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 EML5103 Teaching Process and EML5104 Media Presentations, and is offered at the seminary’s extension locations in place of EML5103 and 5104. Prerequisite: BE5101 Bible Study Methods and Hermeneutics (3 hours).

II. COURSE OBJECTIVES

A. Cognitive
- The student will begin to formulate a philosophy of teaching.
- The student will understand the basics of presentation software.
- The student will understand how to direct audience attention with media.
- 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 identify effective learning activities.

B. Affective
- The student will develop sensitivity for the appropriate use of media in ministry.
- The student will pay more attention to the aesthetic side of visual presentations.
- The student will evaluate multiple teaching methods in and out of class.

C. Behavioral
- 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

B. Suggested
IV. COURSE REQUIREMENTS

A. Reading (interaction papers and quizzes)—16 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 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 5 points of the reading grade).

2. The student will read the three remaining required texts (Hendricks, LeFever, and Newton) and write an *interaction paper* for each. Each interaction paper must indicate the percentage of the book read AND identify ten principles that are significant to the student. The principles must also be enumerated. Each paper is worth 5 points each (12 points of the reading grade). There is no required reading order. The reading papers are due by midnight, Fr., Dec. 11.

B. Media Assignments—18 points of the final grade

Each student will complete six media assignments in conjunction with the online modules in the class. Each assignment will earn 3 points if completed (no points will be given for incomplete or for assignments not submitted). The due dates for each assignment are published in the online portion of the class in Canvas.

C. Viewing—5 points of the final grade

The student will view four hours from among the following and write an approximately, 2- to 3-page, double-spaced review of the contribution of the movies/videos 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, Fr., Dec. 11.

- *Dynamic Bible Teaching* by Dr. Kenneth O. Gangel and published by Evangelical Teacher Training Association (might have to hunt for this)
- *The Seven Laws of the Learner* by Bruce Wilkerson and published by Walk Thru the Bible.
- *The Seven Laws of the Teacher* by Dr. Howard Hendricks and published by Walk Thru the Bible.
- *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*

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.
D. **Lesson Aims Assignment—16 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 a passage of Scripture assigned by the professor. The lesson aims are due by **midnight on Tu., Sept 29**.

E. **Teaching—30 points of the final grade**
   The student will work in a group to prepare a *lesson plan* with a clear *lesson aim* for a **35-minute** lesson to be presented in class. The subjects will be assigned. This will need to be done in groups because of class size. The grading criteria for the teaching assignment are reflected in the attached *Assumptions about Your Teaching* at the end of this syllabus. 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 “verbal.”

F. **Attendance—10 points of the final grade**
   1. Students may earn **5 points** of the total grade by watching all online modules by the due dates for each.
   2. Students may earn another **5 points** for perfect attendance in the live, face-to-face part of the class.

G. **Participation—5 points of the final grade**
   Students may earn **5 points** of the total grade for the extent and quality of their participation in the live, face-to-face classes. These points are given in order to encourage active involvement in the learning process. Students are expected to come prepared to interact and dialogue with the professor and other students. This principle is part of the guiding philosophy of this course and the EML department.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<td>A</td>
<td>96-98</td>
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<td>A-</td>
<td>94-95</td>
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<td>B+</td>
<td>91-93</td>
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<td>B</td>
<td>88-90</td>
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<td>B-</td>
<td>86-87</td>
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<td>C+</td>
<td>83-85</td>
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<td>C</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>78-79</td>
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<td>D+</td>
<td>75-77</td>
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<td>D</td>
<td>72-74</td>
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<td>D-</td>
<td>70-71</td>
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<td>F</td>
<td>0-69</td>
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B. Weighting of Course Requirements for Grading

Reading (interaction papers and quizzes) 16 points of your final grade
  — Non-Designer’s Design Book (4 points)
  — Teaching to Change Lives (4 points)
  — Creative Teaching Methods (4 points)
  — Heart-Deep Teaching (4 points)

Media Assignments 18 points of your final grade
  — Software Mastery (3 points)
  — Text Slide (3 points)
  — Portrait (3 points)
  — Great Design (3 points)
  — Video Editing (3 points)
  — Panorama Technique (3 points)

Viewing Report 5 points of your final grade

Lesson Aims 16 points of your final grade

Teaching 30 points of your final grade

Attendance:
  — Online Modules 5 points of your final grade
  — Class 5 points of your final grade

Class Participation 5 points of your final grade

Total Points for the course 100

C. 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.

D. Absences

It is important that students attend all classes in this three-weekend, 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.

E. Other Class Policies

Laptops, iPads, smart phones and other devices may be used in class for class purposes only. They are not to be used to play games, communicate with others, or work on other assignments. Using these devices for reasons other than class activities is distracting to other students and the professor.

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 EML5105HO 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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Topic</th>
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| Sat., Sept. 19 | **Saturday, 8:00 AM–12:00 AM**  
  • The Teaching Process  
  • Jesus the Master Teacher  
  • The Learning Process  
  • The Role of the Learner  
  • The Role of the Teacher  
  **LUNCH (12:00–1:00)**  
  **Saturday, 1:00–5:00 PM**  
  • Learning Domains  
  • Lesson Aims – Cognitive  
  • Lesson Aims – Affective  
  • The “Big Idea”  
  • Lesson Aims Workshop |
|                | **Saturday, 8:00 AM–12:00 NOON**  
  (Lesson Aims Assignment due Tu., Sept. 29)  
  • Lesson Aims Review  
  • Survey of Methodologies  
  • Developing and Delivering a Lecture  
  • Motivation and Change  
  **LUNCH (12:00–1:00)**  
  **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.

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<tr>
<th>#</th>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td>1.</td>
<td>The Lesson Plan was submitted on time and in the proper format.</td>
<td>5</td>
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<td>2.</td>
<td>The Big Idea and Lesson Aim were discernable.</td>
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<td>3.</td>
<td>The lesson showed creativity and originality.</td>
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<td>4.</td>
<td>The lesson flowed smoothly with clear transitions linking the lesson together.</td>
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<tr>
<td>5.</td>
<td>The audiovisuals and media were used appropriately and correctly.</td>
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<td>6.</td>
<td>The teachers demonstrated good communication skills.</td>
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<td>7.</td>
<td>The learning methods employed were effective for the teaching-learning context.</td>
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<td>8.</td>
<td>The lesson engaged the learners appropriately.</td>
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<td>9.</td>
<td>The learning environment was organized effectively.</td>
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<td>10.</td>
<td>The lesson reflected the passage or doctrine accurately.</td>
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<td>11.</td>
<td>The lesson insightfully explained the passage or doctrine.</td>
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<td>12.</td>
<td>The guided application was personally relevant.</td>
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<td>13.</td>
<td>The lesson ended on time and reflected a balanced use of time throughout</td>
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Total 100
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<td><strong>3.</strong> Each section of the lesson contributed to the accomplishment of the lesson aim</td>
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<td><strong>4.</strong> The teacher(s) demonstrated good communication skills.</td>
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5. The audiovisuals and media were used appropriately and correctly.

*Presentation Slides*

| Media | 20 |

| Materials/Handouts |  |

6. The lesson flowed smoothly with clear transitions linking the lesson together.

| 5 |  |

7. The lesson showed creativity and originality.

| 5 |  |

8. The learning methods employed were engaging and effective for the teaching-learning context.

| 5 |  |

9. The learning environment was organized effectively.

| 5 |  |

10. The lesson insightfully and accurately reflected the passage or doctrine.

| 10 |  |

11. The guided application was personally relevant.

| 5 |  |

12. The lesson ended on time and reflected a balanced use of time throughout.

| 5 |  |

**TOTAL SCORE** 100

Additional Comments: _____________________________________________________________

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