
Professor Name: Dr. Steve Shardy

June 24, 2010

I. Course Description:

Principles of Teaching I is an introductory course that integrates Biblical truth into such educational tasks as principles of effective classroom instruction, preparing to teach, objective writing, lesson planning, introductory assessment, and organizing the classroom environment.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on effective classroom instruction and management.
2. The students will develop a deeper understanding and appreciation for the complexity of the teaching process.
3. The students will integrate the key concepts of EDUC3304 and EDUC1301 into their analysis and evaluation of this course.
4. The students will be able to critically analyze the key concepts in the course textbooks.
5. The students will be able to analyze and evaluate the Law of Application using appropriate Biblical texts for research support.

III. Course Textbooks

Required Texts:

Hendricks, *Teaching to Change Lives*. (Multnomah, 2003), ISBN: 1590521382. (TCL)
Carlson, *Rock Solid Teacher*. (Gospel Light, 2006), ISBN: 0830739203. (RST)
Wilkinson, *The Seven Laws of the Learner* (Multnomah, 2005), ISBN: 1590524527.
(SLL) Zuck, *Spirit-filled Teaching*. (Nelson Publishers, 1998), ISBN: 0849915600. (SFT)

Recommended Texts for Additional Study:

Brunn, *Lesson Planning Handbook* (Scholastic, 2009), ISBN: 0545087457.

IV. Evaluation of Student Performance

1. Class Attendance – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. Reading Assignments and Accountability – Everyone is expected to read assigned material before each lecture. Each lecture has assigned reading accountability questions or topics for discussion. A one page, double spaced response is required for each question or topic.
3. Research Assignments:

Assignment 1: Students will take notes from the audio lectures and submit them with the other assignments. Although I offer latitude in format and content, allow for one page per lecture (double spaced). Title this assignment EDUC 3301 LECTURE NOTES.

Assignment 2: Students will critically analyze and evaluate the Law of Application using Scripture and the course readings. In 4-5 pages (double-spaced), use our course discussion and your reading to draw out the essential elements of this important concept. Pay special attention to the Biblical principles addressing this topic. Document your work according to school standards. Strive for excellence in all your work.

4. Course Exams – There will be no examinations or quizzes for this course. Final grade will be determined from the applicable scoring rubric (see below).
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. Campus students will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.
7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction

Review the course syllabus and required assignments/objectives for the class.

Class 2 – The Law of the Teacher

Reading Component – SLL, Chapter 1 and TCL, Chapter 1.

How does the Law of the Teacher lay the foundation for the rest of the teaching process?

A one page, double spaced response is required.

Class 3 – The Law of the Learner

Reading Component – RST, Chapter 1; SFT, Chapters 1&2; SLL, Chapter 2; and TCL, Chapter 2.

What are the key principles within the Law of the Learner that enable the teacher to more effectively present subject-matter? **A one page, double spaced response is required.**

Class 4 – Attributes of Good Teachers

Reading Component – RST, Chapter 2; and SFT, Chapters 3&4.

Which teacher attributes are critical to effective classroom presentations? **A one page, double spaced response is required.**

Class 5 – Biblical Connections to Content

Reading Component – SLL, Chapter 3; and TCL, Chapter 3.

Describe in detail how the Bible is to be properly utilized in any subject matter. Use several texts to support your response. **A one page, double spaced response is required.**

Class 6 – Writing Goals and Objectives

Reading Component – RST, Chapter 3; and SFT, Chapter 3.

What is the difference between a goal and objective, and describe the components of an effective subject-specific objective? **A one page, double spaced response is required for each topic.**

Class 7 – Effective Lesson Planning (Part I)

Reading Component – SLL, Chapter 4; and TCL, Chapter 4.

What are the five common mistakes in lesson planning, and describe the lesson planning process?
A one page, double spaced response is required for each topic.

Class 8 – Effective Lesson Planning (Part II)

Reading Component – RST, Chapter 4; and SFT, Chapter 4.
What are the three basic questions that **MUST** be addressed in the lesson planning process, and what is the purpose of the conclusion to the lesson? **A one page, double spaced response is required for each topic.**

Class 9 – Assessment and Evaluation

Reading Component – No additional reading component.
What is the purpose of assessment? **A one page, double spaced response is required.**
Research Component – **Assignments due.**

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)

7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).