

BC509 ADVANCED TEACHING SKILLS

FALL 2022 – PHOENIX SEMINARY



INSTRUCTOR

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COURSE MEETING DATES

Fall 2022 meets 8-4:50 on Sat. Aug 27, Sept 10, Sept 17, Oct 8, Oct 15

This course will meet on five Saturday sessions 8:00 a.m.–4:50 p.m. ... plus 2 hours of outside coursework at lunch time during EACH of the five Saturdays in 2021.

DESCRIPTION

Explain, demonstrate, interact and understand the most popular and effective teaching components currently being used in the 21st century and in the Bible. Turn passive listeners into active learners. Discover motivational communication keys that stimulate the learner to inquire and grow. This course offers teachers of God's Word the advanced opportunity to identify, dissect, describe, understand and articulate advanced teaching techniques.

COURSE OUTCOMES

At the end of this course, the student will:

1. Explain in writing at least 21 advance teaching components in the 21st century.
2. Identify verbally at least 21 advance teaching components.
3. Demonstrate at least five advance teaching components using Biblical themes.
4. Explain how to organize a verbal message for maximum effectiveness with advanced teaching methods using biblical truth.
5. Explain how the advanced teaching components present the Bible in an interesting, appealing, relevant and easy to digest manner.

COURSE TEXT(S)

REQUIRED TEXTS

Damer, T. Edward. *Attacking Faulty Reasoning* 7th ed. Boston: Wadsworth, 2013.

Galli, Mark and Craig Larson. *Preaching that Connects*. Grand Rapids: Zondervan Publishing House, 1994.

Goheen, Michael W. and Craig G. Bartholomew. *Living at the Crossroads*. Grand Rapids: Baker Academic, 2008.

Richards, Lawrence O. *Creative Bible Teaching*. Chicago: Moody Press, 1998.

COURSE REQUIREMENTS

To receive an "A":

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| | |
|---|--|
| 1. Classroom Engagement [5%] <i>[Outcome 1]</i> | Be an enthusiastic, engaged, verbal and thoughtful learner in class. |
| 2. Verbal Interaction [5%] <i>[Outcome 3]</i> | Verbally interact throughout each class session with the teacher and other students concerning the class topic, reading assignments and projects. |
| 3. Reading Assignments [5%] <i>[Outcome 5]</i> | Complete all reading assignments on time. |
| 4. Self-Assessment [5%] <i>[Outcome 1]</i> | By the second Saturday turn in your self-assessment of your own teaching methods. In six pages describe how to teach and the methods you use nearly all the time. |
| 5. Paper: Ten Teaching Techniques of Jesus [30%] <i>[Outcome 5]</i> | Explain in detail at least ten teaching techniques of Jesus. This paper is to be a minimum of 20 pages in length and must be turned in by the second Saturday. A “Peer Review” will occur with this paper. |
| 6. Paper: Ten Teaching Techniques of Paul [30%] <i>[Outcome 4]</i> | Explain in detail at least ten teaching techniques of Paul. This paper is to be a minimum of 20 pages in length and must be turned in by the fourth Saturday. |
| 7. Advanced Teaching Diary [10%] <i>[Outcome 3]</i> | Create an advanced teaching diary due the fifth Saturday. It must include a minimum of three “teaching techniques” you observe outside of class each and every week starting the day after the first class. For example: (8-28-22) My Pastor or Bible teacher (live or pod cast) started his or her message with a personal illustration of a mistake he did as a child. This served to set up his message from Romans 3:23. Then, explain how effective it was, explain what could have made it more effective and identify another way the message could have been set up. |
| 8. Class Notes [5%] <i>[Outcome 3]</i> | Typed or neatly hand write a minimum of one page of class notes with personal insights and responses to each hour of class. This is to be done during class time (handwritten or on a computer). Available in class for review on the fifth Saturday. |
| 9. Verbal Final Exam [5%] <i>[Outcome 2]</i> | Show integrated mastery (“A” level) of the class material on the verbal final exam. No preparation is needed for this verbal final exam. |

To receive an “B”:

| | |
|---|---|
| 1. Classroom Engagement [5%] <i>[Outcome 1]</i> | Be an enthusiastic, engaged, verbal and thoughtful learner in each class. |
| 2. Verbal Interaction [5%] <i>[Outcome 3]</i> | Verbally interact throughout each class session with the teacher and other students concerning the class topic, reading assignments and projects. |

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| | |
|---|--|
| 3. Reading Assignments [10%] <i>[Outcome 5]</i> | Complete all reading assignments on time. |
| 4. Self-Assessment [5%] <i>[Outcome 1]</i> | By the second Saturday turn in your self-assessment of your own teaching methods. In six pages describe how to teach and the methods you use nearly all the time. |
| 5. Paper: Ten Teaching Techniques of Jesus [45%] <i>[Outcome 5]</i> | Explain in detail at least ten teaching techniques of Jesus. This paper is to be a minimum of 20 pages in length and must be turned in by the second Saturday A “Peer Review” will occur with this paper. |
| 6. Advanced Teaching Diary [10%] <i>[Outcome 3]</i> | Create an advanced teaching diary due the fifth Saturday. It must include a minimum of two “teaching techniques” you observe outside of class every week starting the day after the first class. For example: (8-28-22) My Pastor or Bible teacher (live or podcast) started his or her message with a personal illustration of a mistake he did as a child. This served to set up his message from Romans 3:23. Then, explain how effective it was, explain what could have made it more effective and identify another way the message could have been set up. |
| 6. Class Notes [5%] <i>[Outcome 3]</i> | Typed or neatly hand write a minimum of one page of class notes with personal insights and responses to each hour of class. This is to be done during class time (handwritten or on a computer). Available in class for review on the fifth Saturday. |
| 7. Verbal Final Exam [5%] <i>[Outcome 2]</i> | Show integrated mastery (“B” level) of the class material on the verbal final exam. No preparation is needed for this verbal final exam. |

GRADING INFORMATION

*A grade of “A,” “B,” “C,” or “F” ...will be received based on the assignments completed, the quality of the work on each assignment, the % percentages identified above and the number of classes missed.

| Letter Grade | Percentage | Grade Points | Description |
|--------------|------------|--------------|----------------------------------|
| A+ | 100-98 | 4.0 | |
| A | 97-95 | 4.0 | Excellent; superior achievement. |
| A- | 94-92 | 3.7 | |
| B+ | 91-90 | 3.3 | |
| B | 89-87 | 3.0 | Good; commendable achievement. |
| B- | 86-84 | 2.7 | |

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| | | | |
|----|-------|-----|--|
| C+ | 83-82 | 2.3 | |
| C | 81-80 | 2.0 | Satisfactory; acceptable achievement. |
| C- | 79-78 | 1.7 | |
| D+ | 77-75 | 1.3 | |
| D | 74-73 | 1.0 | Poor; marginal achievement. |
| D- | 72-71 | 0.7 | |
| F | 70-0 | 0.0 | Failure to advance in the course. No credit earned. Computed in GPA. |
| | | | |
| S | N/A | N/A | Sufficient achievement of course objectives. Not computed in GPA. |
| U | N/A | N/A | Insufficient achievement of course objectives. Not computed in GPA. |
| | | | |
| EX | N/A | N/A | Extension. A formally approved petition for course extension. |
| NR | N/A | N/A | Not Received. Instructor has not yet submitted grade. |
| | | | |
| WP | N/A | N/A | Withdrew from class while passing. Not computed in GPA. |
| WF | N/A | 0.0 | Withdrew from class while failing. Computed in GPA until retake. |

SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

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Excessive absences may result in grade reduction or course failure as indicated on the following chart:

| COURSE FORMAT | REDUCED GRADE | COURSE FAILURE |
|---------------|---------------|----------------|
| Intensive | 4 hours | 8 hours |

Courteous Use of Technology in the Classroom (phone, tablet, laptop)

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

BIBLIOGRAPHY:

(TOP READINGS*)

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- Gaebelein, Frank, The Pattern of God's Truth, Moody Press.
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- Gangel, Kenneth, Understanding Teaching, Evangelical Teacher Training Assoc.
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- Graves, F. P., What Did Jesus Teach? N. Y., 1919, Chaps. II and III.
- *Gregory, John Milton, The Seven Laws of Teaching, Baker Book House, Grand Rapids, MI 1979.
- Guentert, Kenneth. The Mighty Mustard Bush.
- Hall, G. Stanley, Jesus, the Christ, in the Light of Psychology, N. Y., 1917, Chap. V.
- Hastings, James (Ed.), Dictionary of Christ and Gospels, 2 vols., N. Y., 1906.

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Henderson, W. David, Culture Shift, Baker Books, 1998.

*Hendricks, Howard G., Teaching to Change Lives, Multnomah Press.

Hillman, M. George, Jr. Ministry Greenhouse, The Alban Institute, 2008.

Hinsdale, B. A., Jesus as a Teacher, St. Louis, 1895.

Hitchcock, A. W., The Psychology of Jesus, Boston, 1908, Chap. IX.

Horne, H. H., The Leadership of Bible Study Groups, N. Y., 1912.

Modern Problems as Jesus Saw Them, N. Y., 1918.

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Howard, J. Grant, Creativity in Preaching, Zondervan.

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Jensen, Irving L., Independent Bible Study, Moody Press.

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Knowles, Malcom, Teaching Adults in Informal Courses.

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- Zuck, Ray B., Spiritual Power in Your Teaching, Moody Press.
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COURSE SCHEDULE:

Reading Schedule:

Prior to Class #2 read with a highlighter:

Creative Bible Teaching . . . Chapters 1-4

Attacking Faulty Reasoning . . . Introduction and Chapters 1-2

Preaching that Connects . . . Chapters 1-3

Prior to Class #2 read with a highlighter:

Creative Bible Teaching . . . Chapters 5-10

Attacking Faulty Reasoning . . . Chapters 3-4

Preaching that Connects - - - Chapters 4-6

Prior to Class #2 read with a highlighter:

Creative Bible Teaching . . . Chapters 11-15
Attacking Faulty Reasoning . . . Chapters 5-6
Preaching that Connects . . . Chapters 7-9

Prior to Class #3 read with a highlighter:

Creative Bible Teaching . . . Chapters 16-20
Attacking Faulty Reasoning . . . Chapters 7-9
Preaching that Connects . . . Chapters 10-12

Prior to Class #4 read with a highlighter:

Creative Bible Teaching . . . Chapters 21-24
Attacking Faulty Reasoning . . . Chapter 10

Classroom Schedule:

- 1: Class #1 Course Direction
Advance Teaching Technique #1 and #2
- 2: Class #1 Advance Teaching Technique #3 and #4
- 3: Class #1 Advance Teaching Technique #5 and #6
- 4: Class #2 Advance Teaching Technique #7 and #8
- 5: Class #2 Advance Teaching Technique #9 and #10
- 6: Class #2 Advance Teaching Technique #11 and #12
- 7: Class #3 Advance Teaching Technique #13 and #14
- 8: Class #3 Advance Teaching Technique #15 and #16
- 9: Class #3 Advance Teaching Technique #17 and #18
- 10: Class #4 Advance Teaching Technique #19 and #20
- 11: Class #4 Advance Teaching Technique #21 and #22
- 12: Class #5 Advance Teaching Technique #23 and #24
- 13: Class #5 Advance Teaching Technique #25 and #26
- 14: Class #5 Advance Teaching Oral Presentations

BC509 READING / ATTENDANCE REPORT
(Due Class #4)

Name _____

I have read the following:

Attacking Faulty Reasoning

YES NO Number of pages? ____

Creative Bible Teaching

YES NO Number of pages? ____

Living at the Crossroads

YES NO Number of pages? ____

Preaching that Connects

YES NO Number of pages? ____

I have attended _____ **out of classes.**

Signature _____

Date _____