Northern Seminary  
ED 303 – Principles and Methods of Teaching  
September 24 – December 3, 2013  
Tuesdays: 4:00 – 6:40 pm  
Dr. Robert J. Price Jr.  
Associate Professor of Evangelism and Urban Ministry

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Course Description  
An examination of the teaching-learning process, including theories, strategies and methods which shape quality teaching in the local church. Students will apply principles of teaching and learning to the design, implementation, and evaluation of teaching approaches.

René Descartes proclaimed the dictum of modernity with the slogan “I think, therefore I am.” Descartes overemphasized reason and downplayed the role of emotion and affect in the teaching and learning. This course is grounded in postmodern assumptions that address the error of Descartes by stressing the importance of reinforcing learning with emotions. Like watching a good movie, the learning experience should be dramatic, humorous, surprising, joyous, maddening, exciting, and heart-wrenching. Affective teaching employs cases and problems to solve, simulations and games, role plays, service-learning, and other experiential learning opportunities into the lesson. Teaching at its best catalyzes students to reflect, debate, consider multiple points of view, work cooperatively in groups, and engage in meaningful discussion and dialogue. Indeed, all learning begins at the feeling level and must touch both head and heart.

Among the challenge that the church faces in teaching and learning are the formidable foes of technological and media determinism, and popular culture. That is, the filmmaker and artist better understands how teaching and learning works than the church. The creators of Facebook and social networking websites have keen insight into the dynamics of teaching and learning that threatens the nature of face-to-face community that the local church values. Popular culture must be taken seriously if the church hopes to transform culture, and fulfill the Great Commission in the 21st century to teach all nations to obey all that God commands.

Course Objectives  
This course is designed to enable students to function more effectively as teachers and leaders within the church. By the completion of the course each active participant should:

1. Know that good teaching is not based on the teacher’s technique, but rather that it comes from the identity and integrity of the teacher, e.g. self-knowledge.
2. Understand the significance of emotion and affect in teaching and learning over against intellectual development as the highest good.
3. Develop skills in Bible study that inform teaching content, methods, and style.
5. Deepen and broaden repertoire of teaching methods and activities.
6. Develop knowledge and skill in facilitating discussion as a way of teaching.

Required Readings


Recommended Readings


Bibliography

Chandler, Daniel. “Technological or Media Determinism” available online.

Christians, Clifford. “Truth as Authentic Discourse” available online as youtube.


Vogler, Chris. “Memo from the Story Department: Secrets of Structure and Character” available online


Course Requirements

1. Class attendance and participation (10%)

2. Read and re-read the Book of Titus (10%)
**Master’s Course Requirements**

3. Students will lead discussions based on a chapter in *Courage to Teach* (10%). Each student will write a 3-5 page paper on “How People Learn” and present it in class (10%). And each student will practice leading discussions using the HBLT Method at the end of the course. Teaching should focus on one of four groups: adults, youth, children, pre-schoolers. The Book of Titus will be the source for the lessons (10%).

4. Write a 12-15 page integrative paper that articulates principles and methods of teaching one of four groups: adults, youth, children, or pre-schoolers. Include your biblical motivation for teaching and making disciples as learners; self-knowledge insights; research on how adults learn with special correlating methods; be aware of context and popular culture as it relates to your theme; exegete Bible passages in Titus that you that you intend to use for your discussion using the HBLT Method. The passage that you choose for the discussion in your presentation should be the passage that you use in your paper. The idea is to funnel together the salient points from Bible study, self-knowledge reflections, reports, readings, popular culture, learning theory and methodology, and effective discussion strategies into your paper (50%) **Due: December 3, 2013.**

**Diploma/Certificate Course Requirements**

5. Students will lead discussions based on a chapter in *Courage to Teach* (10%). Each student will write a 2-4 page paper on “How People Learn” and present it in class (10%). And each student will practice leading discussions using the HBLT Method at the end of the course. Teaching should focus on one of four groups: adults, youth, children, pre-schoolers. The Book of Titus will be the source for the lessons (10%).

6. Write an 8-10 page integrative paper that articulates principles and methods of teaching one of four groups: adults, youth, children, or pre-schoolers. Include your biblical motivation for teaching and making disciples as learners; self-knowledge insights; research on how adults learn with special correlating methods; be aware of context and popular culture as it relates to your theme; exegete Bible passages in Titus that you that you intend to use for your discussion using the HBLT Method. The passage that you choose for the discussion in your presentation should be the passage that you use in your paper. The idea is to funnel together the salient points from Bible study, self-knowledge reflections, reports, readings, popular culture, learning theory and methodology, and effective discussion strategies into your paper (50%) **Due: December 3, 2013.**
Grading Scale:

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Course Schedule

September 24  
Introductions; Orientation; Discuss Principles of How People Learn; Assign topics for How People Learn; Assign chapters from *Courage to Teach* by Parker Palmer for group; Discussion; Discuss Introduction to *Courage to Teach (CTT)*; Overview of Titus

October 1  
*CTT* – Chapter One – “The Heart of a Teacher – Identity and Integrity in Teaching”  
How People Learn Report  
*Creative Bible Teaching (CBT)*

October 8  
*CTT* – Chapter Two – “A Culture of Fear – Education and the dislocated life.  
How People Learn Report  
*CBT*

October 15  
*CTT* – Chapter Three – “The Hidden Wholeness: Paradox in Teaching and Learning”  
How People Learn Report  
*CBT*

October 22  
*CTT* – Chapter Four – “Knowing in Community: Joined by the Grace of Great Things”  
How People Learn Report  
*CBT*

October 29  
*CTT* – Chapter Five – “Teaching in Community: A Subject-Centered Education”  
How People Learn Report  
*Discussion as a Way of Learning (DWL)*

November 5  
*CTT* – Chapter Six – “Learning in Community: The Conversation of Colleagues”  
How People Learn Report  
*DWL*
November 12  
How People Learn Report  
*DWL*

November 19  
Lead discussion on text in Titus – HBLT Method

November 26  
No Class

December 3  
Lead discussion on text in Titus – HBLT Method
POLICIES FOR ALL MASTERS CLASSES

NOTE: All communication from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

Class Attendance Policy
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

Class Tardiness Policy
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 pm of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Ed., 2007.

Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgment or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

Electronic Format
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

Technology Use in the Classroom
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

Course Evaluation in Moodle
Students must complete an online evaluation using the seminary Moodle system at http://moodle.seminary.edu in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to ithelpdesk@seminary.edu.