

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

CE-401 Principles of Teaching

Fall Trimester, Module 1
Sept 12 – Oct 24, 2016
Monday 7pm – 10pm

Professor: Gino Pasquariello, Ed.D., D.Min. (abd)
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Course Description

A transformative application of Principles of Teaching including the keys to lifelong learning, high expectations, relevant application, mind-easy retention, student-needs, equipping principles, and activated volition. *3 units.*

Required Textbooks

The Holy Bible. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.

1. Wilkinson, Bruce. *The 7 Laws of the Learner.* Sisters, OR: Multnomah, 2005. ISBN: 1590524527 Hardcover: 504 pages Price: \$29.99
2. LeFever, Marlene D. *Learning Styles.* Colorado Springs, CO: David C. Cook. , 1995. ISBN: 0781451175 Paperback: 256 pages Price: \$24.95

Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class.

Recommended Textbooks

Anthony, Michael (Editor). *Introducing Christian Education: Foundations for the Twenty-first Century.* Baker Academic, 2001.

Bredfeldt, G. and Larry Richards. *Creative Bible Teaching.* Moody Publishers; Rev Exp edition, 1998.

LeFever, Marlene. *Creative Teaching Methods.* Colorado Springs, Colorado: Cook Ministry Resources, 1996.

Student Learning Outcomes / Course Objectives

The student who successfully completes this course will be able to . . .	Program Objectives*	SCS Objectives*	Course Requirement
1. Describe a basic philosophical and practical framework for effective teaching and learning.	BABS #4	#3, #7	#2, #4
2. Explain the characteristics of different learning styles	BABS #4	#3	#2, #4
3. Identify key teaching and learning principles that encourage active, engaged, and effective student learning.	BABS #4	#2, #7	#3, #5
4. Evaluate one's own learning experiences and level of development as a learner	BABS #4	#2	#1, #5

* The program objectives and institutional objectives are published in the current Seminary Catalog.

Methods of Instruction

- PowerPoint Presentations
- Course Reading and Review
- Class Discussion

Course Requirements/Assignments

1. **Exploring Personal Learning (100 points). Due Session Two.** The purpose of this assignment is to gain insight into your most effective learning experiences, and to begin to define what contributing factors were most impacting. Each student will review the required reading for this course (Wilkinson, *The 7 Laws of the Learner*, and LeFever, Marlene D. *Learning Styles*) and submit a 5-7 page paper (Turabian format) that addresses the following topics:

- Respond to the Discussion Questions at the end of Chapter One in Wilkinson, *The 7 Laws of the Learner*.
- Use the tool found in *LeFever*, pages 29-30, to identify which learning style is most like you and least like you. After completing the tool, review the learning style definitions found on pages 19-21. Discuss your thoughts and findings.
- Think back to a recent church message, bible study, or classroom teaching that you were part of, and discuss your experiences as a learner in those contexts utilizing the concepts addressed in the discussion questions.

2. **Discussion Board Postings.** Explore enthusiastically and reflect conscientiously on the **readings** and **course materials** and be prepared to comment on them in the **Discussion Board**. This is an opportunity to share insights about what you are learning, to offer encouragement, and to learn from the insights of your peers and instructor. These responses are to be thoughtful academic discussions that interact directly with the course materials and include reference citations. **(40 points each week, total of 280 points).**
3. **Reading Summaries.** Each week students will be required to submit a 2-3 page double-spaced summary of reading. You will upload this to Blackboard in the appropriate location as noted on the course page. Each summary will include the Following sections: 1) A summary of content and key concepts in your own words, 2) Your personal reflections on what you found most interesting, thought-provoking, and challenging, and finally, 3) A few favorite quotes (include citation information). **(40 points each week, total of 280 points).**
4. **Final Exam.** Each student will complete a final comprehensive examination that will address key course topics, concepts and practices. **(140 points)**
5. **Integrative Summary Paper.** The final paper (8-10 pages, Turabian format) is an opportunity for the student to integrate and summarize course learning into a final presentation. Each paper should include the following topics: 1) Describe a basic framework for teaching and learning that integrates the concepts of *7 Laws of the Learner* and *Learning Styles*, 2) Present an annotated list of specific “Best Practices” for teaching that you would suggest based on the course content and discussions, 3) Explain in some detail the top 3 to 5 concepts that you feel most need to be addressed and developed in teaching/learning, and finally, 4) How will you apply key themes, concepts and practices from this course into your own life and practice? **(200 points)**

Please Note: Your Name, date, Assignment name, and Box Number must appear on all assignments submitted!

Sequence of Instruction

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due that session* is _____.”

Session	Date	Session Content	Assignment Due
1	Sept 12	<ul style="list-style-type: none"> • A Brief Introduction to the history and philosophy of education and Introduction to Learning Styles • The Law of the Learner 	<ul style="list-style-type: none"> • <i>Read Wilkinson</i>, chapters 1-2; <i>LeFever</i>, pp. 11-36 • Study the PowerPoint Presentation, any additional

Session	Date	Session Content	Assignment Due
		<ul style="list-style-type: none"> • Mindset, Model and Maxims; • Method and Maximizers • Understanding Learning Styles 	<p>documents or any other posted materials.</p> <ul style="list-style-type: none"> • Post a reply to the instructor’s weekly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. • Post two responses to other student postings to the weekly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. • Use Email Instructor if you are having trouble with an assignment or question • Submit Reading Summary
2	Sept 19	<ul style="list-style-type: none"> • The Law of Expectation • Stories of the Four Styles 	<ul style="list-style-type: none"> • Read <i>Wilkinson</i>, chapters 3-4; <i>LeFever</i>, pp. 37-76 • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary • Submit the Exploring Personal Learning Assignment.
3	Sept 26	<ul style="list-style-type: none"> • The Law of Application • Learning Styles and Curriculum 	<ul style="list-style-type: none"> • Read <i>Wilkinson</i>, chapters 5-6; <i>LeFever</i>, pp. 77-94

Session	Date	Session Content	Assignment Due
		<ul style="list-style-type: none"> • Study the PowerPoint Presentation 	<ul style="list-style-type: none"> • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary
4	Oct 3	<ul style="list-style-type: none"> • The Law of Retention • Learning Styles and Curriculum (continued) 	<ul style="list-style-type: none"> • Read <i>Wilkinson</i>, chapters 7-8 • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary
5	Oct 10	<ul style="list-style-type: none"> • The Law of Need • Learning Style Methods 	<ul style="list-style-type: none"> • <i>Read Wilkinson, chapters 9-10; LeFever, pp. 95-131</i> • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary
6	Oct 17	<ul style="list-style-type: none"> • The Law of Equipping • Learning Style Methods (continued) 	<ul style="list-style-type: none"> • <i>Read Wilkinson, chapters 11-12; LeFever, pp. 132-166</i> • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary
7	Oct 24	<ul style="list-style-type: none"> • Topic: The Law of Revival 	<ul style="list-style-type: none"> • Read <i>Wilkinson</i>, chapters 13-14 • Participate in weekly Discussion Board postings and interactions • Submit Reading Summary • Complete and Submit the Final Exam • Submit the Integrative Summary Paper (on or before Oct 28th)

Student Evaluation

1. Exploring Personal Learning	100 pts
2. Discussion Board Posts	280
3. Reading Summaries	280
4. Integrative Summary Paper	200
5. Final Exam	140
Total Points Possible	1000 pts

Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%		
B	= 86–88%		
B-	= 83–85%		
C+	= 80–82%		

For Graduate Students, a grade lower than “C-” will be lowered to “F.”

Other Helpful Information

Attendance Policy

For the Modular Courses (21 hours), more than 10 minutes late is a Tardy, and more than 20 minutes late is an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course.

Late Course Work Policy

Late work will be reduced by one letter along with the corresponding points deduction.

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. One who aids another student in plagiarism is likewise guilty of the same deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

The Library Catalog accesses the library's holdings by author, title, subject, keyword, and phrase. You can remotely search the catalog through the Library Catalog link under the Find Books menu on the library home page. Library materials are loaned for a 3-week period. You can renew items 1 time through your account (My Library Info) in the Library Catalog or by contacting the library.

The library subscribes to over 80 Research Databases (under the Find Articles menu on the library home page). These selected databases are available from any Internet accessible computer and include indexing and full-text to magazines, journals, newspapers, e-reference, music, streaming video, etc. 93,260 e-books are also available. Help using the databases is available under Search Guides | Database Guides. You will need your SCS network account username and password to access these databases. The library also uses LibGuides to create discipline, course and assignment specific guides for doing library research: <http://sdcc.libguides.com/index.php>.

Interlibrary loan (ILL) is a means of borrowing books or obtaining photocopies of periodical articles from other libraries when the College Library does not own the title. This service is available for students, faculty and staff of SCS and SDCC. Forms are located on the library web site under Services | Interlibrary Loan.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library (library@sdcc.edu), or call us at (619) 201-8747. The Seminary Librarian, Jennifer Ewing, MLIS, may be contacted at (619) 201-8682, or by email: jewing@socalsem.edu.

The library provides service more than 70 hours a week during the fall and spring trimesters and roughly 40 hours a week during the summer. Hours are posted at the library entrance, website & under the Library tab on Blackboard. During the fall and spring semesters, the library is open: Monday – Thursday 7:30 a.m. – 10:30 p.m.; Friday 7:30 a.m. – 5:00 p.m., Saturday 11:00 a.m. – 4:00 p.m. Sunday CLOSED. Holiday, summer & finals week hours will be posted.

Turabian Format for Papers

This information is taken from Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th edition). It covers basic format issues you will encounter when writing your papers. Use the *Manual* to resolve unanswered questions. More information will be given during the class sessions.

Body Text

1. You will use footnotes to cite your sources. Make a complete citation for the first citation from each source. For books, a complete citation always includes: author, title, place of publication, publisher, date of publication, and page number(s). If you cite only one source by an author, only the author's name and page number is required for subsequent citations. If you cite more than one source from an author, follow the first citation of each source with a sentence explaining how you will cite it thereafter. For example, "Hereafter cited as Poe, *Tale Heart*."
2. Number all pages of the paper, including the bibliography pages. Place the page number at the bottom center of all pages.
3. Double-space text with the 1-inch margins from all four edges. Quotations of five lines or more are BLOCK QUOTES. Format block quotes by indenting ½-inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Do not use quotation marks at the beginning or end of the quotation.
4. Single-space footnotes and bibliography entries within each entry and double-space between entries.
5. Begin each paper with a title page. Include the title of your paper, your name, the department name and course number found on the course syllabus, and the date submitted. Insert a blank sheet of paper after the title page. See Turabian, Section 1.6, for details.
6. When using a word processor, use the left margin feature. Do not use the justified-text feature. Do use the superscript feature to insert footnote numbers into the text.
7. Know the difference between primary and secondary sources, and use as many primary sources as possible.

8. Periodicals come in at least three categories—newspapers, magazines, and scholarly journals. Learn how to use the indexes to find information in these periodicals.
9. Spell out numbers “one” through “ten” and those that begin a sentence.

Footnotes

1. Arrange notes in numerical order at the foot of each page (footnotes). Begin a footnote at the bottom of the page on which it is referenced. Extend it to the bottom of the following page if the note is long. See Turabian, sample 14.43.
2. Format footnote reference numbers as a superscript—an Arabic numeral typed slightly above the line. In the text, the reference number is placed immediately at the end of the material cited. In the note, the reference number is placed at the beginning, indented ½-inch. Start footnote reference numbers with 1, 2, etc. at the beginning of each chapter.
3. In the first citation of a work, include in the note the author's full name, title of the work, specific reference (volume, if any, and page number), and facts of publication (place of publication, publisher, and date of publication). Use the short-format described for subsequent notes.
4. The short format normally includes a shortened title followed by the page number. However, if the current note is from the same work cited in the immediately previous note, you may use the Latin abbreviation *ibid.* (include the period).
5. If the work has already been cited, but not in the immediately previous note, you may use either (a) author's last name, title of book or article, and page number, or (b) author's last name, page number, and the title of the work if more than one work by the same author is cited.

Examples of Notes

For other examples, see Turabian, pages 177–203. All note entries are marked with "N".

Book

¹ John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Editor

² Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

Article in a Journal

³ Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Bibliographies

1. Bibliography entries are arranged in alphabetical order beginning on a page of their own. Do *not* classify the entries by the type of work (book, periodical, etc.). Some examples are given below. See Turabian, pages 177–203 for more. In Turabian, bibliography entries are marked with "B".

2. Format bibliographical entries flush left, with subsequent lines within the entry indented five spaces (known as a *hanging indent*).
3. Place the family name first followed by a comma and then the first name (e.g., Doe, John).
4. Use periods at the end of each main part—author's name, title of work, and facts of publication. In the case of periodical bibliographical entries, put parentheses around the dates of publication when these follow a volume number.
5. Include page numbers only when the item is a part of a whole work—a chapter in a book or an article in a periodical. Do not use *page*, *pages*, *p.* or *pp.*, simply state the page numbers.

Examples of Bibliographical Entries

Book

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

Editor

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Article in a Journal

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–184

Course Bibliography

- Clark, R., Johnson, L., and A. Sloat (eds.). *Christian Education: Foundations for the Future*. Moody Publishers, 1991.
- Ford, Leroy. *A Curriculum Design Manual for Theological Education*. Wipf & Stock Publishers, 2003.
- Gangel, Kenneth O. & Benson, Warren S. *Christian Education: Its History and Philosophy*. Chicago: Moody, 2002.
- Hendricks, Howard. *Teaching to Change Lives*. Portland, OR: Multnomah Press, 2003.
- Knight, George. *Philosophy and Education: An Introduction in Christian Perspective*, 4th edition. Andrews University, 2006.
- LeFever, Marlene D. *Learning Styles*. Colorado Springs, CO: David C. Cook. , 1995. ISBN: 0781451175
- LeFever, Marlene. *Creative Teaching Methods*. Colorado Springs, Colorado: Cook Ministry Resources, 1996.
- Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective* (2nd ed). Michigan: Baker, 2008.
- Reed, James E. & Prevost, Ronnie. *A History of Christian Education*. Tennessee: Broadman and Holman, 1998.
- Yount, William R. *Created to Learn: A Christian Teachers Introduction to Educational Psychology*. Nashville, TN: Broadman and Holman Publishers, 2010.
- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.