SYLLABUS FOR MIN545 – TEACHING & LEARNING FOR CHRISTIAN FORMATION
Fall 2015

CONTACT INFORMATION
Peter G. Osborn, Ph.D.
Associate Professor
Phone: (w) 616.222.1558 (h) 616.884.5133
Email: peter.osborn@cornerstone.edu
Office Hours: Special Appointment M-F between 9:00 am – 4:00 pm

COURSE DESCRIPTION
A consideration of the various factors which influence the teaching and learning process. Students will engage in a critical analysis of how faith is formed through the teaching ministry of the Church. This highly interactive skills course allows opportunity to practice various methods of creatively teaching the Bible.

STUDENT LEARNING OUTCOMES
- To discover the significance of educational learning styles for the teaching ministry of the Church
- To assess the student’s personal learning style and creativity quotients
- To experience various strategies of teaching-learning through instructor and student presentations and evaluations
- To learn the foundational components of an effective teacher
- To practice developing, presenting, and evaluating various presentations

TEXTBOOKS
Required:

Recommended:

**EVALUATION**

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>B</td>
<td>88-91</td>
<td>C</td>
<td>75-79</td>
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<tr>
<td>A-</td>
<td>95-96</td>
<td>B-</td>
<td>85-87</td>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>B+</td>
<td>92-94</td>
<td>C+</td>
<td>79-84</td>
<td>F</td>
<td>0-69</td>
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**ATTENDENCE POLICY**
The attendance policy for this course is outlined in the 2013-14 GRTS Academic Catalog (one absence allowed without grade implication).

**ASSIGNMENTS & ASSIGNMENT OVERVIEW**

- Speaker Evaluation Paper 15%
- Teaching Perspectives Self-Assessment 10%
- Small Group Presentation 15%
- Bible Teachings (15% each) 30%
- Team PowerPoint 10%
- Classroom Participation & Reading Assignments 20%

**Total** 100%

Note: No late papers will be accepted, papers must be turned in the date they are due.

**Teaching Perspectives Self-Assessment – Due: 9/24**
The student will complete the Teaching Perspectives Self-Assessment instrument located online at [http://www.teachingperspectives.com](http://www.teachingperspectives.com). After completing the instrument print the results and bring them to class.

**Speaker Evaluations (2-3 Pages) – Due: 10/1**
The student will observe and evaluate two unique presentation styles (e.g., sermon, Sunday school class, chapel, youth talk, etc.) and turn in a 2-3 page paper outlining the following: context of presentation, what the presenter did well, & what the presenter could have been done differently to make the presentation more effective.
Small Group Presentation – Due: 10/1, 10/8 & 10/15
Each student will lead a 22-minute mock small group/discussion in class. Students will be graded based on the content of presentation and on how well they facilitate discussion. Students will need to turn in, before the start of the presentation, a one page outline that includes: the goal/big idea of the presentation, sample discussion starters/questions, and a map/outline of the presentation. The presentation may be on any topic (e.g., biblical theme, current event, etc.).

Bible Teachings – Due: Round 1 on 10/22, 10/29 & 11/5; Round 2 on 11/19, 12/3 & 12/10
Each student will present two 20 min. Bible teachings on an assigned passage. Evaluation will be by the professor, classmates, and the student. Students may use PowerPoint or other forms of visual aids but if such aids are used it will be the student’s responsibility to make sure all systems are functioning correctly before class begins.

Round 1: Matthew
A. 5:1-10
B. 7:1-6
C. 7:24-27
D. 14:13-21
E. 18:1-9
F. 19:16-30
G. 20:1-16
H. 22:1-14
I. 5:13-16
J. 6:25-34
K. 9:35-38
L. 21:1-11
M. 14:22-33
N. 15:32-39
O. 18:21-35
P. 5:43-48

Round 2: Old Testament
A. Genesis 12:1-9
B. Ruth 1
C. I Samuel 1
D. I Kings 21
E. Psalm 51
F. Isaiah 6
G. Obadiah
H. Micah 6
I. Duet. 6:1-9
J. II Sam. 12:1-15
K. II Kings 2
L. Jonah 1
M. Genesis 11:1-9
N. Joshua 1:1-9
O. Psalm 1
P. Jeremiah 33:1-11

Group PowerPoint – Due: 11/20
The class will be divided into teams of 2-3 students each to develop a PowerPoint on a learning theory/style. Each team will be assigned a learning theory and will need to present the following elements:

Element A: Key People (Who are the founders, current researchers/authors?)
Element B: Key Themes / Ideas of Theory
Element C: Practice / Application (How could this be implemented today?)
Element D: Link / Resources (Where can one go to learn more?)
Note: Teams will need to prepare a minimum of a one page handout of the above elements to distribute at the beginning or end of presentation.

Team 1: Neuroscience Learning (Neuroeducation)
Team 2: Transformational Learning
Team 3: Self-Directed Learning
Team 4: Networked Learning

Team members will need to collaborate in preparation of the material. Students are encouraged to identify outside resources and tools to help illustrate the method.
**Classroom Participation & Readings – Due: As Listed in Class Schedule**

Students will be expected to fully participate in each class session. This active participation will include: coming to class having completed the assigned readings, sharing personal experiences in teaching and learning, and evaluating peer teaching presentations. A copy of the professor/peer evaluation form is attached to this syllabus.

**CLASS SCHEDULE**

<table>
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<tr>
<th>Date</th>
<th>Class Topics/Assignments</th>
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| 9/10 | Topic: What is Good Teaching? & Course Overview  
       Course Overview |
| 9/17 | Topic: Discussion as a Way of Teaching, Collaborative Learning & Principles of Learning  
       Read: Barr & Tagg Article: “From Teaching to Learning” (PDF in Moodle) |
| 9/24 | Topic: Kolb’s Learning Model & Teaching Perspectives  
       Read: Introduction / Chapters 1-3 in *The Courage to Teach*  
       Complete Teaching Perspectives Assessment |
| 10/1 | Small Group Presentations  
       Read: Chapters 1 & 2 in *Biblical Preaching* |
| 10/8 | Small Group Presentations  
       Read: Chapters 3 & 4 in *Biblical Preaching* |
| 10/15 | Small Group Presentations  
       Read: Chapters 4 & 5 in *The Courage to Teach* |
| 10/22 | Bible Teachings (Round 1)  
       Read: Chapters 5 & 6 in *Biblical Preaching* |
| 10/29 | No Class: Online Discussion |
| 11/5 | Bible Teachings (Round 1) |
| 11/12 | Bible Teachings (Round 1)  
       Read: Chapters 7 & 8 in *Biblical Preaching* |
| 11/19 | Bible Teachings (Round 2)  
       Read: Chapters 9 & 10 in *Biblical Preaching* |
| 12/3 | Bible Teachings (Round 2)  
       Group PowerPoint Due |
| 12/10 | Bible Teachings (Round 2) |

**FOR THE GOOD OF THE ORDER**

**Technology Support**

Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510),  
[http://www.cornerstone.edu/departments/information_systems](http://www.cornerstone.edu/departments/information_systems), or e-mail to technologysupport@cornerstone.edu
Papers and Projects

Papers in Bible and Theology courses should be formatted and sources documented according to the GRTS Guideline for Papers and Theses (see sample footnotes and bibliography on p. 13-16). This guideline is based on the Turabian/Chicago Manual of Style and the SBL Handbook of Style. Please consult these works at the following link:

http://eaglesnest.cornerstone.edu

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style. Information on this style can be found at the following link:

http://eaglesnest.cornerstone.edu

Inclusive Language

As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

Email Communication

Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:

- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:

- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

Student Course Evaluation

In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Odyssey (see Lessons tab). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

Copyright Violation and Plagiarism

Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your
own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Services menu)—“Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/content.php?pid=125720&sid=1079827

Disability Accommodation
The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.