

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

**CE-506 Teaching Dynamics**

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

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**Course Description**

A transformative study and application of dynamic teaching methodologies where the student will learn how to teach with life-changing impact and effectively communicate biblical truth through active learning, communication, emotion, motivation, and real-life assignments. *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.

Anthony, Michael (Editor). *Introducing Christian Education: Foundations for the Twenty-first Century.* Baker Academic, 2001. ISBN-10: 9780801022753 Hardcover: 304 pages  
Price: \$23.55

Bredfeldt, G. and Larry Richards. *Creative Bible Teaching.* Moody Publishers; Rev Exp Su edition, 1998. (Pages: 350, Price: \$21.77)

Yount, William R. *Called to Teach.* Nashville, TN: Broadman and Holman Publishers, 1999. ISBN: 0805411992 Paperback: 224 pages Price: \$24.99

**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**

LeFever, Marlene D. *Learning Styles.* Colorado Springs, CO: David C. Cook. , 1995.  
ISBN: 0781451175

Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective* (2nd ed). Michigan: Baker, 2008.

Yount, William R. *Created to Learn: A Christian Teachers Introduction to Educational Psychology*. Nashville, TN: Broadman and Holman Publishers, 2010.

### Student Learning Outcomes / Course Objectives

The student who successfully completes this course will be able to . . .	Program Objectives*	SCS Objectives*	Course Requirement
1. Describe the historical, philosophical, and theological foundations of Christian education	MABS #5 MDIV#4	#3, #7	#2
2. Explain how life-span development, moral development and faith development relate to the educational ministries of the local church	MABS #5 MDIV#4	#3	#1, #2
3. Apply teaching and learning theory to educational design	MACM #4 MABS #5 MDIV #3	#2, #7	#3
4. Evaluate one's own level of development as a teacher	MDIV#4	#2	#1

\* 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. **Book Preview: Called to Teach (100 points). Due Session Two.** The purpose of this assignment is to gain insight into the character and role of the teacher. Each student will read Yount, William R. *Called to Teach*. Nashville, TN: Broadman and Holman Publishers, 1999, and submit a 5 page paper (Turabian format) that includes the following sections:

- **Book Highlights** (what two to five propositions, questions, or conclusions best represent what the book is about)
- **Personal Reflections** (What key points do you feel are important to include in a personal philosophy of teaching? How has this book shaped your understanding of teaching? What questions are answered well and what new questions arise?)
- **Notable Quotations** (What quotes impacted you the most and why?)
- **Bibliographical Reference Citation** (Turabian format)

**Prepare an outline of your paper on a separate sheet along with the completed assignment the week of class, which will be used for class discussion.**

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. **Best Practices Summary (200 points).** Each student will complete a Best Practices Summary designed to develop specific skills in teaching. This summary will provide students with an opportunity to describe, analyze, and apply key course concepts, while developing practical skills.
  - a. **Section I: Philosophy and Practice.** Utilizing the related coursework and concepts, create an introductory summary of a philosophy of Christian education (2-3 pages).
  - b. **Section II: Effective Lessons.** Utilizing the coursework and reading, present a summary of key teaching and learning concepts related to the development of effective lessons. Address the issues of learning theory, lesson design, learning styles, and evaluation (2-3 pages).

Include a properly formatted cover page and References page.

4. **Lesson Design Project (280 points).** Each student will develop a comprehensive a Lesson Design Project that includes the processes of inductive bible study, lesson planning, and the design of appropriate evaluations of student learning. Students will utilize coursework and handouts that facilitate the following components of this assignments:
  - a. Cover Page (Turabian Format)
  - b. Prepare an Inductive Bible Study on a selected Bible Passage (2 pages)
  - c. Complete a Lesson Planning Worksheet (2 pages)
  - d. Complete an Expected Learning Outcomes Plan (1 page)
  - e. Summary Review of the Lesson Design Project (1-2 pages, Turabian Format)
5. **Integrative Reflection Paper on Learning (140 points).** The final assignment for this course is an integrative paper that describes your own learning experiences in the course (5 page paper, Turabian format). Synthesizing what you have learned from your assignments, the learning experiences, class discussions, course readings and materials, and any other course experiences, and answer the following questions:

- a. What were the top three most important key concepts you learned about teaching and learning as a result of taking this class?
- b. How well do you think you have learned these things—and how do you know? Do you think what you have learned will “stick” with you beyond a semester or two? Why or why not—what aspects of the course contributed to your answer?
- c. How will what you have learned in this class affect your practice? In what ways and why? What implications does this have for you as you finish your educational program and as you approach your work, life and ministry? What will you do differently as a learner?
- d. How has your participation in this course changed you? What do you think led to this change? What aspects of the course facilitated your learning most? Analyze why these particular experiences had an impact, using learning theory, motivation theory, or other course concepts to explain your answer.

This assignment is to be a critically reflective analysis that is deeply personal, but is also highly professional in its use of correct terminology and concepts from the literature of teaching and learning.

5. **Attendance/Class Participation.** Each student is expected to complete all assigned reading and should be prepared to participate in all class discussions. **IMPORTANT NOTE: ANY ABSENCE FROM CLASS WILL REQUIRE A MAKE-UP ASSIGNMENT IN ORDER TO GET CREDIT FOR THE CLASS HOURS MISSED.**

**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"> <li>• Teaching as Calling and Vocation</li> <li>• Historical, Philosophical and Theological Foundations of Christian Education</li> <li>• Lesson Design Project: Studying the Bible</li> </ul>	<i>Anthony (chapter 1-3)</i> <i>Bredfeldt &amp; Richards (chapters 1-5)</i> <ul style="list-style-type: none"> <li>• Study the PowerPoint Presentation, any additional documents or any other posted materials.</li> </ul>

Session	Date	Session Content	Assignment Due
		<p>This first session presents foundational historical, philosophical and theological issues necessary for understanding the form and purpose of Christian education</p>	<ul style="list-style-type: none"> <li>• Post a reply to the instructor's weekly <b>Discussion Board Question</b>. 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.</li> <li>• <b>Post two responses to other student postings to the weekly Discussion Board Question</b>. 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.</li> <li>• Use Email Instructor if you are having trouble with an assignment or question</li> </ul>
2	Sept 19	<ul style="list-style-type: none"> <li>• Cross-Cultural Perspectives on Christian Education</li> <li>• Evangelism and Discipleship</li> <li>• Lesson Design Project: Focusing the Message</li> </ul> <p>Session Two and Three focuses on contextual issues and perspectives that need to be addressed in order to provide effective learning.</p>	<p><i>Anthony</i> (chapters 4-5) <i>Bredfeldt &amp; Richards</i> (chapters 6-8)</p> <ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> <li>• <b>Book Preview Assignment</b> Yount, William R. <i>Called to Teach</i></li> </ul>
3	Sept 26	<ul style="list-style-type: none"> <li>• Life Span, Moral, and Faith Development</li> <li>• Lesson Design Project: Structuring the Message</li> </ul> <p>The third session continues the contextual discussions, and begins to</p>	<p><i>Anthony</i> (chapters 6-9) <i>Bredfeldt &amp; Richards</i> (chapters 9-12)</p> <ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> </ul>

Session	Date	Session Content	Assignment Due
		define and develop the Lesson Design Project key concepts.	
4	Oct 3	<ul style="list-style-type: none"> <li>• Learning Theory</li> <li>• Jesus the Master Teacher</li> <li>• The Teaching–Learning Process</li> <li>• Lesson Design Project: Teaching the Class</li> </ul> <p>Sessions Four and Five focus on key concepts related to learning theory, providing a core understanding of educational dynamics of teaching and learning.</p>	<p><i>Anthony</i> (chapters 10-13)  <i>Bredfeldt &amp; Richards</i> (chapters 13-14)</p> <ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> </ul>
5	Oct 10	<ul style="list-style-type: none"> <li>• Learning Styles</li> <li>• Creative Teaching Methods</li> <li>• Motivation and Learning</li> <li>• Lesson Design Project: Evaluating the Results</li> </ul>	<p><i>Anthony</i> (chapters 14 -15)  <i>Bredfeldt &amp; Richards</i> (chapters 19-20)</p> <ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> <li>• Submit <b>Best Practices Summary</b></li> </ul>
6	Oct 17	<ul style="list-style-type: none"> <li>• Organization, Administration, and Leadership</li> </ul> <p>In this session we will focus on effective models and practices of organization and leadership including recruiting, training, and small groups.</p>	<p><i>Anthony</i> (chapters 16-19)</p> <ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> <li>• <b>Lesson Design Project (working)</b>  Cover Page, Inductive Bible Study, Lesson Planning Worksheet, Expected Learning Outcomes Plan, And Summary Review of the Lesson Design Project.</li> </ul>
7	Oct 24	<ul style="list-style-type: none"> <li>• Applied Christian Education</li> </ul> <p>This final session explores principles and practices within various specific Christian education contexts.</p>	<p><i>Anthony</i> (chapters 21-31)  <i>Bredfeldt &amp; Richards</i> (chapters 15-18)</p>

Session	Date	Session Content	Assignment Due
			<ul style="list-style-type: none"> <li>• Participate in weekly <b>Discussion Board</b> postings and interactions</li> <li>• Submit final edition of the <b>Lesson Design Project</b></li> <li>• Submit the <b>Integrative Reflection Paper on Learning</b> (due on or before Oct 28th)</li> </ul>

### Student Evaluation

1. Book Preview Assignment	100 pts
2. Discussion Board Posts	280
3. Best Practices	200
4. Lesson Design Project	280
5. Integrative Reflection Paper	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](mailto: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](mailto: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*

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

### *Editor*

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

### *Article in a Journal*

<sup>3</sup> 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*, 4<sup>th</sup> 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.