student’s understanding of teaching. The paper should include the total number of hours of video watched. The professor may approve other viewing options if they are clearly related to a teaching theme. The viewing report is due by **midnight on Fr., Dec. 18.**

- *Black I* (Evocative, powerful, clean [as in morally], 2005 India film in Hindi with English subtitles. It is a compelling story of a teacher and his student.)
- *The Chorus* (French film with subtitles)
- *Dangerous Minds*
- *The Dead Poets Society*
- *The Emperor’s Club*
- *The Freedom Writers*
- *The Great Debaters*
- *The Guardian*
- *Mr. Holland’s Opus*
- *October Sky*
- *The Ron Clark Story*
- *Stand and Deliver*
- *Dynamic Bible Teaching* by Dr. Kenneth O. Gangel and published by Evangelical Teacher Training Association (These are dated, but still have some good material. Might have to hunt for this)
- *The Seven Laws of the Learner* by Bruce Wilkerson and published by Walk Thru the Bible. (Dated, but good material.)
- *The Seven Laws of the Teacher* by Dr. Howard Hendricks and published by Walk Thru the Bible. (Dated, but good material.)

***Please keep in mind that some of the suggested movies may contain scenes and/or language that may be of concern to some. However, the overall themes of the selected movies primarily focus on teaching, and as such are good examples of many of the principles discussed in this class. Students should use discretion and their own personal sensitivities when selecting a movie to view. Students who are aware of other movies that have a “teaching” theme may contact the professor for permission to watch them instead.***

#### **G. Attendance and Participation**

Students may earn 5 points of the total grade by watching all online modules by the due dates for each and for attendance in the live, face-to-face part of the class. See the student handbook or course supplemental information for the attendance policy.

Students are expected to come prepared to interact and dialogue with the professor and other students. The Educational Ministries and Leadership Department takes the view that students can and should learn from one another as well as from the instructors.

#### **H. Exams**

No exams will be given.

**V. COURSE SUPPLEMENTAL INFORMATION**

**A. Copyright:**

The use of copyright materials without permission is a serious offense and can have severe penalties. Do not use music, video, or other copyrighted material without written permission of the owner, unless it falls under the Fair Use guidelines. Location shots may require releases. Failure to abide by legal standards and fair use is a violation of Seminary policy.

**B. Non-Discrimination Policy**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination, the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

**VI. COURSE POLICIES**

**A. Letter/Numerical Grade Scale**

<b>A+ 99-100</b>	<b>B+ 91-93</b>	<b>C+ 83-85</b>	<b>D+ 75-77</b>	<b>F 0-69</b>
<b>A 96-98</b>	<b>B 88-90</b>	<b>C 80-82</b>	<b>D 72-74</b>	
<b>A- 94-95</b>	<b>B- 86-87</b>	<b>C- 78-79</b>	<b>D- 70-71</b>	

**B. Weighting of Course Requirements for Grading**

**Reading** (interaction papers and quizzes) ----- 20 points of final grade

- *Creative Teaching Methods* (4 points)
- *From the Garden to the City* (4 points)
- *Heart Deep Teaching* - selected chapters (2 points)
- *Non-Designer’s Design Book* (4 points)
- *Teaching to Change Lives* (4 points)
- Two articles (2 points)

**Media Assignments** -----20 points of final grade

- Slide-Design assignment 1 (4 points)
- Slide-Design assignment 2 (4 points)
- Text-Slide assignment (4 points)
- Portrait assignment (4 points)
- Video-Editing assignment (4 points)

**Big Idea** ----- 10 points of final grade

**Lesson Aims** ----- 10 points of final grade

**Teaching** ----- 30 points of final grade

**Viewing** ----- 5 points of final grade

**Attendance** -----5 points of final grade

**Total Points for the course** -----**100**

**C. Electronics Etiquette**

Students should refrain from using cell phones, laptop computers, or other devices in a manner that distracts others in the class. Playing games, browsing the Internet, using email, instant messaging, or text messaging, etc., are considered unacceptable when class is in session.

**D. Late Assignments**

Late assignments will result in a penalty of 1 percentage point *from the course grade* for each calendar day they are late, including weekends.

**E. Absences**

It is important that students attend all classes in the four-day, intensive format. Absences must be cleared by the professor if at all possible. Absences exceeding the limits allowed by seminary policy (see Student Handbook), may result in a grade reduction.

**VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE****Online Modules**

The Media Presentations component of EML5105 will be handled entirely online. Only the Teaching Process component will be handled according to the following Saturday schedule. To complete the Media Presentations portion of the course, follow the EML105HO course in Canvas for the Fall 2020 semester. **Please note that some of the online work will be due *before* the first regular class meeting on Saturday, September 19. Again, check the course in Canvas for those due dates.**

**In-Class Schedule**

Dates	Class Topic
Sat., Sept. 19	<b><u>Saturday, 8:00 AM–12:00 AM</u></b>
	<ul style="list-style-type: none"> <li>• Orientation to In-Class EML5105 and Syllabus Review</li> <li>• The Teaching Process</li> <li>• Jesus the Master Teacher</li> <li>• The Learning Process</li> <li>• The Role of the Learner</li> <li>• The Role of the Teacher</li> </ul>
	<b><u>LUNCH (12:00–1:00)</u></b>
	<b><u>Saturday, 1:00–5:00 PM</u></b>
	<ul style="list-style-type: none"> <li>• The “Big Idea”</li> <li>• Learning Domains</li> <li>• Lesson Aims – Cognitive</li> <li>• Lesson Aims – Affective</li> <li>• Lesson Aims Workshop</li> </ul>

(Big Idea  
Assignment due  
Tu., Sept. 29)

**Saturday, 8:00 AM–12:00 NOON**

- Lesson Aims Review
- Survey of Methodologies
- Developing and Delivering a Lecture
- Change
- Motivation

(Lesson Aims  
Assignment due  
Tu., Oct. 6)

**LUNCH (12:00–1:00)**

Sat., Oct. 10

**Saturday, 1:00–5:00 PM**

- Lesson Plans
- The Trouble with Teaching
- The Role of the Holy Spirit in Teaching
- GROUP WORK

Sat., Oct. 31

**Saturday, 8:00 AM–12:00 NOON**

- Student Teaching 1 – Historical Narrative
- Student Teaching 2 – Parable
- Student Teaching 3 – Epistle
- Student Teaching 4 – Psalm

**LUNCH (12:00–1:00)**

**Saturday, 1:00–5:00 PM**

- Student Teaching 5 – Sermon on the Mount
- Student Teaching 6 – Prophetic Passage
- Student Teaching 7 – Christology
- Wrap-Up

## Assumptions about Your Teaching

- 35-minute lesson.
- The age of your students are senior high or above.
- The students have very little information about your subject prior to your class
- Everyone in your group MUST share in presentation/leading up front.
- Experimenting is GREAT! This is a lab... Don't play it safe.
- You will be responsible for the class from the beginning of the hour without introduction.
- The scoring device for evaluating the teaching session is as follows: 100 points possible.

#	Criteria	Points
1.	The Lesson Plan was submitted on time and in the correct format.	5
2.	The Big Idea was clear and evident in the lesson.	10
3.	The cognitive and affective elements of the lesson aim were clear, concise, and were achieved.	10
4.	Each section of the lesson contributed clearly to the achievement of the lesson aim.	20
5.	The teaching of the passage or doctrine was accurate and adequate.	5
6.	The lesson flowed smoothly with clear transitions linking the sections of the lesson together.	10
7.	The learning methods used were showed creativity and originality and were congruent.	15
8.	The audiovisuals and media were used appropriately, correctly, and effectively.	10
9.	The teachers were enthusiastic and demonstrated good communication skills.	5
10.	The room arrangement/atmosphere was organized appropriately for the lesson, with evidence of preplanning.	5
11.	The overall lesson and each section stayed within the allotted time and reflected a balanced use of time throughout.	5
<b>Total</b>		<b>100</b>